



FD NEWSLETTER

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A Record of the AY 2021 New Faculty Development Program (NFDP)

This year’s New Faculty Development Program (NFDP) has come to a close. Launched in 2017, the NFDP is an FD program for new faculty members. Its form has changed gradually over the years, and it is now in its fifth year. There are two parts to the program: on-demand sessions and live sessions. The live sessions take place every Tuesday 3rd period during the Autumn Term. This year, in addition to the sessions held in the Autumn Term, a session on “academic advising” was held right before the start of the Autumn Term. To prepare faculty members who joined ICU in April as they take on advisees from the Autumn Term, we decided to hold this session right before Registration Day.

What follows is a record of the sessions that were held this year. We would like to take this opportunity to express our gratitude to all faculty members who have contributed to this program.

AY 2021 NFDP: A record of the live sessions held

<p>Apr 7</p>	<p>NFDP Kick-off Session: Center for Teaching and Learning (CTL) and Special Needs Support Services(SNSS) Target: Faculty members who joined ICU in April Prof. Jeremiah L. Alberg, Director, CTL (Philosophy and Religion, Peace Studies) Prof. Heather A. Montgomery, Associate Director, CTL (Economics, Global Studies)</p> <p>♪ This session provided an opportunity for faculty members who joined ICU in April to meet one another.</p>
<p>Aug 31</p>	<p>Academic Advising and Advising Struggling Students Prof. Heather A. Montgomery, Associate Director, CTL (Economics, Global Studies) Prof. Junji Kobayashi, Associate Dean (in charge of Student Learning), College of Liberal Arts (Chemistry)</p> <p>♪ This session was held right before Registration Day to prepare faculty members who joined ICU in April as they take on advisees from the Autumn Term. In addition to covering the topic described in the title of the session, the facilitators provided details about the advising process on Registration Day.</p>
<p>Sept 6</p>	<p>NFDP Kick-off Session: Center for Teaching and Learning and Special Needs Support Services Target: Faculty members who joined ICU in September Prof. Jeremiah L. Alberg, Director, CTL (Philosophy and Religion, Peace Studies) Prof. Heather A. Montgomery, Associate Director, CTL (Economics, Global Studies)</p>
<p>Sept 7</p>	<p>Session 1: The founding of ICU, ICU’s values and missions, and assessing the future Prof. Robert Eskildsen, Vice President for Academic Affairs (History, Japan Studies)</p> <p>♪ The session took place in the Hachiro Yuasa Memorial Museum. The following are a selection of comments from those who participated in the session: “It was good to actually visit Hachiro Yuasa Memorial Museum and learn ICU’s history.” “As I prepare to start my career at ICU, I was able to listen to a detailed talk about the story of ICU’s founding and deepen my understanding of ICU’s philosophy and missions.”</p>

Sept 14	<p>Session 2: Balancing Teaching, Research & Administration Prof. Yoshito Ishio, Dean, College of Liberal Arts (Sociology, American Studies) Prof. Natsumi Ikoma, Associate Dean (in charge of Curriculum), College of Liberal Arts (Literature, Gender and Sexuality Studies)</p> <p>♪ To conduct teaching, research, and administration duties as an ICU faculty member while also recognizing the importance of personal time, how should one manage time and balance these pursuits? The facilitators talked about their own experiences and gave advice.</p>
Sept 21	<p>Session 3: Christian Beliefs and Liberal Arts Education Reverends Shoko Kitanaka and Paul Johnson, University Ministers Prof. Keisuke Ishibashi, Chair, Religious Affairs Committee (Information Science)</p> <p>♪ A participant commented after the session: "It was good to listen to talks given by the facilitators about how the 'C' is embodied in ICU and how it is regarded."</p>
Sept 28	<p>Session 4: Engaging Students as Partners in Teaching and Learning Prof. Mari Tsujita (Language Education)</p> <p>♪ This session took place in University Hall H-213, where Prof. Tsujita teaches her mixed-mode courses. Prof. Tsujita introduced the various teaching methods that she uses, and discussed strategies to enable students to participate more actively in online classes. The talk was followed by discussion.</p>
Oct 5	<p>Session 5: Behind-the-Scenes Campus Tour CTL staff</p> <p>♪ We toured the offices and buildings. We also visited the Counseling Center, Center for Research Planning and Support, and the Service-Learning Center, and were able to learn about their activities, roles, etc.</p>
Oct 12	<p>Session 6: Syllabus Development Prof. Insung Jung (Education)</p> <p>♪ A participant commented after the session: "There are few opportunities to have other faculty members look at your syllabus. I would like to make use of the comments I received when I prepare syllabi for next year and beyond."</p>
Oct 19	<p>Session 7: General Education at ICU Prof. Natsumi Ikoma, Associate Dean (in charge of Curriculum), College of Liberal Arts (Literature, Gender and Sexuality Studies)</p> <p>♪ A participant commented after the session: "Through this session, I was able to deepen my understanding of the uniqueness of General Education at ICU, and the important place it occupies in the overall teaching activities at ICU."</p>

<p>Oct 26</p>	<p>Session 8: Assessments, Feedback and Grading Prof. Shaun K. Malarney (Anthropology, Global Studies)</p> <p>♪ Prof. Malarney outlined the key points in setting assignments, and described strategies and concrete techniques for conveying effectively to students the assessment criteria and matters related to grading. His course Moodle page was provided as an example.</p>
<p>Nov 2</p>	<p>Session 9: Teaching and Communication in a Second Language Prof. Yasunori Morishima (Psychology)</p> <p>♪ Prof. Morishima described the diverse language backgrounds of ICU students. He also touched on his own research on bilingualism and the brain.</p>
<p>Nov 9</p>	<p>Session 10: Social/Q&A Session</p> <p>♪ The session was held in person at the faculty and staff lounge situated on the 7th floor of Dialogue House. It provided a valuable opportunity for participants to meet and converse in person with colleagues who joined ICU this year. In the latter half of the session, the participants were joined by the President and the Vice President for Academic Affairs.</p>
<p>Nov 16</p>	<p>Session 11: Teaching for Diversity and Inclusivity Prof. Mikiko Nishimura (Education, Development Studies, Gender and Sexuality Studies, Peace Studies)</p> <p>♪ The session incorporated discussion and role plays, and participants engaged in a lively exchange of views. A participant commented after the session: "It was a good idea to have one reflect on one's feelings as a person who is in the minority/majority to enable one to understand the feelings of students who are in a different position."</p>

(Center for Teaching and Learning)



AY2021 NFDLP Certification Ceremony

New Faculty Development Program (NFDP) : Professor Insung Jung’s Session on “Syllabus Development”

The New Faculty Development Program (NFDP) for new ICU faculty members began in 2017, designed and developed by a team led mainly by Professor Insung Jung. The program sessions are held in the 3rd period of every Tuesday in the Autumn Term, and each session is facilitated by a faculty member. This article summarizes Session 13 of the AY2021 NFDP: Professor Jung's "Syllabus Development."



Title: AY2021 NFDP "Syllabus Development"

Date and Time: October 12, 2021, 3rd period (11:30 am - 12:40 pm)

Facilitator: Professor Insung Jung (Education Major)

The session began with the following syllabus design quiz using Kahoot! after the ice breaker.

Syllabus Design Quiz

The correct answers are highlighted in yellow.

Q1.	A good syllabus relies on thoughtful course design.	True / False
Q2.	Which one does NOT have to be in the syllabus?	<ol style="list-style-type: none"> 1. Course title 2. Weekly schedule 3. Assessment methods 4. Student names
Q3.	A syllabus is a tool to describe what you guarantee to teach in your course.	True/ False
Q4.	A detailed syllabus can ...	<ol style="list-style-type: none"> 1. Hinder student learning 2. Reduce student anxiety 3. Create student misunderstanding 4. Increase student workload
Q5.	An effective syllabus sets the tone for the course.	True / False

Syllabus Evaluation Rubric

After the quiz, Professor Jung explained that the syllabus is the first step in course design for instructors, plays an important part in students’ course planning, and serves as a reference tool for students to return to and check details if they have questions about the course.

Next, she introduced the syllabus evaluation rubric, which she has adapted from a rubric developed by Cornell University.

The yellow-highlighted elements—“Course Outcomes,” “Class Schedule,” “Assignments Required,” “Assessing Students' Learning,” and “Diversity of Teaching & Assessment Methods”—were explained in this session.

- **Course Outcomes.** (This corresponds to “Learning Goals” in ICU's syllabus template.) This section outlines the learning goals and what you want students to learn from the course. This part should be as specific as possible to make it easier for students to formulate their study plans. Setting specific learning goals also helps to facilitate your lesson planning and student assessments. For example, in ["Writing Learning Outcomes: ABCD Method," developed by the University of California, San Diego's Student Affairs Department](#), the learning outcomes are written from the students’ point of view

- **Class Schedule.** The set topics for each week may not specifically describe what students should do. An exemplary class schedule is “fully articulated & logically sequenced ... with chronological topics listed for each class, along with required readings & preparation necessary from students.”
- **Assignments Required.** Clarify what the challenges are and when the deadline is. This part should list the assignments with their due dates and explain the late policy and other requirements that might affect grades.
- **Assessing Students' Learning.** Although this is closely related to "Assignments Required," the evaluation criteria and rubrics should ideally be listed here. Some faculty members tend to present evaluation rubrics separately from the syllabus, but you are recommended to include them to make it a comprehensive manual for students.
- **Diversity of Teaching & Assessment Methods.** Evaluating students based on only one task is not recommended. Instructors should take into account the diversity of students in choosing a range of teaching and assessment methods. This is also important for understanding whether the students have actually achieved the lesson outcomes and useful for the instructors themselves to look back on their teaching methods.

After explaining the syllabus evaluation rubric, Professor Jung divided the new faculty members into groups of three. Each group reviewed their respective course syllabus's "learning goals" and "assessment," discussing their positive points and aspects that could be improved.

Example Syllabus: EDU203 Instructional Design and Technology

Professor Jung then introduced the syllabus of her course "EDU203: Instructional Design and Technology".

- **Learning Goals.** In this syllabus, a list of the learning goals is introduced with the phrase: "Upon completion of this course, the students will be able to..." The keyword in the first point, "understanding," is fundamental, according to [Bloom's Revised Taxonomy of Learning Domains](#) (see the p.2). Therefore, if you notice many instances of “understand(ing)” in your learning goals, you may need to review and revise the sentences to include higher-level goals, using such verbs as "explain", "apply", "create", and so on. Thus, the list of your learning goals progressively presents more advanced learning goals and critical thinking abilities.
- **Grading Policy.** In this syllabus, the grading policy is divided into four parts. It is written in much greater detail than other syllabi, and there is also an online quiz that students can try as many times as they want to check their understanding (see the syllabus p. 4).

OECD Rubric on Creativity and Critical Thinking

Finally, Professor Jung discussed how to incorporate the elements of "Creativity" and "Critical Thinking," which are emphasized in ICU's liberal arts education, into the syllabus. She introduced the ["OECD Rubric on Creativity and Critical Thinking"](#). It was this rubric that made her realize the need to incorporate creativity and critical thinking into her syllabus intentionally. She suggested including at least one of the elements listed: "Inquiring," "Imagining," "Doing," or "Reflecting." While the rubric is versatile, the OECD website also presents [specific rubrics for certain fields](#).

Feedback from participants after the session included: "I want to review my Winter Term syllabus immediately," and "I was very worried about what examples to refer to when creating the syllabus, but this session taught me a lot about what kind of content to include, with useful examples for syllabus design." We all wish to thank Professor Jung for her insightful session.

(Hosono, Center for Teaching and Learning)

CTL Brown Bag Lunch & Learn #12

“Oxford EMI - Applying it at ICU: Examples from Language Education”

Facilitator: Prof. Mari Tsujita

For the twelfth BBL&L session on September 27, 2021, we asked Prof. Mari Tsujita of Language Education Major to talk about the Oxford EMI Program she attended in March 2020 and how she applies Oxford EMI’s content to her online mixed-mode classes.

1. Oxford EMI

English Medium Instruction (EMI) is defined as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (Dearden, 2014). The Oxford EMI Program supports university lecturers who teach in English and investigates both the linguistic and pedagogical challenges of teaching and learning in EMI in a university context.

Excerpts of Prof. Tsujita’s presentation are as follows.

Dealing with language issues (Oxford EMI): Yes or No?

What’s your position?

1. It’s OK to use the students’ native language occasionally to explain more difficult concepts.
2. Grammatical accuracy is really important when speaking in order to be understood.
3. We should use synonyms to help explain complicated items of vocabulary.
4. The key to good comprehensible pronunciation is mainly getting sounds and words right.
5. It’s important to include full definitions of technical terms on class slides.
6. Examples can be as useful as definitions when explaining concepts.
7. Students need to be able to use the terminology – not just understand it.
8. Visuals are more important in this EMI context than in L1 learning contexts.
9. We should avoid using the more complex terminology until students’ English is better.
10. We don’t need to think about where learners are sitting as long as they can hear us.

(adapted from Oxford EMI handouts)

Concepts from language education

- Comprehensible input: adapting the language used by the teacher
 - manner of speaking (e.g., stress, volume, speed, pause, repetition)
 - input modification (e.g., simplify syntax and vocabulary, paraphrase, contrast, exemplify, markers to signal a topic shift)

(adapted from Oxford EMI handouts)

Concepts from education

- **Thinking skills**
 - Verbalize (e.g., pair work)
 - Reduce information (e.g., most important words)
 - Transform information (e.g., text to diagram)
 - Sequence text (e.g., correct order)
 - Use analogy (e.g., "greenhouse gas", "scaffolding")
 - Predict (e.g., speculate before reading)
 - Classify (e.g., categorize data)
 - Create cognitive maps (e.g., connections between different concepts)
 - Rank order (e.g., decide priorities for tasks)
- **Questions to encourage thinking**
 - Seeking clarification (What do you mean?)
 - Ask for reasons and evidence (Why?)
 - Explore alternative views (What is the difference?)
 - Test implications and consequences (What are the consequences?)
 - About the question or dialogue (What is the next question to ask?)

(adapted from Oxford EMI handouts)

Case study: teaching with technology

- **Using Moodle and Slack to engage students**
 - Dr. Tilma, Assoc. Prof. of Physics (Tokyo Inst. of Tech.)
 - **Slack** solves two problems: too many emails and lack of questions in class
 - **Moodle** is useful for organizing course materials, students can keep track of what they have completed
 - These tools will **engage** students with work outside of class, reduce printouts to zero, and allow students to take **ownership** of their learning

(adapted from Oxford EMI handouts)

2. How she applied the content of Oxford EMI to her classes

Having touched on the Oxford EMI concepts and tips, she then shared how she applied the content of Oxford EMI to both online and mixed-mode classes, one of which was LED233 "Teaching Methods in English I" (Enrolment: 28), which she taught in Japanese this term.

Since her students are mostly enrolled in the English Teaching Certification Program (TCP), she gives them opportunities to teach their classmates in group presentations and mock lectures. Additionally, she adopted the following engaging activities that she learned from the Oxford EMI Program.

- Group discussions (Zoom Breakout Rooms, Google Slides)
- Questions during lecture (Zoom Chatbox)
- Letting students make quiz questions (Word file submitted by Moodle -> Moodle Quiz)
- Polls (Zoom Polls)
- Debate (in English)

As for polls, she asked students to think of one family member or someone older than them.

“Did s/he use English in any of the activities in the past year? Choose all that apply; Work, communication with friends from overseas, film, music, reading books, internet, foreign travel and none.”

She presented a comment that one student made, who lived in an English-dominant home, that he was surprised to find out that sixty percent of the people did not use English at all.

She also showed us an example where she invited a former student, a member of the Debating Society, as a guest commentator, and let students debate in English during class on whether the English subject should be optional in junior high and high school, and whether it should be obligatory in elementary school in Japan. One of the students realized that “debates could indirectly teach students on how they could prepare for speeches and how to make strong points, and it would also promote problem-solving and critical thinking skills.”

3. Student survey

At the end of her session, she reported the results of her student survey conducted online in September 2021 (9 respondents). In online and mixed-mode classes, a majority of the respondents (7 or 8) said that topics of the course, requirements for certifications, participatory-based style and professors affected their motivation. She shared one students' comment as follows; “The most important aspects are how the professor gives lecture and my interest towards the topics. For instance, if the professor does not explain the main points clearly, or if s/he talks unemphatically, it feels boring, since the visual information does not change in an online environment. Feedback is also important because it is the only interaction between the professors and the students.”

Below are the other questions and students' answers.

3. What did you like about online classes, or what was satisfying?

- less effort going to school (no commute during rush hours and rain, more time for study, convenient for early and late classes)
- can take classes outside of Tokyo
- manage everything digitally
- more concentration (not distracted by others)
- more relaxing (cameras turned off)
- interacting with classmates in group activities when contact is limited (breakout rooms)

4. What kind of problems did you have in online classes, or what was unsatisfying?

- difficult to concentrate (tired from being in the same place)
- difficult to differentiate "home" and "school";
- fewer interactions with other students (limited to breakout rooms... i.e., no time before or after classes)
- time is wasted if the teacher is not proficient in online tools
- not clear whether students are participating when their cameras and microphones are turned off
- difficult to ask questions

5. What did you like about mixed mode classes, or what was satisfying?

- able to switch between FTF and online when necessary
- feeling of participation
- change of environment is better for daily life
- can talk to students and professors
- easier to ask questions

6. What kind of problems did you have in mixed mode classes, or what was unsatisfying?

- gap of support between FTF and online (less communication with online students, more attention to FTF students)
- worries when few people are attending FTF (difficult to make friends depending on who are in the classroom)

ICU has been funding to send our faculty to the Oxford EMI Program since 2016, and we plan to send a few faculty members to [the Oxford EMI Program](#) to be held online in March 2022.

References

Dearden, J. (2014). English as a medium of instruction: A growing phenomenon. Teaching English. British Council.

Oxford EMI. (2019). Lecture handouts, Oxford EMI Program, Online.



Comments from Prof. Tsujita

I personally recommend the Oxford EMI program for every faculty member for the following reasons:

1. It provides useful skills, techniques, and concepts from education and related fields.
2. It encourages us to reflect on and monitor our own language use and teaching style.
3. It gives us a chance to be on the students' side and understand what they're going through.

In addition, you can share your thoughts and concerns with people in diverse fields from all over Japan.

ICT Workshop Report

Keeping Online & Mixed-Mode Classes Interactive

Center for Teaching and Learning
 ICT Workshop
 Date : Tuesday, November 16th
 Time: 13:50~15:00 cases + Q&A
 ~ 15:30 informal discussion)

Following the announcement of the policy for the mode of instruction for courses in the winter term, the CTL held an ICT (Information and Communication Technology) workshop “Keeping Online & Mixed-Mode Classes Interactive” on November 16, 2021.

About 50 faculty and staff members participated in the workshop, our fifth since April 2020, when we first moved to online teaching.

Professors Matsuda, Smith, and Malarney introduced the technological and pedagogical techniques they use in their classes through short mini "case-studies". This was followed by a robust Q&A session, where concerns and tips for class management were exchanged and discussed.

【Date】 November 16, 2021 13:50-15:00

【Language】 Japanese and English

【Format】 Online via Zoom

【Content】

- Opening Speech by Prof. Montgomery, Associate Director, CTL
- Case Study
 1. Prof. Hiromichi Matsuda “Interactive HyFlex (Type 3 mixed) class using mmhmm”
 2. Prof. Adam Smith “Interactivity and perceived learning in large online courses”
 3. Prof. Shaun Malarney, “Introducing Mentimeter & Google Form”
 4. Prof. Daniel Marszalec “The software/app is called OBS”
- Q and A session

【Participants】 35 faculty members + 11 staff members

In this issue, we introduce an article by Prof. Adam Smith from the Workshop.

(Center for Teaching and Learning)

“Interactivity increases learning in online classes”



Adam Smith
Department of Psychology
and Linguistics

Like all teachers living through the turbulent times of the COVID-19 pandemic, I have some hard-earned experience in online education. This kind of individual experience is valuable—the plural of anecdote, after all, is data. Fortunately, my collaborators at Nagoya University and I have collected rather substantial empirical data regarding online education. And our initial findings suggest something that I think all teachers should be aware of: interactivity significantly and substantially increases perceived learning in online classes¹.

We surveyed over 600 undergraduate students from across Nagoya University with regards to a mountain of outcomes pertaining to academic performance, psychological well-being, and perceived learning in a random sample of multiple classes from both the 2019 Winter Term (all classes held in person—pre pandemic) and the 2020 Spring Term (all classes moved online). Of note, actual learning was rather tricky to measure, so in its place we measured subjective, and therefore “perceived,” self-assessments of learning. Consistent with a growing body of literature, we found evidence that compared to in-person classes, grades for students enrolled in online classes tend to increase. Paradoxically, however, overall perceived learning tends to decrease. This rather unfortunate effect of reduced perceived learning should lead teachers to pause and think—how can grades go up while perceived learning goes down? The simple answer appears to be that grades have a tendency to be inflated in online classes while overall learning and engagement are reduced. Luckily, there may be an antidote to this predicament. The reduction in learning that occurs online appears to be mitigated and perhaps even reversed when an online class fulfills the following condition: it is highly interactive.

Below, I would like to make a number of practical suggestions for those of us who are involved in online teaching at ICU in the 2021 Winter Term based on the idea that interactivity is key. These suggestions move us back to the realm of anecdote. In other words, they are merely suggestions based upon my own experience and conversations with colleagues. Please utilize them as you see fit.

Synchronous teaching.

I recommend that teachers opt to use synchronous teaching platforms (e.g., Zoom) in place of asynchronous ones (e.g., on-demand YouTube videos) to the extent possible. It appears that, more than anything, class format is the vector of interactivity that has the most powerful impact on increasing perceived learning. As may be expected, students appear to learn more when they are made to simultaneously participate in class with their teacher and fellow students. Likewise, it can be inferred that increasing interactivity within synchronous classes will further increase learning.

Webcams on.

At the beginning of class, students may be instructed to turn on their webcams unless they have a reason for keeping their webcam off—a reason which they can be encouraged to state in a direct chat message to the teacher. By disincentivizing students from turning off their webcams, I find that students are advantaged to readily interact with the class.

Question everything.

Throughout the lecture, students may be encouraged to ask questions via chat; such questions can be easily noticed without causing too much interference to the flow of the lecture. Alternatively, students can use the raise hand function to alert their teacher when they have a question. No matter the method, maintaining the ability to ask questions *when they arise*—just as occurs in in-person classes—seems to increase student engagement. Prescribed question and answer times, though useful, may work better when used in conjunction with small-group discussion as described in the next section.

Breakout rooms with live documents.

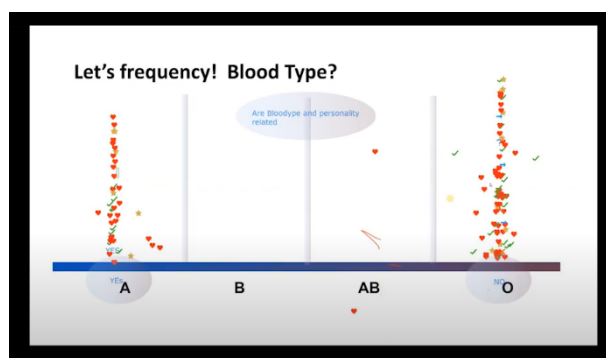
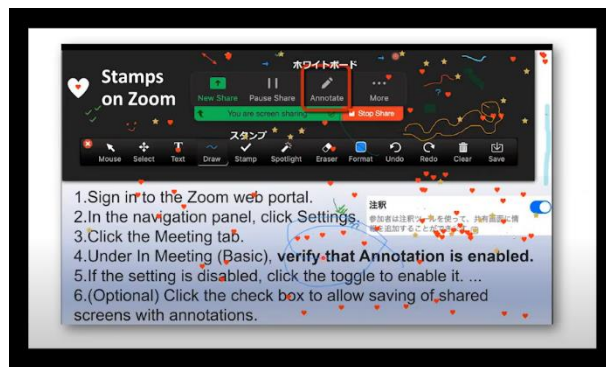
In Zoom, students may be given the ability to engage in private, small-group discussions called

breakout rooms. The ideal number of students for a breakout room appears to be 3 or 4; any larger and students may become reticent. Much like in-person small-group discussions, I find these discussions are best facilitated after students are given clear instructions such as a discussion prompt or questions to test their understanding. Furthermore, many teachers have found success in providing students with a link—via the chat—to a live document such as a Google document that can be edited in real time by the students. For example, students can use the document to list their group members and then provide answers to the questions at hand. When reconvening class after the breakout session, having a set of answers to refer to from the live document allows teachers to efficiently call on students and groups.

Annotations.

Another effective way to maintain student engagement during class is Zoom Annotations². Annotations are a set of graphical tools for writing, drawing, or “stamping” directly on the slides that the host is sharing. Importantly, annotations can be used by both students and teachers. On the one hand, I encourage my students to use the annotation function—stamps, in particular—during set portions of my lectures so that I can get feedback regarding various premade questions; in this way annotations work much like a poll. On the other hand, if a question from the teacher organically arises during class (e.g., “Do you believe blood type is statistically related to personality type?”), the teacher can write the question on top of their slides and then create a poll in real time (e.g., by creating “Yes” and “No” answer spaces on top of the existing slides). Crucially, annotations allow both students and teachers to interact with the shared screen in a spontaneous manner. And when you hover your mouse over an annotation, you can see exactly who wrote it, so there is no need to worry about students mischievously sabotaging a presentation. I encourage all teachers who use Zoom to give annotations a try.

¹ Utsumi, Smith, Li, Kokubun, & Ishii (in preparation). *Interactivity increases perceived learning in online classes: A large-scale case study from a major Japanese university*



Comments please.

As is well known by teachers at ICU, we can make use of comment sheets and discussion forums after class in order to continue interacting with our students. Such tools have been used for decades, but it is still worth emphasizing that interactivity does not have to end with the bell.

In sum, teaching online as a result of the COVID-19 pandemic has forced teachers to innovate in a multitude of ways. Mounting evidence suggests that what differentiates successful from unsuccessful online classes is interactivity. The jury is still out as to whether interactive online classes can actually engender higher levels of learning than in-person classes, but for now, we can rest assured that our online teaching—to the extent that it is interactive—can indeed be highly effective.

² <https://support.zoom.us/hc/en-us/articles/4409894568845-Enabling-or-disabling-annotation-tools-for-meetings>

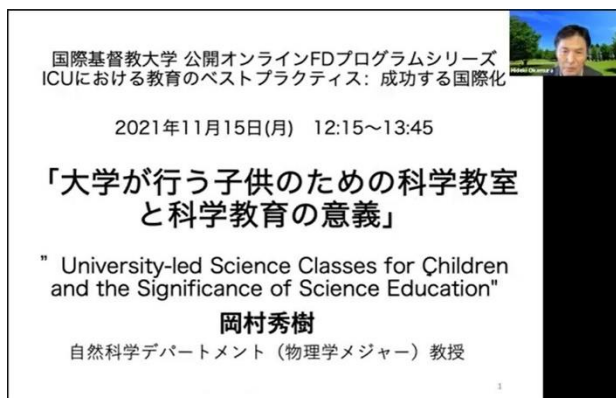
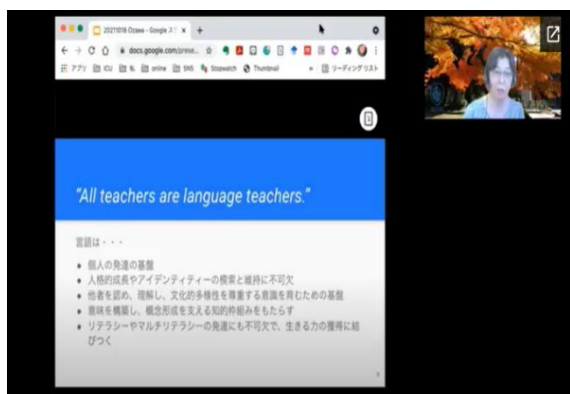
Successful Internationalization: Educational Best Practices at ICU

As part of the Faculty Development Program, the Center for Teaching and Learning held interactive online discussion sessions on "Best Practices in Education," jointly with the Top Global University Project Office. Following our successful first session back in June, our second and third sessions held in October and November respectively received strong interest from both within and outside our institution.

The second session was hosted by Ikumi Ozawa, Senior Lecturer, Japanese Language Programs, on October 18, 2021, and was titled "From EMI to JMI (Japanese Medium Instruction): An Adaptation of EMI Pedagogy in Higher Education in Japan." About sixty attended. Ms. Ozawa introduced the idea of scaffolding and points to consider when applying the EMI teaching method to Japanese language education. This was followed by exchange of information and tips with the attendees.

The third session was held on November 15, 2021, hosted by Hideki Okamura, Professor, Department of Natural Sciences (Physics Major), and was titled "University-led Science Classes for Children and the Significance of Science Education." Over thirty people joined from within and outside ICU. The session explored the purpose of science education for children (and for the general public) and why science education is essential to Japanese society. Prof. Okamura offered a number of specific examples and creative ideas, covering science classes at nursery, elementary, and junior high schools, and classes to teach scientific thinking to humanities students. The session was well-received by the audience.

Related website: <https://sites.google.com/info.icu.ac.jp/icuopenfd-bestpractices/home>



Orientation and Workshop for TAs

At the CTL, we conducted an orientation and a workshop for TAs in April and October. This year, we asked two TAs, who have more than three years of TA experience and are enrolled in ICU's doctoral program, to help us with the planning, content creation, and facilitation on the day.

1. Orientation for TAs

[Date and Time] 3:00 to 3:30 p.m., Monday, April 5, 2021

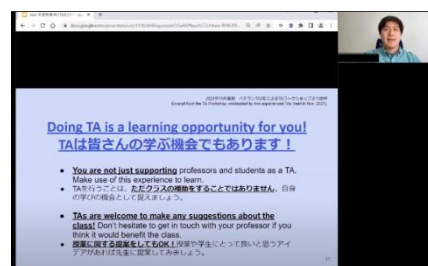
[Language] Japanese and English

[Format] Online (Zoom)

[Content]

- Opening remarks and explanation of the TA System by Professor Alberg, Director, CTL
- Description of general tasks and responsibilities of TAs by the two experienced TAs
- Sharing of tips and advice by the two experienced TAs
- Breakout session
- Q&A facilitated by the two experienced TAs

[Number of Participants] 51 TAs



Following the opening remarks and a brief explanation of the key TA duties, the two experienced TAs introduced some online tools that are not those mainly used at ICU but are useful for engaging students. (At ICU, we mainly use Moodle, Google Classroom and Zoom for teaching and learning.)

- For communication and gathering opinions: Slack and Mentimeter
- For conducting game-like quizzes: Kahoot

Furthermore, we conveyed the message that TAs are not just assistants to professors — they are in fact learners.

- We encouraged TAs to make use of the experience to learn how to teach effectively and how to manage classes of various sizes (small, medium, large). We recommended that they create a goal(s) at the start of the term (e.g., polishing skills in aiding student discussions).
- We also encouraged TAs to share frankly with faculty members any ideas they think would contribute to student learning and provided examples such as incorporating activities to raise student motivation and using new online tools.

In the latter half of the orientation, a breakout session was held to provide an opportunity for TAs to interact and exchange information with each other.

In addition, questions and concerns that participants posted on Mentimeter during the orientation were answered by experienced TAs and shared with the TAs at a later date.

2. Workshop for TAs

The theme was "communication," and the workshop provided an opportunity for TAs to exchange information and ideas with each other, as well as to think about the questions and concerns raised in a preliminary questionnaire and come up with solutions together.

[Date and Time] 1:30 to 2:30 p.m., Friday, October 29, 2021

[Language] Japanese and English

[Format] Online (Zoom)

[Content]

- Opening remarks by Professor Alberg, Director, CTL
- Description of general tasks and responsibilities of TAs by the two experienced TAs
- Sharing of preliminary questionnaire results, tips and advice by the two experienced TAs
 - Two aspects of TAs: 1) gaining teaching experience, 2) communication
 - Communication with the instructor is the key.
- Breakout session

[Number of Participants] 55 TAs

The most important advice given by experienced TAs in response to the preliminary questionnaire was to maintain close communication with the course instructor.

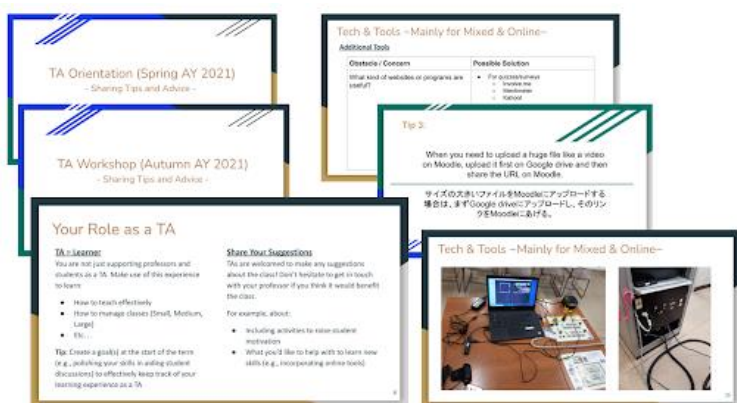
- “Talk to your course instructor. They will provide all the info you need.”
- “Communicate closely with your course instructor and try to create an arrangement that both of you are content with.”

The experienced TAs offered advice on the following matters that had been raised by the participants in the questionnaire.


- Dealing with workloads that exceed the prescribed working hours
- Difficulties in determining the scope of TA work
- How to create an environment where students can easily ask questions
- How to get involved in a class when the class you are in charge of is different from your field of expertise
- Efficient attendance management
- Preparing equipment for mixed-mode classes
- Introduction of online tools to make the class more active

In the last 25 minutes, the participants were divided into breakout rooms of up to five people each, where they introduced themselves, described the challenges that they had encountered, asked questions, discussed solutions and shared advice. All groups seemed to have a lot of topics to talk about.

The Covid-19 pandemic has prevented graduate students from using their graduate students’ research rooms and class preparation rooms, so currently there is not much opportunity for TAs to interact in this kind of manner. Since the above two events were attended by many TAs and there was much interest, we decided to create a new opportunity for TAs to interact with the two experienced TAs and with other TAs on Zoom before the start of the Winter Term. If the event is well received, we would like to continue with it in 2022.



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