FD Newsletter

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INTERNATIONAL CHRISTIAN UNIVERSITY

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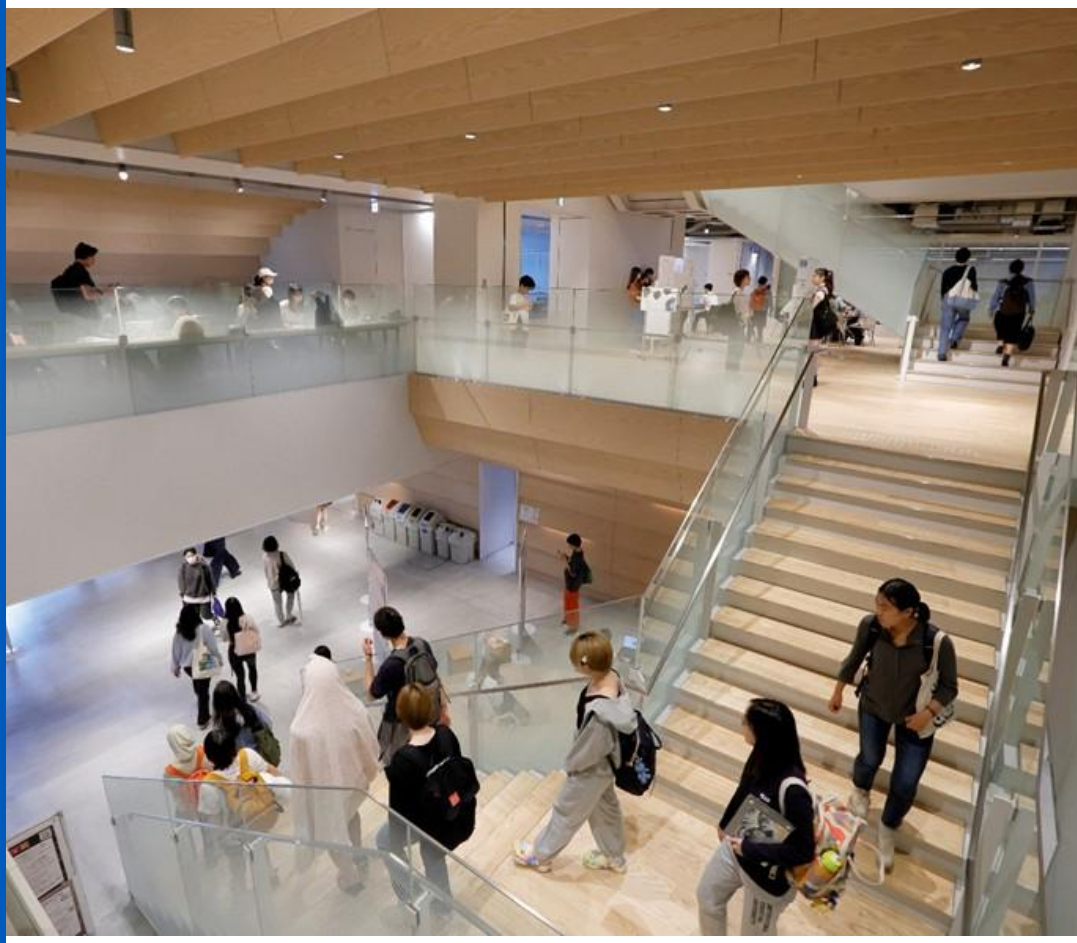

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FD/SD Seminar: Revisiting Reasonable Accommodation

Yusuke　Tanaka, Learning Accessibility Services (LAS)

May 2024

ICU's AY2023 FD/SD seminar "Revisiting the Question: 'What is Reasonable Accommodation?': Toward the Implementation of the Revised Act for Eliminating Discrimination Against Persons with Disabilities in April 2024" was held on February 19, 2024, attended by 71 faculty and staff members. Our guest speaker was Associate Professor Jun Murata of Kyoto University's Agency for Student Support and Disability Resources. As chief coordinator of the Disability Resource Center (DRC) and director of the Higher Education Accessibility Platform (HEAP), he is responsible for building a disability support system at Kyoto University, and he also provides consultations and advice to students with disabilities on campus.

The Revised Act for Eliminating Discrimination Against Persons with Disabilities will come into force in April 2024, making it a legal obligation for private businesses, including private universities, to provide reasonable accommodation for persons with disabilities, rather than an obligation to make efforts to do so. In addition, the number of students with disabilities at ICU is increasing annually, just as it is in Japan. With the growing number of students requiring support, the ICU faculty has become familiar with the term "reasonable accommodation," but we realized that individuals varied in their understanding of what it is and how it should be implemented. That is why we decided to hold this FD/SD seminar to reconsider the definition of "reasonable accommodation" and develop a shared understanding of reasonable accommodation among faculty and staff.

In his presentation, Professor Murata outlined the definition and theory of reasonable accommodation. Reasonable accommodation refers to necessary and appropriate modifications or adjustments to remove or reduce barriers in daily and social life with the aim of advancing equality of opportunity and eliminating discrimination.

Drawing on his extensive experience, Professor Murata discussed the legal background to reasonable accommodation, the campus environment, regulations, and support systems needed within the university, and factors to be mindful of when coordinating and providing accommodations. Reasonable accommodation is provided within a legal framework through constructive dialogue to enable all students to have equal opportunities to participate in learning. Professor Murata explained that this is just one of the diverse types of support that universities provide for students.

Professor Murata also said that the sharing of know-how and creation of support systems for students with disabilities can be positioned as "part of the university infrastructure." The appropriateness of reasonable accommodation should be evaluated based on constructive dialogue between students, faculty, and staff until a consensus is reached. I found this seminar to be a valuable and useful opportunity for fostering a common understanding of the support needed for students with disabilities based on the concept of reasonable

accommodation. Participant feedback was also positive, with comments such as "Reinforcing the definition of reasonable accommodation was helpful for me, as I will be able to refer to this fundamental concept whenever I need to," and "It pointed me in the right direction in terms of how to provide reasonable accommodation."

Campus Accessibility Tour: Thinking about Building Design Together

Yusuke Tanaka, Learning Accessibility Services (LAS)

May 2024

On Monday, January 22, 2024, the then Special Needs Support Services (SNSS; now Learning Accessibility Services, or LAS) hosted a tour of the accessibility features at the newly built Troyer Memorial Arts and Sciences Hall (T-kan). It was attended by 27 participants, consisting of ICU students (including students who make use of SNSS), faculty, and staff, as well as the design team behind the hall and renovation of the University Hall (Honkan).

The tour focused on the T-kan's universal design features. The hallways are wide and easy to navigate, even for people using wheelchairs or white canes. The classroom doors have tactile signs that have raised numbers and are larger than Braille—participants noted that it was indeed easier to read signs through touch.

Wheelchair users said that the clear, continuous pathway from the main entrance to the elevators made it easy for them to see where they were going, whereas in other buildings it took time to familiarize themselves with the layout. When we tried entering one of the elevators with one electric and one manual wheelchair, we found that there was still enough space for several people to stand between them.

One accessibility issue that was identified is the aesthetically pleasing movable platform next to the stairs by the first-floor elevator, which is used for events such as exhibitions and artistic presentations. Participants pointed out that the platform presents a danger for students with vision impairments who are navigating with a white cane, as it could easily be mistaken for the stairs leading to the second floor.

Another issue that participants raised was the chairs and desks that are randomly placed throughout the hallways of the building. According to the design team, this was intended to facilitate communication among the students before and after classes. One of the SNSS students, however, noted the challenge of navigating around the chairs and desks in a wheelchair or with a white cane, and the risk of collisions due to the lack of space in the hallways.

These are just two examples of how conflicts can often arise between building design and accessibility. This does not mean, however, that we should pursue one objective to the detriment of all others. Rather, it is important for us to adapt building designs to improve accessibility for all while also achieving other objectives.

In this regard, the tactile building map at the entrance of the building exemplifies universal design. Its raised classroom numbers and symbols are easy for students with visual impairments to read and for other students to see, and there have been calls for similar maps to be used in other buildings on campus as well.

In order to build an accessible campus, we will need to adopt this universal design approach, which aims to make things usable by all people, regardless of (dis)ability, to the greatest extent possible.

Q Support: A Mutual Learning Community for Students

Center for Teaching and Learning

May 2024

In the autumn term of 2023, we piloted a new mutual learning initiative called Quantitative Skills Support (Q-Support), "a place for thinking and learning together." Q-Support provides academic support as part of ICU's 2021–2025 medium-term plan to integrate the humanities and sciences and cultivate comprehensive knowledge. It aims to support all students, regardless of their background, to acquire the fundamental skills in mathematics, information science, statistics, and data science required to take general education and basic courses.

The need for such academic support has been voiced by faculty in mathematics and information science since around 2013; its importance has also been discussed in CTL Management Committee meetings. CTL began planning Q-Support from June 2023, and in the autumn and winter terms we worked with faculty in charge of the general education and basic courses to run a pilot program. The success of this program—spurred by the construction of the Troyer Memorial Arts and Science Hall (T-kan) and ICU's decision to apply for the Ministry of Education, Culture, Sports, Science and Technology's Approved Program for Mathematics, Data Science, and AI Smart Higher Education (MDASH) this year (TBC)—led to the establishment of Q-Support in 2024.

Figure 1 Q-Support activities in the Othmer Library.

Q-Support is staffed with Learning Supporters (LSs) who are there "to collaboratively study and think about how to learn with other students." The LS role is a paid part-time position for undergraduate students who are recommended by an instructor after having completed a relevant course. LSs are expected to understand the principles of collaborative learning and to be able to engage independently and proactively in the work of Q-Support. They aim to not simply teach the answers to specific problems or how to solve them, but also check the learners' prerequisite knowledge and help them to develop essential learning skills that can be applied to other problems and studies. We employed 15 LSs in the 2023 winter term.

Q-Support currently runs Monday to Friday during lunch time and 4th and 5th periods on the first floor of the Othmer Library. No appointment is required.

Our current challenge is to raise awareness of the service and increase the number of users.

LSs have been promoting Q-Support in relevant courses and offering support to students at T-kan. They also created a mascot to help promote the service. From the 2023 winter term, the LSs have been divided into two teams—PR and content production—each planning and carrying out their own projects. We hope to grow the number of Q-support users to help foster an environment where students can learn regardless of their academic backgrounds, giving them more options for choosing a major.

Figure 2 Promoting Q-Support in the classroom.

Figure 3 Q-Sapo-kun, Q-Support's mascot created by the content production team.

Feedback from the LS mid-term questionnaire

1. The positive aspects of working as an LS
   - Refining my communication and facilitation skills by interacting with students from various backgrounds.
   - Interacting with other LSs and creating an LS community.
   - Feeling that LSs have an opportunity to promote and popularize the sciences at ICU.
   - Increasing connections with students in different scientific fields

2. Providing learning support enables LSs to deepen their own understanding and learn through teaching, which also offers useful experience for those planning to pursue a career in education or research
   - I have gained a deeper understanding of myself as a result of thinking collaboratively with other students over the questions I was asked about different subjects.
   - In considering how to answer the questions, I began to understand how to teach others.
   - When I saw students who were about to give up on math become excited as they improved their understanding, I suddenly felt glad that I decided to do this.
   - It was good for my own revision. It gave me a chance to think about how to explain things in a way that is easy for others to understand.
   - When teaching someone else, it is necessary to understand the topic more than they

do. By answering their questions, I deepened my own understanding and I learned a lot of new things.

3. The importance of teamwork and a valuable opportunity to gain experience
   - I am very happy that I was able to help create something that I would have wanted when I was a first-year student.
   - I learned how to establish something from scratch and the challenges involved.
   - I love science myself, so I am glad that I was able to help lower the learning barriers felt by others.
   - I had the opportunity to think more about planning and public relations. It was interesting to experience working on a new project, such as thinking about PR strategies.

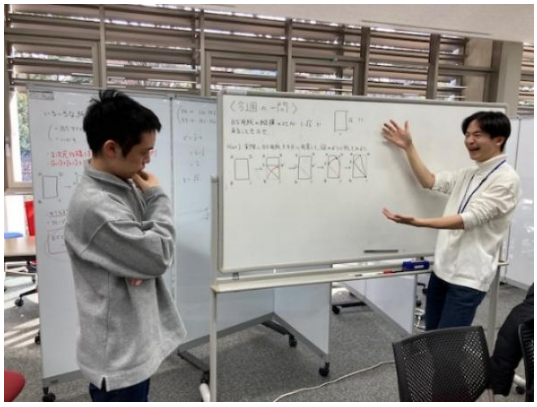


Figure 4 Q-Support PR meeting: Advertising the weekly question series on Instagram.

Figure 5 Q-Support PR: Setting up a Q&A board in T-kan.

秋学期の活動報告　サポート記録

セッション数

74

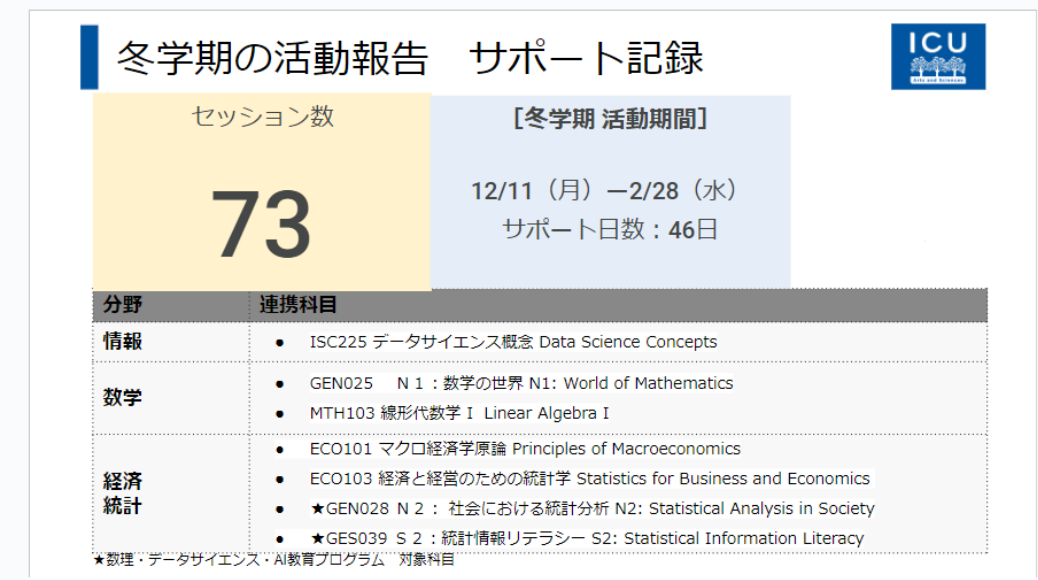
［秋学期 活動期間］

9/13（水）ー11/14（火）
サポート日数：43日

分野	連携科目	担当教員
情報	★GEN063 N2: Multimedia Communication Literacy N２：理解のためのマルチメディア ISC104 Foundation of Programming プログラミング基礎	KABURAGI, Takashi ISHIBASHI, Keisuke
数学	MTH102 Introduction to Mathematics 数学入門 MTH103 Linear Algebra I 線形代数学 I	KOBAYASHI, Masato (PTL) SHIMIZU, Yuji
経済	ECO102 Principles of Microeconomics ミクロ経済学原論	MARSZALEC, Daniel

★文部科学省 数理・データサイエンス・AIプログラム申請科目

Figure 6 Q-Support records from the 2023 autumn term.



冬学期の活動報告　サポート記録

セッション数

73

［冬学期 活動期間］

12/11（月）ー2/28（水）
サポート日数：46日

分野	連携科目
情報	ISC225 データサイエンス概念 Data Science Concepts
数学	GEN025　N１：数学の世界 N1: World of Mathematics MTH103 線形代数学 I　Linear Algebra I
経済 統計	ECO101 マクロ経済学原論 Principles of Macroeconomics ECO103 経済と経営のための統計学 Statistics for Business and Economics ★GEN028 N２：社会における統計分析 N2: Statistical Analysis in Society ★GES039 S２：統計情報リテラシー S2: Statistical Information Literacy

★数理・データサイエンス・AI教育プログラム　対象科目

Figure 7 Q-Support records from the 2023 winter term.

Feedback from Q-Support Users

- Thank you for considering the issues from different perspectives.
- The members of my group listened to me very attentively, which helped me to figure out how I would write my paper!
- They worked with me from a level that I was comfortable with and taught me step by step, which helped to further my understanding!!
- I appreciate how they explained the theory in detail, rather than simply how to

solve problems.

- I learned how to address errors [i.e. the reasons for them], not just correct them. Thank you.
- Thank you for being so kind and patient with until I understood, and for not rushing me!
- I am glad I learned how to think rather than just learning the answers. Thank you.

Generative AI Now: What Faculty Should Know

Kei Nasu, Director, Center for Teaching and Learning

October 2024

Am I even qualified to write this article? Well, what can I say. I use ChatGPT only once every two months or so, despite shelling out the monthly US$20 fee for its subscription plan. I do not feel motivated to use it, and I get put off by the way it brazenly lies about things it does not know. I am yet to be convinced by those who liken ChatGPT to Google Search or Wikipedia, which, in their words, were first met with skepticism but are now daily used by just about everyone. Nor do I want to use generative AI just to avoid being left behind.

Notwithstanding my personal reservations, the AI gold rush continues to soar. At its helm stands OpenAI, the creator of ChatGPT, which recently raised US$6.6 billion from Microsoft and other investors, bringing its total valuation to US$157 billion in October 2024, approximately doubling its valuation at the beginning of the year.[1] In June 2024, the semiconductor manufacturer NVIDIA, which owns 80 percent of the shares in the graphics processing unit (GPU) that is essential for AI technology, increased its market capitalization to over US$3 trillion, briefly overtaking Apple and Microsoft to become the world's most valuable company.[2] While I cannot speak to the potential technological ramifications of such a massive injection of capital, I can see its social impacts. The corporate giants that are the focus of investors' expectations today will monopolize the AI industry. Meanwhile, the public and private sectors as well as individuals will find it increasingly difficult to avoid being affected by these developments. Was it only eighteen months ago, when high-profile AI researchers and scientists called for a pause on AI development in order to consider the potential risks to humanity? It seems a distant memory now.[3]

Educators have not been immune from the pressure to "incorporate" AI into their teaching, or try hard to do so if they have not started already. In both the US and Japan, there are all kinds of seminars and workshops on how teachers and students can teach and learn with AI. AI can help you create syllabi and assessment rubrics! AI can create slides for your classes! AI can proofread students' essays! AI can become tutors! The proposals keep flowing. In this article, however, I would like argue that we, as educators, should reflect on the current state of generative AI, before we start discussing how AI might be used in college education.

1. Banning ChatGPT is no longer an option

Generative AI is rapidly proliferating in all kinds of software and becoming an essential feature of our devices. In the wake of big tech offerings such as ChatGPT (OpenAI), Gemini (Google)[4], Copilot (Microsoft), and Llama (Meta), other leading AI venture capital firms are producing similar high-calibre tools such as Claude (Anthropic) and Perplexity (Perplexity AI). Until recently, the majority of generative AI tools were chatbots that interacted with users via their web browsers. This will, however, no longer be the case. We will be seeing generative AI technologies integrated into practical applications (e.g., Microsoft 365 Copilot,

Gemini for Google Workspace), operating systems (e.g., Copilot in Windows, Apple Intelligence [5]) and hardware (e.g., Copilot+ PC). The notetaking app Notion and the grammar checker Grammarly, both popular with ICU students, have the option of adding AI features.[6] There are hundreds of free AI applications and plug-ins too.

These developments make it almost impossible to separate the AI-assisted and non-AI-assisted work that we do. There is already no need to open an AI tool or app window like ChatGPT, as AI assistants can be used within a wide range of applications, including Google Docs, Microsoft Word, email and messaging apps. For example, even in an exam conducted on Moodle alone, where an instructor prohibits students from opening other apps or windows, AI tools can still be used. Just like we, when writing in Japanese, rely on the input-method programs that convert hiragana letters into kanji, soon it will be difficult to create texts without using AI.

2. Competition over data continues, while copyright issues remain unresolved

The AI industry has sparked a fierce competition with each other for funding, scientists, energy,[7] and data. I find the problem of data exhaustion most interesting. The quality and accuracy of responses generated by large language models (LLMs) depends—largely, though not exclusively—on the amount and quality of the text data used in its training process. It has been reported that companies are running out of high-quality datasets.

The early LLMs were trained mainly on online data, including publicly available websites, Wikipedia entries, online newspaper articles, and message boards. However, even the entire internet trove of text data was insufficient for creating generative AI with human-like language skills. That means LLMs needed to be trained on published books too. When OpenAI trained its earlier LLM, GPT-3, text data from books made up approximately 16 percent of the entire dataset. This included, allegedly, as many as 357,000 titles of books. Alex Reisner from the Atlantic has also reported that Meta, in the process of training its own LLM, has been using almost 190,000 books, most of which were published within 20 years.[8]

The problem is that Open AI, Meta, and other AI developers had decided that it was not necessary for them to receive authors' permission to use copyrighted books, or to reveal the content of the datasets they used in the training process. At the end of 2023, however, the New York Times filed a copyright infringement lawsuit against OpenAI and its major investor, Microsoft, alleging they had unlawfully used hundreds of thousands of the newspaper's articles for training generative AI.[9] It remains to be seen whether the court will favor OpenAI's claims that their actions fall under "fair use" which does not require copyright permissions. Nevertheless, OpenAI has been signing data use agreements with major news organizations and publishers such as AP News, Axel Springer, Vox Media, Financial Times, Le Monde, and the Wall Street Journal.[10] Clearly, there is no longer a freely available supply of quality data for generative AI training purposes.

Companies that have a large number of subscribers are changing their policies to clarify that their users' data would be used for AI training purposes. For example, Google updated its privacy policy in July 2023 to state that data on its publicly available services would be

used to train its AI models.[11] Meta has also stated that it will use all its users' posts on Facebook and Instagram to train its AI models.[12] This means that the photos, travel accounts, and New Year's resolutions we posted as students many years ago are now all being used to train AI models.

If there is really such a thirst for the training data, why can't they just use the tireless capabilities of generative AI to create synthetic data with which to train the next generation of AI models? This might seem like a clever idea, but actually, allowing this kind of "feedback loop" would reportedly deteriorate the quality of AI output.[13] It has also been said that the proliferation of AI-generated fake news and fake images will make it increasingly challenging for AI training that is internet-dependent.

What can we conclude from all this? OpenAI has proclaimed its mission to create a fully autonomous artificial general intelligence (AGI), that is "generally smarter than humans" which "benefits all of humanity."[14] While such claims cannot be taken at face value, it is undeniable that an enormous amount of money is being invested in this venture. And in order to continue such projects, human data needs to be collected by all possible means.

3. Whose language is it?

As a place for students to learn and for educators and researchers to work, the university is an environment rich in human uniqueness and potential. It is also a treasure trove for the AI industry. In the race for data resources, the language which we the academics use is a highly prized commodity. But just who owns our words?

This summer, Taylor and Francis, which houses Routledge and publishes more than 2,700 papers a year, came under criticism from scholars for not having disclosed an agreement it had signed with Microsoft to provide the contents of its publications for AI training.[15] This kind of furore is likely to continue for some time, as writers and copyright holders are rarely consulted on the use of their works when publishers sign agreements with generative AI developers. While writers may claim their right to "opt out" and demand to have their works removed from the dataset, they do not have any means to verify the data itself.

In contrast to the US and European countries, Japan seems rather nonchalant regarding the issue of generative AI and copyright. In June, an expert review committee set up by the Japanese government concluded that, "In principle, simply training an AI model on original works does not constitute a copyright infringement and does not require permissions for use."[16] I was astounded. Could this be connected to the Cabinet Office's ¥10 billion plan to promote open access to academic papers and research data, or is it just a coincidence? In any case, if the government maintains its stance, the plan should sound like a heaven-sent gift for the AI industry.

Some people might say that they do not mind their publications and research notes, and even their entire collection of books and email messages, being used for AI training. Personally, I do mind. But even if we were all to comply, I do not believe an AGI would be realized. This is because, in my view, humans have something that AI models could never acquire: the words that are yet to be written, the speech that is yet to be spoken, and the

language that is yet to take form. Perhaps we could call it ideas or the mind. I wish that universities will continue to be the community that nourishes and keeps this language of ours alive.

[1]Shirin Ghaffary, Katie Roof, Rachel Metz and Dina Bass, "OpenAI Raises $6.6 Billion in Funds at $157 Billion Value," *Bloomberg*, October 3, 2024, https://www.bloomberg.com/news/articles/2024-10-02/openai-has-closed-new-funding-round-raising-over-6-5-billion.

[2]"Semiconductor Giant NVIDIA: Market Capitalization of over $3.33 Trillion, World's Number One," *NHK News Web*, June 29, 2024, https://www3.nhk.or.jp/news/html/20240619/k10014485341000.html [In Japanese]. As of September 23, 2024, NVIDIA is the third-ranked company in the world by market capitalization.

[3]"Pause Giant AI Experiments: An Open Letter," March 22, 2023, https://futureoflife.org/open-letter/pause-giant-ai-experiments/.

[4]Gemini is now available in ICU's Google Workplace for Education account.

[5]At the time of writing, Apple Intelligence is yet to be released. The English-language beta version is scheduled for launch this autumn, and the Japanese-language version is slated for 2025.

[6]Grammarly's AI Writing Assistant is not available under the current ICU licensing agreement. To use it, just set up a free account that is separate from your ICU account.

[7]"AI Is Already Wreaking Havoc on Global Power Systems," *Bloomberg*, June 22, 2024. https://www.bloomberg.com/graphics/2024-ai-data-centers-power-grids/

[8]Cecilia Kang, Cade Metz and Stuart A. Thompson, "Four Takeaways on the Race to Amass Data for A.I.," *The New York Times*, April 6, 2024, https://www.nytimes.com/2024/04/06/technology/ai-data-tech-takeaways.html; Emily St. Martin, "Bestselling Authors Mona Awad and Paul Tremblay Sue OpenAI over Copyright Infringement", *Los Angeles Times*, July 1, 2023, https://www.latimes.com/entertainment-arts/books/story/2023-07-01/mona-awad-paul-tremblay-sue-openai-claiming-copyright-infringement-chatgpt; Alex Reisner, "Revealed: The Authors Whose Pirated Books Are Powering Generative AI," *The Atlantic*, August 19, 2023, https://www.theatlantic.com/technology/archive/2023/08/books3-ai-meta-llama-pirated-books/675063.

[9]Michael M. Grynbaum and Ryan Mac, "The Times Sues OpenAI and Microsoft over A.I. Use of Copyrighted Work," *The New York Times*, December 27, 2023, https://www.nytimes.com/2023/12/27/business/media/new-york-times-open-ai-microsoft-lawsuit.html.

[10] Felix Simon, "Shinbun kiji tsukau AI kigyō, 'taika' wa dakutōka—24-nen no keiyaku 19-ken ni" [Is the "compensation" paid by AI companies that use newspaper articles appropriate?—19 contracts in 2024], *NIKKEI Digital Governance*, September 19, 2024.

[11]Mariella Moon, "Google's Updated Privacy Policy States It Can Use Public Data to Train Its AI Models," *Engadget*, July 4, 2023, https://www.engadget.com/googles-updated-privacy-policy-states-it-can-use-public-data-to-train-its-ai-models-095541684.html. The policy states, "In some circumstances, Google also collects information about you from publicly accessible sources," and gives the following example: "we may collect information that's publicly available online or from other public sources to help train Google's AI models and build products and features like Google Translate, Gemini Apps, and Cloud AI capabilities." Google, "Google Privacy Policy," last modified September 16, 2024, https://policies.google.com/privacy. CTL understands that both Google Workplace for Education and Microsoft 365 Education, which ICU subscribes to as an institution, do not use user data for training their AI models.

[12]Morgan Meaker, "My Memories Are Just Meta Training Data Now," Wired, June 21, 2024, https://www.wired.com/story/my-memories-are-just-meta-training-data-now. Meta's statement in its Privacy Centre can be found here: Meta, "How Meta Uses Information for Generative AI Models and

Features," Meta Privacy Centre, last viewed October 2, 2024, https://www.facebook.com/privacy/genai/
[13]Aatish Bhatia, "When A.I.'s Output Is a Threat to A.I. Itself," *The New York Times*, August 25, 2024, https://www.nytimes.com/interactive/2024/08/26/upshot/ai-synthetic-data.html.
[14]Sam Altman, "Planning for AGI and beyond," OpenAI, February 24, 2023, https://openai.com/index/planning-for-agi-and-beyond.
[15]"Taylor & Francis Allows Microsoft Access to Its Content As Part of Its AI Partnership Agreement (Related Articles)," *Current Awareness Portal*, August 23, 2024, https://current.ndl.go.jp/car/224458. [In Japanese]
[16] "Generative AI: Summary of Copyright Law and Protections by Government's Expert Review Committee," *NHK News Web*, June 3, 2024, https://www3.nhk.or.jp/news/html/20240603/k10014469141000.html. [In Japanese] Cf. Dan Milmo, 'Google Says UK Risks Being 'Left Behind' In AI Race Without More Date Centres', *The Guardian*, September 19, 2024, https://www.theguardian.com/technology/2024/sep/19/google-says-uk-risks-being-left-behind-in-ai-race-without-more-data-centres.

Mathematics and Artificial Intelligence

Tomoo Matsumura, Department of Natural Sciences

October 2024

Will AI Be Able to Solve an Open Problem in Mathematics?

Just as I was about to start writing this article, I heard some interesting news: artificial intelligence (AI) programs developed by DeepMind were awarded the equivalent of a silver medal at the prestigious International Mathematical Olympiad (IMO) for pre-university students in July.[1] DeepMind is famous for having developed AlphaGo, an AI that specializes in Go, which won a five-game match against 9-dan Go player Lee Sedol in 2016.

Two different DeepMind programs, AlphaGeometry2 and AlphaProof, challenged the six IMO problems this year: the former solved one geometry problem and the latter solved one number theory and two algebra problems. The other two that they did not solve were combinatorics problems.

Large language models (LLMs) such as ChatGPT are not good at so-called "mathematical reasoning" to scrutinize things logically, even though they can carry out language as naturally as humans. To solve IMO problems, therefore, reinforcement learning that iterates over specific algorithms and training data is necessary, as was the case with AlphaGo. We can think of AlphaGeometry2 and AlphaProof as generative AIs combined with the technique of reinforcement learning in their respective fields.

The Artificial Intelligence Mathematical Olympiad (AIMO) was also won this year by Team Numina, researchers who solved simpler problems than the IMO problems using only LLMs. According to an article in *Nature*, they believe that solving more complex problems requires reinforcement learning.[2]

The creativity with which people solve mathematical problems is deeply intertwined with intuition and logic. The process cannot be captured by sight or sound; nor is it easy to express in words. The challenge of mathematics through AI is to reveal this mechanism. It is this aspect that is most fascinating.

What is Math?

In October 2010, on a math Q&A website called MathOverflow, someone who appears to be a math student posted the question, "What can one (such as myself) contribute to mathematics?"[3] US mathematician William Thurston, who won the Fields Medal in 1982, posted a response to this:

> It's not *mathematics* that you need to contribute to. It's deeper than that: how might you contribute to humanity, and even deeper, to the well-being of the world, by pursuing mathematics? [italics in original][4]

Following this opening statement, Thurston highlights the challenging gap between the understanding of math in each person's mind and the "symbolic and concrete forms" used to communicate and explain it. He then declares that "mathematics only exists in a living community of mathematicians that spreads understanding and breath[e]s life into ideas both old and new." In other words, your own understanding adds more diversity to the human understanding of math and hence is of value to humanity.

Challenges of Math Education

Mathematical anxiety is a psychological term for the feeling of nervousness, anxiety, or fear felt when faced with a math-related task. Math anxiety often interferes with math performance.

The main factors causing math anxiety may be twofold: 1) test-oriented math education, where students are judged by how quickly they can solve problems within a limited time, and 2) social beliefs or stereotypes, such as the idea that some people are inherently "bad at math." These factors have a negative impact on self-perception and self-esteem in math. Regarding the latter, there is also a widespread prejudice that "women are not good at math," affecting the gender gap in society.

When math anxiety is high, people tend to avoid math-related classes and tasks. In a survey conducted in 2021 in World of Mathematics, a general education course that I teach, about half of the 150 students enrolled had had no exposure to math at all in the previous two years. If you don't exercise for a long time, your muscles lose strength, and if you push yourself too hard, you might get injured. Math, too, will require a kind of rehabilitation when returning to it after not being exposed to it for a long time.

In a recent book about math for general readers, mathematician David Bessis emphasizes that "math is a physical activity … in math, there aren't things to learn, but things to do."[5] To learn how to use our body, the knowledge of how to move is not enough; it is necessary to practice repeating the movements. Math is like that.

The aspects of math discussed here highlight potential improvements in how we teach math at ICU. I am optimistic that we will be able to significantly broaden the scope of liberal arts education by presenting math in a way that challenges and changes the existing stereotypes.

[1] Davide Castelvecchi, "DeepMind Hits Milestone in Solving Maths Problems: AI's Next Grand Challenge," *Nature*, July 25, 2024, https://www.nature.com/articles/d41586-024-02441-2.

[2] Castelvecchi, "DeepMind Hits Milestone."

[3] muad, "What's a mathematician to do?" MathOverflow, posted October 26, 2010, https://mathoverflow.net/questions/43690/whats-a-mathematician-to-do/44213#44213.

[4] Bill Thurston, reply to "What's a mathematician to do?" MathOverflow, March 28, 2010, https://mathoverflow.net/questions/43690/whats-a-mathematician-to-do/44213#44213. It is essentially based on his earlier essay published in 1994. William B. Thurston, "On Proof and Progress in Mathematics," *Bulletin of the American Mathematical Society* 30, no. 2 (1994):

161–77, https://arxiv.org/pdf/math/9404236.

[5] David Bessis, *Mathematica: A Secret World of Intuition and Curiosity*, trans. Kevin Frey (Yale University Press, 2024), 19. Originally published in French *as Mathematica: Une aventure au cœur de nous-mêmes* (Éditions du Seuil, 2022).

Generative AI and Japanese Language Education

Ikumi Ozawa, Japanese Language Program

October 2024

1.Introduction

Observing our society's response to the innovation and spread of generative AI technology, I am reminded of the following passage I encountered as an undergraduate:

> Most persons are surprised, and many distressed, to learn that essentially the same objections commonly urged today against computers were urged by Plato in the *Phaedrus* (274–7) and in the *Seventh Letter* against writing. Writing, Plato has Socrates say in the Phaedrus, … destroys memory. Those who use writing will become forgetful, relying on an external resource for what they lack in internal resources. Writing weakens the mind. Today, parents and others fear that pocket calculators provide an external resource for what ought to be the internal resource of memorized multiplication tables. Calculators weaken the mind, relieve it of the work that keeps it strong. [1]

In this book, Ong discusses how methods of "technologizing the word," such as writing, printing, and computers, have influenced the way human beings think. By extension, in my view, the emergence of generative AI heralds a new phase in the "technologization of the word." While it is clear that writing was an unfamiliar, "external" technology in Plato's time, for us it has become deeply internalized and difficult to perceive as such. Similarly, I believe that the relationship between generative AI and human thought processes will also undergo a significant transformation in the near future.

As a Japanese language instructor at ICU, I have a keen interest in how the nature of learning and thinking, as well as the nature of language learning and mastery, will change in line with this technologization of the word.

2.Perspectives from the JLP Faculty

In June 2024, I distributed a survey on generative AI among full-time and part-time instructors in the Japanese Language Program (JLP). The response rate was around 50%. The survey found that only two instructors were using generative AI in their classes. Specifically, they mentioned using it for teaching essay writing skills, such as having students identify problems as they arose in their use of generative AI; read AI-generated papers and evaluate their problems; or consider the accuracy of example sentences and translations that they generated with AI. The instructors also used generative AI for lesson preparation, such as compiling word lists and reviewing/proofreading the wording of assignments.

Many of the instructors remarked that since they are too busy during the term to keep up with recent trends, they would appreciate a space where they could easily share information

about the pros and cons of using generative AI or learn from others with experience. Some specific concerns raised by the survey respondents included:

- I am concerned that I will not be able to teach my students how to use generative AI appropriately as an aid for independent learning rather than for convenience.
- Faculty may vary in their assessment of what is an acceptable use of generative AI, as well as in their knowledge and skills, which makes me worry about whether I will be able to make use of it in my classes to meet the needs of my students and the world today.
- I am worried about the increasing gap between Japanese language education and Japanese language learners' needs.
- If cheating cannot be detected, it will have an impact on learning evaluations. But given that generative AI will likely be a standard feature of smartphones and tablets in the near future, I feel it will be challenging to restrict its use by students.
- I think that the ability to use generative AI will become essential in society, but I am concerned about whether university education will find a way to align with this. Can we create a learning environment in which university students can learn how to both use and critically engage with generative AI?

Extending on this survey, I organized a casual forum for information exchange at the end of the spring term. Some participants experienced the ease of generating copyright-free images for the first time. We watched a video that demonstrated the advanced voice and image processing of ChatGPT 4.0 (updated May 2024), and we discussed problems that have been exacerbated by the development of generative AI, such as copyright infringement and social bias. After the forum, we shared generative AI resources and information about researchers on AI and education, especially with a focus on language teaching.

3.My Current Perspectives As an ICU Faculty Member (Summer 2024)

While there are many debates about generative AI, I would encourage faculty to try it out for themselves first, rather than forming conclusions based only on what you have seen or heard. When you understand at least a little about its potential uses, further questions will naturally start to form in your mind. As the use of this technology will eventually become commonplace, I think that teachers need to be mindful that their restriction or use of generative AI does not diverge too much from their students' experiences of it outside university.

Moreover, given that technology is developing at an unfathomable speed, it is very important to stay up to date. For example, last spring there was some concern that generative AI's responses were too fast, impairing the user's ability to think, but now systems have been developed to wait until the end to give an answer. Conversely, there are also concerns that slow responses will make generative AI too troublesome to use, and as a result even more people will find it difficult to keep up with technological advances. As there are now many generative AIs with different features, it is becoming more important to choose tools and

methods that are fit for purpose.

I recommend finding experts on the subject and making friends whom you can easily ask for advice, rather than trying to gather all the information on your own. As for myself, I pay attention to resources on generative AI shared by Yoshida Rui of the University of Tokyo (education in general), Yanase Yōsuke of Kyoto University (English language education), Kiyohara Fumiyo of Osaka City University (Chinese language education), and Mizumoto Atsushi of Kansai University (writing assessment). I've formed some of my own ideas based on their resources, some of which I will share below.

Faculty are likely concerned about how to prevent students from misusing generative AI. Last spring saw the release of various tools for determining whether or not a text was AI generated, but they were not necessarily accurate and they have now been deemed ineffective. Rather than looking to use such tools, I recommend that you first try to see in what ways and to what extent you could cheat on your own assignments using generative AI, in order to understand the potential problems.

For example, the quality of reports or comments generated by an AI tool can be greatly affected by the statements used to instruct it, that is, the prompts. I have provided some very simple prompt patterns below. You may find it helpful to experiment with such prompts and observe how the quality of the output improves in line with the wording of your prompts.

1. Provide a simple prompt such as "Write a paper about XXX."
2. Give the generative AI specific prompts on its role, the perspective from which it will analyze and respond, and its output format.
    a. Role: "You are an experienced Japanese-language teacher."
    b. Perspective: "XXX is the evaluation criteria. Analyze and comment on the output [i.e., the paper] from this perspective."
    c. Output method: "Put the results of the analysis and potential improvements in a table in XXX format. Then, consider those improvements to rewrite the earlier paper."
3. Provide prompts that the generative AI can use in its analysis and response.
    a. Who (i.e., the teacher) will be the recipient of the output and what are their preferences, thoughts, etc.?
    b. Your (i.e., the student's) own anecdotes or ideas to be included in the output

In addition, even with the same prompt, the output will differ depending on the tool and the version used, and a particular version will generate a different answer each time. Understanding this will help to inform and broaden your perspectives on how students may use this technology.

Some people who have experimented with generative AI in these ways have suggested that we need to reconsider the nature of education itself. In other words, they argue that rather than focusing our concerns on preventing the misuse of this technology, we should

reconsider what and how we can teach meaningfully in an age where its use continues to expand. I agree. In this sense, if the use of generative AI improves students' Japanese language abilities, it should be considered a positive result for language education. We could then seek to use it to create tasks and assessments that will ultimately improve Japanese language ability.

This is another reason why I think it is crucial for teachers to make use of generative AI. There are various ways in which it could be used, such as having students experience the problems of AI hallucinations (an AI response that contains false or misleading information presented as fact) and the poor accuracy of the output. For example, the following student activities could be incorporated into lessons:

1. Compare and evaluate different AI-generated sentences and translations.
2. Read AI-generated papers and identify problems and areas for improvement.
3. Use generative AI to improve their own essays and papers.
4. Discuss generative AI as a topic (e.g., "AI Anime Flood: An Infringement Investigation of 90,000 Images," *Nikkei Asia*, June 6, 2024) and discuss the pros and cons from various perspectives.

I believe it is important to foster a mindset that does not rely too much on generative AI by making students realize that a certain level of language ability is needed in order to use it and to evaluate the effectiveness of its output. Discussing the problems and potentials of AI in class will not only serve to deepen their understanding, but also to mitigate the significant knowledge gaps that exist among students.

Faculty could also use generative AI in their lesson preparation. For language teaching, the following may be a helpful starting point:

- Generating copyright-free images
- Composing texts for extensive reading
- Compiling vocabulary lists
- Reviewing teaching materials and assignments (e.g., checking for unclear instructions)
- Creating multiple-choice questions (the difference between humans and computers is that computers don't mind doing a lot of work)

Tools such as MagicSchool.ai for creating curricula and writing letters of recommendation have also been developed. While it is convenient to be able to access a constant stream of curriculum and rubric proposals, I am concerned that overreliance on them will have a negative impact on teachers' judgment and ability to design lessons. Considering Ong's words quoted at the beginning of this article, the nature of our teaching ability may change in the future, a point that I intend to continue carefully observing and considering.

In addition, an increasing number of researchers around the world seem to be using generative AI to create abstracts and proofread their research papers. Proofreading ser-vices

have also started to provide services that combine generative AI with the work of humans, and many education apps have appeared over the past year.

There are also many resources focused on the use of generative AI for business. You may find them useful for considering how a student on the verge of entering the workforce would use generative AI. For example:

- Proofreading documents, checking for typos, etc.
- Writing code, identifying bugs, etc.
- Brainstorming

4. Final Thoughts

I believe that we will continue to see both segregation and collaboration between generative AI and human teachers in language education. As the current accuracy of the Japanese-language output is not as high as it is for English, I believe that, as Japanese language teachers, we can facilitate each students' learning more effectively. While I cannot provide data to substantiate this, I feel that it would be more helpful for language learning purposes if students are tasked with judging for themselves the accuracy and appropriateness of AI-generated output.

I would appreciate further opportunities to share information and exchange ideas with my fellow faculty and staff because this is an issue that needs to be considered from multiple perspectives, which we cannot possibly do entirely on our own.

[1] Walter J. Ong, *Orality and Literacy: The Technologizing of the Word* (Routledge, 1982), 79.

“There Are One or Two People Like You”: Reflections on ICU’s Unique Academic Advising System

Kei Nasu, Director, Center for Teaching and Learning

March 2025

In February 2024, I had the opportunity to visit the United States to learn about the current practices of academic advising there. I had two contrasting experiences—at the NACADA conference in North Carolina and at Pomona College in California—which both provided valuable food for reflection on the history and significance of ICU’s advising system.

NACADA is the largest professional association for academic advising in the US. Among the various conferences and workshops that it hosts throughout the year, the Administrators’ Institute (February 5–7, 2024 in Raleigh, North Carolina) I attended brought together nearly 220 directors responsible for advising divisions at state and private universities, as well as community colleges. The majority of the attendees were professional advisors or academics who conduct research on advising. Out of curiosity, I asked the organizers whether any other attendees, like myself, came from institutions where faculty members serve as advisors. “There are one or two people like you, every year,” I was told. In my naïveté, I was unaware that faculty-led academic advising had largely disappeared from US universities, where advising responsibilities are now typically handled by dedicated offices. At the College of Liberal Arts at Purdue University, for example, a team of fourteen professional advisors with two directors manages the advising needs of approximately 2,500 students. That equates to about 150 advisees per advisor, and I learned that many US universities have even higher ratios.

The conference featured discussions and lectures on topics ranging from student support practices and the organization of advising offices to the challenges of maintaining Diversity, Equity, and Inclusion (DEI) initiatives, which are rapidly being dismantled following the recent political shift in the US. What I found particularly interesting was the emphasis on advocating to university administrators for systematic academic advising by referring to its effectiveness in improving student retention rates and therefore increasing revenue. The shift away from faculty advising makes sense in this context; it is considered more effective to establish specialized offices for advising rather than to call on faculty members, who are often preoccupied with research and teaching and may have little interest in advising. Indeed, an opinion that was frequently mentioned during the conference was that university administrators and faculty do not understand advising and that professional advisors must take on the role of educating them. While I admired the participants’ passion for student support, I couldn’t help feeling disappointed by the low expectations they seemed to have of faculty’s ability to be effective advisors.

While ICU has dedicated staff members who support students on a daily basis in various offices, including the Student Affairs Group and the Center for Teaching and Learning (CTL),

faculty members remain at the core of academic advising. Do any US universities maintain such a system? This question lingered in my mind, until I visited Pomona College, a renowned liberal arts institution in Claremont, California, a few days after the conference.

Pomona was very different. The college does not have a dedicated academic advising office; instead, all of its 200-odd faculty members serve as advisors to approximately 1,800 students. As at ICU, Pomona requires students to meet with their advisors before finalizing their course registration; does not assign faculty advisors based on students' academic interests; and has a separate system of Major Advisors. "If you work at a place like this, it must be taken as a given that you will spend time with students," said the Associate Dean, Professor Pierangelo de Pace. With a small student-faculty ratio and an environment where students and faculty know each other's names, Pomona's commitment to small-group education is reflected in its advisor system. I was reassured to find that ICU's advising system aligns with this US tradition of small liberal arts colleges.

ICU is arguably the oldest university in Japan to have implemented and continued an academic advising system. It has been in place since ICU was founded in 1953, predating the establishment of NACADA (1977). A 1952 leaflet entitled "ICU: Kokusai Kirisuto-kyō Gakuen," preserved in the ICU Archives, states that the school would "respect the individuality of students, and establish a counseling system to provide appropriate personal guidance in matters of academics, daily life, career planning, and interpersonal relationships" (my translation).

Furthermore, the 1954–1955 *Student Handbook* (in Japanese) explains the advisor's role and its significance for students:

> At ICU, the Dean of College assigns an advisor (faculty mentor) to each student. The advisor regularly meets with students, provides consultation, signs the academic record each semester, and offers guidance on study plans. Students are encouraged to seek advice from their advisor at any time, not just during scheduled meetings, on any academic or personal matters. (my translation)

This passage, written seventy years ago, is noteworthy because it not only clearly defines the purpose of regular advising meetings from the outset, but also encourages students to seek out their advisors for consultation—a stance that continues to be stated in the current *ICU eHandbook* (as of 2025):

> ICU employs an advisor system in which all students are assigned faculty advisors. In general, this faculty member will continue to serve as a student's academic advisor until the end of his/her third year. Since ICU students are asked to be largely independent in the completion of their coursework on their way towards graduation, you are encouraged to meet with your advisor as often as necessary to receive his/her input regarding such topics as grades and coursework. Since advisors also offer support for students having issues in other areas, such as student life, job hunting, or seeking

advanced degrees, it is our hope that you will make ample use of this system.

The third sentence above (underlined) succinctly articulates a key advising philosophy that is sometimes overlooked. Frequent meetings with an advisor for guidance may seem contrary to the notion of a student being "independent." Some might view academic advising as being overly protective and even liable for making students dependent. However, the true purpose of advising is to encourage students to engage in meaningful dialogue with faculty as independent individuals. This also explains why advisors are assigned without regard to students' intended majors. Advisors are not intended to serve as "masters" in the traditional sense, nor are advisees expected to be their "disciples." Explaining academic goals to faculty outside their intended major helps students articulate and crystalize their ideas and make independent decisions. What I have learned for myself through my involvement with CTL is that an advisor's role is not to teach students lessons or micromanage their academic paths but to be their listener.

The current advising system at ICU can be described as a hybrid model that combines faculty advising, rooted in the tradition of small liberal arts colleges, with the strengths of structured advising as proposed by NACADA (for advising services at CTL, please refer to the following article by Ayaka Murakami). That being said, there are still many unknown aspects regarding the history of ICU's advisor system. For example, how did the advising system function (or fail to function) during and immediately after the student protests of the late 1960s? While my curiosity remains unsatisfied, I will pause my reflections here for now.

Empowering students to become self-motivated, independent learners through various channels of advising: Data and case studies of APS and IBS from AY2023

Ayaka Murakami, Center for Teaching and Learning

March 2025

1. Introduction

The Center for Teaching and Learning (CTL) offers Academic Planning Support (APS) to undergraduate students regarding their coursework, selection of majors, and a wide range of other topics to do with their studies. APS is designed to support students' "ability to plan their studies independently as a self-motivated scholar and to learn creatively while building a solid academic foundation," as stated in ICU's Diploma Policy. Ultimately, it aims to help students realize their goals (academic, life, and career) and dreams. Student advisors in the ICU Brothers and Sisters (IBS) team also provide advising support from a student perspective.

We hope that the following overview of these academic support services and case studies from the 2023 academic year will encourage the ICU faculty to refer their students to APS and/or IBS when in need.

2. APS services in AY 2023

a. Overview

APS has two full-time staff members. It offers three-weekday slots (3rd, 4th, and 5th periods) for consultations by appointment only, both during and between academic terms. Information on its advising services and expertise is updated regularly to reflect the learnings gained from student consultations. The staff engage in continual professional development through NACADA's e-tutorials and annual conferences,[1] as well as the Japan Academic Advising Association's (JAAA) annual conference and workshops. They also gain knowledge specific to ICU by participating in student information sessions and exchanging information with other ICU offices and academic departments. They also share and hear monthly updates at the "Students' Health Meeting" attended by all the ICU offices that directly interact with students on campus.

In the 2023 academic year, APS conducted 169 consultations with students, with the largest group being students in the fourth year and above. This group has been prominent in previous years as well, accounting for 50.3% of the total number of consultations handled. Consequently, "graduation requirements" and "future/career plans" are two of the most common concerns that have been raised. In addition, students who have been enrolled for more than four years (e.g., for leave of absence or poor grades) seek advice from APS regarding their prospects for graduation. Since students find it difficult to discuss this issue with their friends or classmates, they tend to prefer meeting with APS staff rather than an IBS student advisor. In addition, many students seek advice on academic planning, such as

juggling numerous academic courses or creating a realistic four-year plan to integrate various opportunities offered by the university, such as study abroad, teaching certificate programs, service learning, and curatorial programs.

Figure 1 provides an overview of the topics on which students consulted APS in AY 2023 in order of frequency. Note that some students consulted APS on more than one topic.

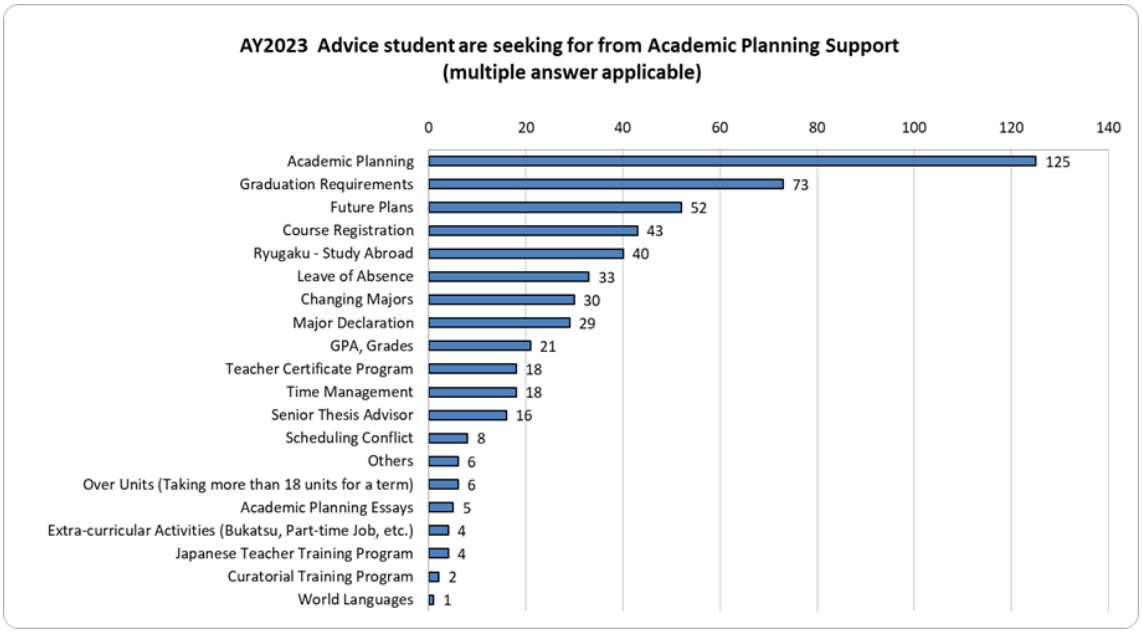


Figure 1: Topics on which APS provided advice in AY 2023.

The three most common topics raised in the APS consultations are outlined below.

(1)Academic Planning

"I'm worried that since taking a leave of absence, my course plan is out of sync with other students in my year level. How should I adjust my course plan, and what procedures do I need to complete to graduate?"

To address such concerns, APS staff explain the schedule of procedures the student needs to complete to graduate, such as changing or selecting their major and applying for a senior thesis advisor. They use information from the e-handbook, illustrating it clearly with tables and other visual aids. By understanding what needs to be done and when, the student is able to plan their course more proactively. This clarity also helps to alleviate any concerns they may have about their path to graduation.

"Before studying abroad, which courses should I take and how many credits should I earn? I also want advice on juggling my extracurricular activities, such as club, circle, and part-time work commitments. Should I start job hunting before studying abroad?"

At an information session hosted by the International Office(IEE) in February each year,

APS presents advice to help students with course planning before studying abroad, directing students to watch recordings and materials from previous sessions based on which they can then ask for further resources and advice. For scheduling, APS recommends consulting IBS advisors, and for job-hunting, students are encouraged to visit the Career Support Office or to check the handbook "*Career Guide*" online.

(2) Graduation Requirements

"Could you please help me go over my graduation requirements? Will my current course plan allow me to graduate on time?"

For such concerns, APS staff review the Graduation Requirement Checklist on icuMAP with the student to confirm the credits required for each category of Graduation Requirement. They work with each student to create a realistic course plan that is tailored to their individual needs and situation, including the number of terms it will take them to graduate and their senior thesis research candidacy.

(3) Future/Career Plans

"I'm interested in a five-year graduate program. I'm not sure whether I should look for a job or continue onto graduate school."

APS advises students to consult their academic advisor and professors, as well as senior students, about their options for graduate school. It also directs them to resources provided by the Career Support Office, such as the OBOG search functions of its website and the abovementioned online *Career Guide* handbook.

b. Feedback from students

After each consultation, APS emails the student a feedback questionnaire along with a notification of the advising record uploaded on icuMAP. Figure 2 presents the results of the 39 questionnaires received by APS in 2023.

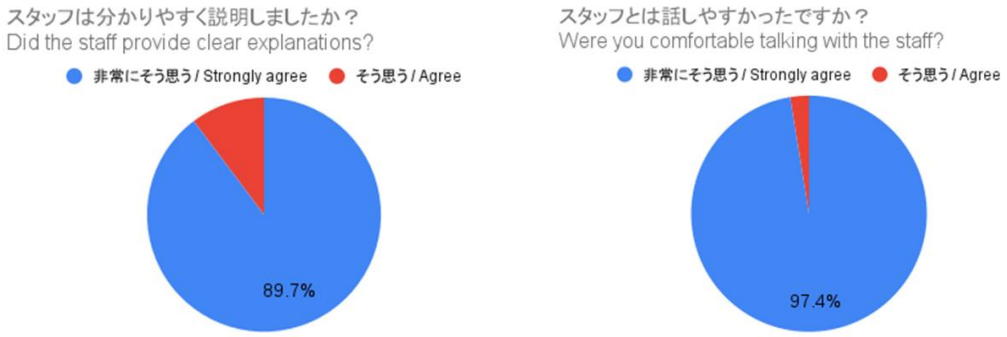


Figure 2: Results of the APS feedback questionnaire for AY 2023 (n = 39).

Some comments from the free-response questions are listed below:

- Before the meeting, I was nervous because I thought the APS staff would be very strict, but they were very friendly. I was so relieved!
- I have decided to delve further into my field of interest and to gradually gather information on graduate studies.
- I've been so immersed in my study abroad program that I haven't been able to keep up with ICU news and information. After a 30-minute online consultation with APS staff about my concerns, I now have a clearer understanding of what my life at university will be like from here on.
- I found the APS staff easy to talk to, probably the friendliest out all the ICU staff I've met so far.
- I finally feel relieved after feeling uncertain and confused for so long.

3. IBS services in AY 2023

a. Overview

IBS employs second- to fourth-year students—seven from each year level—with a total of 21 students providing peer support. In January 2025, it started offering more time slots for casual walk-in consultations that don't require an appointment. Walk-in consultations are now available on weekday lunchtimes as well as Wednesdays and Fridays (3rd, 4th, and 5th periods) on the first floor of the Othmer Library.

IBS conducted 382 consultations in AY 2023, the busiest period of which was the New Student Orientation week during the Spring Term. Indeed, both APS and IBS receive requests from many first-year students throughout the year. Therefore, since September 2023, first-year students have been encouraged to consult IBS first unless there are special circumstances for consulting APS.

As shown in Figure 3, "academic planning," "study abroad," "selecting a major," and "Other (ELA/JLP, SL, advisors)" were some of the most common topics discussed with IBS in AY 2023. Note that some students consulted IBS on more than one topic.

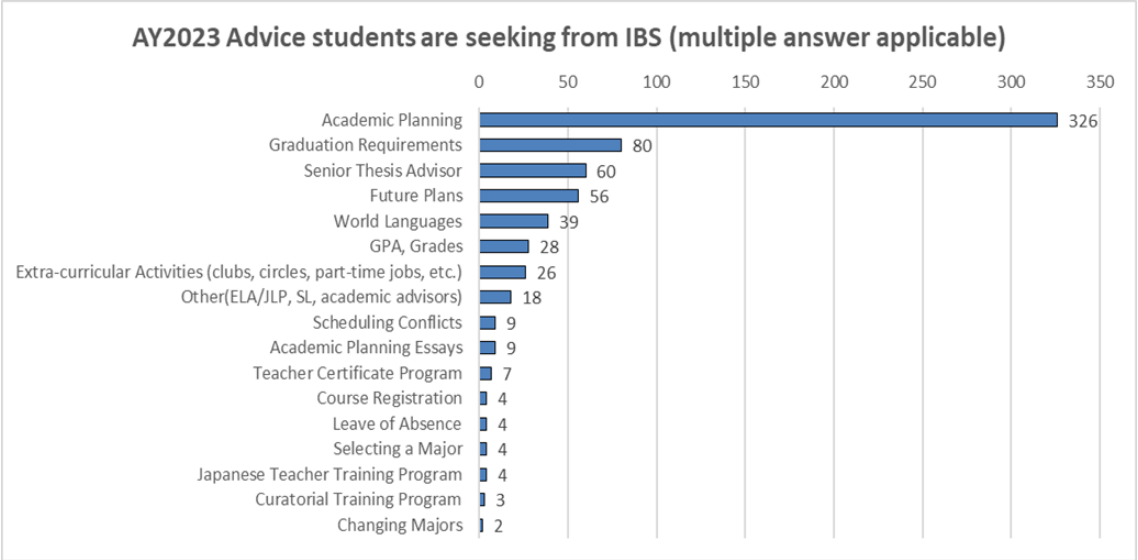


Figure 3: Topics on which IBS provided advice in AY 2023.

b. How to become an IBS student advisor

IBS student advisers are trained to address a wide range of topics, including academic planning, graduation requirements, and ICU resources—information that students tend to overlook. In 2023, they participated in the following training events:

- New member orientation, March 2023: New IBS student advisors (second-year students) were welcomed to the team and introduced to IBS activities. They also role-played various advising situations.
- Theory workshop, May 2023: IBS student advisors studied the history of IBS and furthered their understanding of academic advising approaches and principles.
- Teacher training workshop, July 2023: IBS members who are studying teacher training reviewed links to teaching resources and role-played various advising situations.
- JLP workshop, August 2023: IBS student advisors learned about the JLP program in preparation for the incoming first-year students starting in September. All JLP resources were checked with JLP staff and APS staff in advance.
- Resources workshop, October 2023: IBS student advisors practiced fielding complicated questions by referring to resources on topics such as graduation requirements, selecting a major, studying abroad, academic credits, academic transfers, and ICU's five-year program.
- Service-learning workshop, January 2024: After a presentation on the service-learning program, IBS student advisors who had completed the program themselves shared their experiences and insights in a Q&A.

4. Concluding remarks

Effectively utilizing the various academic support services offered by ICU — such as faculty advisors, major advisors, APS, and IBS — will help to empower students to become self-

motivated, independent learners. Moreover, ICU strives to offer comprehensive support by encouraging staff and advisors from these support services to collaborate and share knowledge and resources. If any of your students have concerns about their studies or future plans, please encourage them to consult our APS staff or our IBS student advisors.

APS appointments can be booked here.
Please see the IBS schedule here.

Figure 4: Activities of the IBS

[1] See NACADA: The Global Community for Academic Advising (https://nacada.ksu.edu/)

CTL's Brown Bag Lunch and Learn Report

Introducing the New Course "GEN028 Statistical Analysis in Society"

Sawa Omori, Department of Politics and International Studies
Yoshie Moriki, Department of Society, Culture and Media
Yuji Shimizu, Department of Natural Sciences

May 2024

At the CTL's Brown Bag Lunch and Learn (BBL&L) seminar held on January 29, 2024, we made a presentation to introduce the new general education (GE) course "GEN028 Statistical Analysis in Society." This course started in 2022 based on a decision by the GE Working Committee for the MIS (Math Info Stat) Course —after discussions that spanned eight meetings from June 2020 to March 2021—to increase the number and range of courses relating to mathematics, information science and statistics within the framework of the GE curriculum.

There are three learning goals for this course: 1) to learn how to represent a variety of phenomena and other characteristics using the numbers and so-called "data" as well as the basic mathematical concepts required for data analysis; 2) to learn how to search for data on contemporary social issues, as well as the basic skills for analyzing these data; and 3) to learn the examples of data analysis so that students will be prepared for future courses that require skills in statistical and mathematical analysis. In other words, the course aims to expose students to data on social topics that they are interested in and to experience the challenges and joys involved in searching for and interpreting data and then analyzing and presenting the data in the form of tables and figures, beyond the boundaries of their fields.

This course mainly consists of the following two components. 1) math lectures on probability and statistics in the third period on Tuesdays (taught by Yuji Shimizu); and 2) lectures on the application of statistics and data analysis such as hypothesis testing, T-tests, and regression analysis with practical excises using Excel, as well as guidance on how to read quantitative journal articles in the second and third periods on Thursdays (taught by Sawa Ōmori). In addition, the lecture on sharing an experience of field research for data collection,

including the challenges and achievements, was provided (taught by Yoshie Moriki). Further, as a part of the ICU's Program for Mathematics, Data Science, and AI Education Program in Liberal Arts, the course offers lectures on AI (taught by Yuji Shimizu) and a guest lecture by an AI specialist who works in a firm.

Grading criteria for this course were as follows: 1) quizzes: 20% (4 quizzes on Moodle); 2) group presentation: 30% (in groups of 4–5 students); 3) individual report: 40%; 4) attendance and participation: 10% (recorded on Moodle). The assessment was largely based on the group presentation and individual report. We asked students to submit topics of interest, after which we presented them with a list of topics and divided them into groups of four or five (20 groups). The groups met in person, and we spared the time for group work when lectures finished early. We kept a close eye on the progress of the group presentations on Thursdays.

The individual report could be based on the same topic as the group presentation but required to delve deeper into the topic by drawing on academic sources and conducting further data analysis. There were three options for the group presentation and individual report:

1. Conduct a literature review and create tables and figures on the chosen topic

Decide on a research question and examine the literature using the data to investigate the background and current state of research on the topic. Then, summarize the literature and conduct your research, creating tables and figures by yourself.

2. Conduct research on the indicators

Decide on a research question or a topic to focus on, and investigate what kinds of indicators are used and how these indicators are measured for the topic (e.g., gender, the achievement of SDGs).

3. Collect the data and analyze them

Decide on a research question, then collect the information from a chosen source, such as local government or corporate websites, and quantify the collected data. Present your results in tables and figures (e.g., To what extent do local government websites refer to the SDGs and gender equality?)

The presentations were held on Thursday, with each group assigned to either the first or second half (i.e., second or third period). Each period consisted of two 15-minute presentations. Therefore, the students could listen to two presentations in the half when they were not the ones presenting. The classroom was used extensively, as each group set up their own presentation area in the room and gave their presentation using a laptop—a presentation format similar to a poster session at an academic conference. This is a method proposed by Professor Moriki and has worked very well over the past two years. The classroom served as a place for the students not only to present their research but also to learn how to set up a presentation, how to attract the attention of their audience, and how

the audience's reaction can have an impact on the quality of the presentation.

We appreciated all the feedback and interest we received from the BBL&L participants. One interesting question was how far we can extend the scope of the students' presentations. As we cannot adequately cover issues—such as survey sampling methods and research interview considerations related to research ethics in this course —students are not permitted to conduct surveys. However, the BBL&L participants discussed examples from other classes which allowed surveys among classmates.

We also discussed the need to set limits on statistical analysis for presentations to prevent the overreliance on students with advanced statistical skills in conducting statistical analysis. Finally, following up on a question about assessment rubrics, which we did not have time to respond to in the session, we note that the assessment criteria are explained to students while they are preparing their group presentation to help facilitate their preparation.

We would like to thank CTL for organizing this session and all the participants for their time and feedback.

EMI: How to Make Sure Students Are Active Learners

Olivier Ammour-Mayeur, Department of Humanities

October 2024

Often faculty members are so eager to teach their students, they kind of forget the best way to learn is, in fact, to work on your own. Thinking they are helping students learning, they actually inhibit students' ability to take ownership of their learning process. I used to think that, for students to learn a lot, I had to pour them with lots of information and to provide them with toons of facts on PowerPoint slides. This assumption was shattered after I took the training course in EMI during the summer break of 2018.

Most faculty members also tend to assume group discussions and/or group work are too difficult to manage with large classes and not appropriate given certain major topics. Since I introduce colleagues to the EMI training, I love to debunk these false assumptions. Since 2018, during my fall term, I am teaching my General Education course: "Introduction to Film Studies" based on the EMI principles with a group of more than 70 students. And it works wonderfully!

At first, students might have a hard time understanding the new learning process when it is not the teacher who lectures for two hours in front of a PowerPoint. Even when, to be honest, the same students usually complain that the lecture system is not an effective way of learning. But the system has made them so used to listening and producing rather standardized products, in the GE courses, that this new approach, where the issue of grades is no longer central, tends to scare them at first.

Last, but not least, it should not be assumed that, with these new learning methods, the instructor no longer works at all. As a matter of fact, there is still much work to do – and even probably more during the first year of adjustment –, except that it is organized differently. Most of everything has now to be done outside the classroom: reviewing the material produced by the groups; combining the various answers to the same questions; clarifying or correcting where any misunderstandings or errors of interpretation remain.

In a large class, asking several groups to answer the same question enables, as a result, to achieve the most comprehensive answers possible on the subject being addressed. Combining the students answers also enables us to offer them the best paper possible on the topic discussed. With strong arguments and the best organized paper they could produce. It, thus, also help students see the end result of their hard work.

Despite meeting with some challenges, the EMI program has proven its effectiveness in every respect. And sometimes, without the students even realising it during the time spent in class.

In fact, if students have difficulties complying with the teacher's new expectations – which are indeed more demanding for them in terms of work – in truth, it is mainly because, at first, they do not believe that their teamwork will allow them to learn more than by themselves.

Furthermore, it is obvious, after having come up against certain obstacles, the lack of confidence of students in their own abilities also requires new pedagogical approaches.

The EMI program allowed me to better understand, through this essential tool, where some of the students' blockages can be brought into perspective, in order to make them understand what a "learning process" actually means. This is where the pyramid of Bloom's taxonomy becomes very useful.

During the first lesson, I present the Bloom pyramid to the students in order to explain the different levels of proficiency they would be expected to apply during the course. Not only the first stages of the pyramid: "Remember", "Understand" and "Apply", but also the last three: “Analyse”, “Evaluate”, and “Create”. However, many students feel that they want to immediately move on to the “Analysis”, “Evaluate”, and “Create” practice. If they initially reluctantly accept the idea of learning some things by heart, and carefully reading the required chapters of the textbook. They quickly realise that the group discussions help them through the different level of proficiency they are expected to acquire.

The last three skill levels can only be mastered once the first three are firmly integrated. Therefore, memorizing certain data and facts, as well as reading the assigned book chapters, are not futile exercises in terms of educational achievement.

EMI techniques therefore impose a new way of thinking in terms of course content, but also, and perhaps most importantly, in terms of interaction with students. They are required to be far more active in the classroom, and to be much more involved, even in a General Education course.

The results of these teaching methods are manifold from the students perspective: students learn better and more, they retain more of the course content on the long run; and they had the pleasure of making more friends than they would had with a more traditional teaching method. Every time I meet by chance with a former student who attended one of the courses I teach using this method, they always tell me how much they loved the class, how much they learned, and how fun it was, even though they had to work a lot. For me, as a College of Liberal Arts instructor, this student’s feedback is the most rewarding compliment ever!

It All Begins From Day One: Notecards, Coloured Markers, and the Power of Self-Introduction

Janet Lorraine Borland, Department of History

October 2024

In the Brown Bag Lunch and Learn on 9 April 2024, I shared my experiences teaching a 200-level history course last autumn. The course content focused largely on the 1923 Great Kantō Earthquake to coincide with the 100th anniversary. We covered topics ranging from death and destruction, to relief and reconstruction, commemoration and contestation. My expectations of students are written in the course syllabus as follows: "The success of this class depends on you being present and actively participating. As a 200-level course, it is designed to encourage active learning and interaction, discussion and debate, as well as articulation of ideas and opinions based on evidence. Let's enjoy this opportunity to express our ideas and to gain confidence speaking up in the supportive environment of our classroom." How do I cultivate an environment where students are willing to speak up and share their opinion? How do I help students to build confidence? It all begins from day one.

I begin my first class with a panoramic image that captures the main themes of the course and I ask students: "What do you see?" (you can read more about this course and see the image here) Some students raise their hand to answer, but I also make a point of walking around the classroom and calling on students. Typically, they respond – it's an easy question and there is no right or wrong answer. Next, I invite students to take the role of curious historians: "What questions can you ask in order to learn more about this image?" Who? Why? What? Where? When? How? So what?! The purpose of this simple activity is to invite conversation and brainstorming. Students understand from the outset that I expect active engagement. After this interactive warm-up activity, I discuss the course syllabus and then I devote a substantial amount of the remaining class time to self-introductions.

I share my journey in photos from growing up in rural Australia to becoming an Assistant Professor at ICU. I also discuss my firsthand experience of the 1995 Hanshin-Awaji Earthquake as a high school exchange student in Kobe and I explain how it shaped my life and career. Given the fact that many students likely have their own personal experiences of earthquakes and other disasters, whether they are from California or Japan, my powerpoint slides transition to an important message which reads: "It's ok leave the room at any time if our discussion about earthquakes makes you feel uncomfortable." Next, I invite my TA to introduce themselves and ask them to share some tips or advice or words of wisdom. Now it's time for the students.

For over a decade, I have employed an activity designed to help everyone learn and use each other's names: we make name cards. I explain that the purpose of this activity is an important part of my teaching philosophy and practice. I want to create a classroom environment where students feel comfortable speaking up, making mistakes, growing,

learning and reflecting on their progress. How can everyone feel comfortable if we don't even know our neighbour's name?

My teaching tool kit contains a large supply of coloured markers and notecards, which I distribute to students. The B6 size notecards (182 x 128mm) are thick enough to stand when folded in half (0.25mm) and large enough to be visible to me at the front of the classroom. I display the following instructions on the powerpoint:

1. Please form a small group and share the coloured markers
2. Fold notecard in half
3. Write your name in BIG colourful letters using a coloured marker so that everyone in the classroom can read it
4. On the reverse side, please use a PEN and tell me a bit about yourself:
    - i Name (preferred name)
    - ii Hometown (where you were born) and cities you have lived in
    - iii Tell me something interesting about yourself. Or, what do you love doing in your spare time?
    - iv Have you ever experienced an earthquake? If so, when and where?*
    - v What did you know about the Great Kantō Earthquake before today's class? What is your source?*
    - vi What one skill do you want to improve this term? Please be specific eg. writing skills, speaking up in class, time management.
5. Introduce yourself to your group members

(*I change the questions to reflect the class content)

I collect the cards at the end of every class, otherwise students will lose or forget them. Distributing the cards to 65 students at the beginning of every class presents a number of challenges. With the help of my TA, we placed the cards on a large surface/desk at the front of the classroom. Students collect them as they enter through the front door, display them on their desk, and return them at the end of class with their comments sheets. In smaller size classes, I distribute the cards to students as they arrive and test my memory.

No matter what class I'm teaching, my format for day one is the same: start with an image, invite students to observe and ask questions, discuss syllabus, then make name cards and get to know each other. It is a formula that has worked for me and my interactive style of teaching history. In a classroom with 65 students, I can see the name cards and address students by name if they raise their hand. The name cards serve as a great tool for small group activities and discussions, especially in the first few weeks of term. Learning and using each other's names from day one helps to create a respectful environment where everyone eventually feels comfortable to speak up, ask questions, share opinions, and build self-confidence.

At the end of the spring term one student wrote: "This semester has been very challenging yet exciting for me. I tend to be shy, not the best at asserting my opinions in public. Therefore,

at the beginning of this semester, I was worried about whether I would be able to express my opinions in this class... However, my fears were greatly allayed in the first week. The warm and reassuring atmosphere … made me feel very relaxed." Another student reflected: "I thoroughly enjoyed [this class] as it felt like a cozy and comfortable environment where I could participate fruitfully. Everyone had diverse backgrounds (even from the same nationality), and I was delighted to hear everyone participate engagingly."

QALL402 Field Research and Professional Learning

Christopher Bondy, Department of Society, Culture and Media
Joo-Young J. Jung, Department of Society, Culture and Media
Chika Minejima, Department of Natural Sciences

March 2025

How This Course Started

This course was created in 2010 by two insightful professors, Prof. Nagao from International Relations and Prof. Kitahara from Physics, who believed that understanding methodologies and ideas across the social sciences, humanities, and natural sciences would benefit both faculty members and students. Professors Mikiko Nishimura, Kenya Kubo, and Yoshie Moriki previously taught the course before it began rotating among the four of us: Christopher Bondy, Ryosuke Fujinuma, Joo-Young Jung, and Chika Minejima. In each year, two professors—one from social science and one from natural science—co-teach the course.

Course Setup and Content

This course includes a lecture in the Spring, where students develop a research proposal throughout the term and submit it at the end. Professors provide feedback on the proposals. In the Summer and Autumn, students conduct their field research, with the opportunity to apply their ideas in practice. The course culminates in a presentation of their outcomes and progress in November.

This course provides students with a comprehensive understanding of field research across various disciplines. With the support of ICU colleagues, we have guest speakers throughout the Spring Term in diverse fields such as Anthropology, Communication, Environmental Studies, Sociology, Archaeology, Gender Studies, and Information Science. Unlike typical lectures or presentations, these speakers share firsthand accounts of their fieldwork experiences, including the challenges they faced and how they overcame them. This provides invaluable insights that are difficult to obtain in other courses. Additionally, the course teaches students how to derive researchable questions, conduct a comprehensive literature review, and select appropriate methodologies to investigate those questions. Each year, students from over 10 countries, including Rotary Peace Fellows and JDS scholars, join the class. This diversity enriches the classroom experience by bringing a wide range of perspectives and issues to the discussion.

Guide Students for Research Ethics Applications

One key part of any graduate program is the centrality of conducting ethical research. In order to have the students be ready to submit their application for research ethics, we spend time working with them on the specifics needed for their research and have them submit a completed research ethics application. Given the course's scope, not all students conduct research involving human subjects. For example, some students are making use of archival

materials, where they would not be directly involved in interacting with people. Nevertheless, it is important for students to understand what it means to conduct ethical research. Some students complete the form as a class exercise, while others prepare it for larger research projects. In either case, we encourage students to consult with their advisors about particular needs for these applications related to their academic field.

Benefits for Faculty and Students

For Students: Plan Research in Advance and Have an Opportunity to Fail Their Research Before Starting Their Thesis

As faculty, we are all well aware of the pitfalls of research. Regardless of discipline, we know that there will always be things that go wrong (sometimes terribly so) in our research, but from the perspective of students, they only see the finished product in articles or books that we write, which often gives them the impression that research is always done according to plan. In this course, we consistently try to impress on the students that there will ALWAYS be unexpected elements that affect the research process. For many of them, this lesson is learned in unexpected ways while they are conducting research over the summer. These challenges can be frustrating, but for the students, it is a way to consider how their work can still be important, even if it does not happen according to plan. Further, having the opportunity to learn this when the stakes are much lower seems to be comforting to the students, so that when they reach their data gathering for their thesis, the knowledge that things will not be perfect removes one area of stress that students may have to face.

For Faculty: Exposure to Diverse and Interdisciplinary Topics and A Chance to Learn about Colleagues' Research Experience

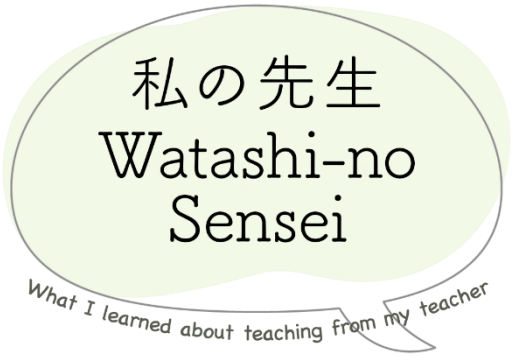
Insights from Three Instructors

As a natural scientist, my research has focused on one particular field of science, but through this course, I was able to hear talks from professors from various disciplines. One of the great things about their lectures is that they also talk about their failures, namely how they had to change plans when things did not work out as planned. I could also hear backstage stories such as how they gained trust through being involved in community services and how they found interviewees. I also found things in common, such as how samples have to be representatives of the groups of your research focus - an issue that is equally difficult in natural science research. Natural sciences are thought to have only one clear answer, but in reality, it is very messy and the more you do research, the more it gets complicated. Also, where you define boundaries and how it changes the results seem to be similar (Chika Minejima).

This course has been immensely beneficial to me as a faculty member in several ways. Working alongside a professor from the natural sciences provides valuable opportunities to navigate differences in approaches and methodologies, while also offering the rewarding experience of finding common ground and broadening my perspectives as both a teacher and a researcher. Additionally, being exposed to a diverse range of student research topics,

such as microplastic ingestion by marine turtles, the relocation of Rohingya refugees to Bhasan Char, and feminist social movements in Mexico, to name a few, has deepened my understanding and curiosity about global issues. Having to provide feedback on individual projects throughout the course requires significant mental effort, but it has trained me to expand my views and identify commonalities across disciplines. Finally, the course has provided opportunities to learn about my colleagues' work, which is a rare opportunity given our busy daily schedules. It has significantly expanded my academic horizons and fostered a sense of collegiality by allowing me to get to know my colleagues better (Joo-Young Jung).

I have been most fortunate to be a part of this class, and getting to work with amazing colleagues while being exposed to the research of students from a variety of backgrounds has been nothing short of amazing. Especially in light of the lack of interactions that have unfortunately continued after the pandemic, being able to interact with other professors has allowed me to reflect on where my teaching priorities lie. Beyond working with colleagues, interacting with students who are passionate about their research, especially when the research comes from other fields, has led me to think about my own research interests in new ways. In some ways, the interdisciplinary aspect of the liberal arts that we strive for comes through strongest in this graduate class. The course is, to me, very much a collaborative one. The professors collaborate in teaching and we also collaborate with the students, encouraging them to think critically about their work, and their perspectives also help us think about what we do (Christopher Bondy).



Watashino Sensei

- What I Learned about Teaching from My Teacher -

#3 Aki Ito, Department of Humanities

May 2024

In the fall of 1988, a new professor joined the Department of Clothing in the Faculty of Home Economics at Ochanomizu University. Having just returned from three-and-a-half years of training in Paris, she was said to be an up-and-coming researcher on the history of Western costume. There was something foreign about her appearance, and she had an air of aloofness about her.

At that time, the only Japanese-language books on the history of Western costume were bland, encyclopedic commentaries scattered with black-and-white pictures. In contrast, the images in Professor Yoshiko Tokui's class depicted an elegant world of colorful and eccentrically dressed aristocrats. Moreover, Professor Tokui explored the meaning of dress in literature, and I learned that descriptions of clothing that were often ignored by art historians and literary scholars could be deeply related to the essence of a literary work.

Professor Tokui came to be secretly called "Furansu Dewa no Kami" by her students. This was a playful reference to Dewa no kami, which literally means the chief of the ancient province of Dewa (now Yamagata and Akita Prefectures) and is extended to refer to someone who has superior knowledge of foreign, especially Western, culture and customs, often saying, for example, "Furansu dewa …" (In France …). She was certainly an uncompromising sensei when it came to research. Presenting research that was even slightly lax at one of her seminars would result in harsh criticism from her, uttered in her soft voice. When I complained that I could not find a particular image for my presentation, she immediately accompanied me to the library, selected a book from the shelf, and showed it to me. "You should at least inspect all the books in the library from cover to cover," she admonished me. Yet this same teacher also seemed to relish introducing us to medieval chivalric romances such as Tristan et Iseult (Tristan and Isolde) and the works of the French poet Chrétien de Troyes, which suggested that she also had a romantic, feminine side.

I completed my doctoral dissertation under Professor Tokui, and later worked for her as a research assistant and part-time lecturer. I was also given the opportunity to collaborate on translations and co-author essays with her. Professor Tokui's stoicism and rigorous research have remained unchanged to this day. Not only strict about meeting deadlines, she also has high standards for all her work, even for something like a rough translation. She never raises personal matters as excuses (after all, she never took a break to come home during her study abroad but just focused on learning as much as she could). Such a level of rigor may be rare today, but it is also true that even one sloppy job can leave a lasting impression on others.

It has now been 36 years since I first met my sensei. Over those years, our relationship grew beyond research, and I got to know the various aspects of her personality. While I was in Italy for research, she sent me several warm, encouraging letters. During the final stage of my dissertation, she patiently guided me until around 10pm (once she decides to take on a student, she stays by them and never abandons them). I have fond memories of drinking wine and talking all night at her home.

In recent years, we have been conversing more often online, and more than half of our chats have been about caring for our aging parents. I realize that even now I am still emulating the woman researcher who I felt was beyond my reach in my student days.

#4 Satoru Aonuma, Society, Culture and Media Department

March 2025

I have never been someone who is suited to being taught by others. This troublesome trait of mine has persisted to this day, even as I make a living through teaching at a university.

Yet, for a contrarian such as myself, Professor Shigeru Matsumoto is one of the few people I consider my sensei. I was an undergraduate when I first met Professor Matsumoto, who was then a part-time lecturer at my university. In those days, I was deeply immersed in competitive policy debate as a member of the debate team of our university's English Speaking Society. I'd spend all my weekdays holed up in the library doing research and all my weekends competing in tournaments, neglecting my coursework. Disappointingly, despite our efforts, we had been unable to win any national-level championships. That's when our team decided to ask Professor Matsumoto to be our coach, as we knew that he had been a college debate coach during his graduate work in the United States.

While I'll refrain from detailing the specifics of debate theories and strategies he taught us, what we learned from Professor Matsumoto was not some kind of quick-fix secret to winning an argument—rather, he taught us the importance of debating sincerely in a straightforward manner. "The more sound the argument, the more high-quality evidence you will be able to find," he would explain. Having a tendency to resort to far-fetched arguments (called "squirrels" in debater's jargon) while being in fear of the fully-prepared rebuttals by the other side, I found this advice truly eye-opening.

Thanks to our sensei's coaching, we finally achieved our long-cherished dream of winning the national championship at the end of our junior year. Ordinarily, undergraduates should quit their club activities by senior year in order to focus on their graduation thesis or job hunting. It was at this point, however, that Professor Matsumoto jokingly issued a challenge to us: "Winning may be wonderful, but you shouldn't be satisfied with debating for just two or three years. In the United States, skilled debaters will compete in tournaments for seven or eight years, from high school through college."

Moreover, he told us about the very attractive conditions there, as many former college debaters—even international students who have the requisite abilities—can teach and coach debate as teaching assistants while they work in graduate degree programs. Being about to embark on job hunting though having no fixed idea of what I really wanted to do after university, I couldn't help but take up Professor Matsumoto's challenge. I therefore continued debating in my senior year. I then went to the United States, working toward my degrees as a graduate student while teaching and coaching debate and public speaking to undergraduate students as a teaching assistant.

Throughout my time in the United States, I continued to enjoy debates by respecting my sensei's precious advice about sound arguments rather than resorting to superficial quick-fix strategies.

For 40 years now, Professor Matsumoto has given me invaluable support professionally and personally. I still have the opportunity to catch up with him several times a year, and each time I experience the weird and wonderful sensation of falling back into our original relationship of debater and debate coach.

AY2024 FD Activities

Date	Event/Seminar Title You can see the activity report by clicking the link.	Number of participants
2024/4/3	AY 2024 Spring Term New Faculty Development Program (NFDP) (1) Welcome Session • Meet & Greet with CTL Director, Associate Director, and AY 2023 NFDP Members (2) ICU Essentials Session • Overview of the NFDP • Explanation about class management and research-related matters • Q&A session	21 13
2024/4/3	TA Orientation	70
2024/4/9	AY2024 Spring Term Brown Bag Lunch & Learn BBL&L#31: Theme: "It All Begins From Week One: Notecards, Coloured Markers, and the Power of Self-Introduction" Facilitator: Assistant Professor Janet Borland, Department of History	15
2024/9/3	TA Workshop	59
1. 2024/9/10 2. 2024/9/17 3. 2024/9/24 4. 2024/10/08 5. 2024/10/15 7. 2024/10/21-25 8. 2024/10/29 9. 2024/11/5	AY2024 Autum Term New Faculty Development Program (NFDP) Face-to-Face Sessions Part 1: Your ICU 1. Introduction to ICU by VPAA Eskildsen Part 2: Your Courses 2. The College of Liberal Arts by Prof. Ikoma, CLA Dean Part 3: Your Students 3. Knowing Your Students by Prof. Kibe, Dean of Students, Prof. Nasu, CTL Director, and Mr. Terashima and Ms. Watanabe, the Counseling Center 4. Student Support at ICU by Prof. Nasu, CTL Director, Prof. Tsujita, CTL Associate Director, Prof. Naoi, Associate CLA Dean, and LAS staff Part 4: Your Teaching 5. Introduction & Problem-sharing by Prof. Omori, Dean, Graduate School, and Prof. Nasu, CTL Director 6. Class Visitation 7. Teaching Workshop Part 5: Your Community	16

	8. Christianity and the ICU Community by Prof. Alberg, Director of Religious Center, Rev. Kitanaka, Rev. Yakiyama, and Rev. Johnson Online Contents Administrative Affairs Group IT Center Library College of Liberal Arts Group Graduate School Group Educational Affairs Group Personnel Group Center for Teaching and Learning and Learning Accessibility Services Center for Research Planning and Support Counselling Center Human Rights Consultation	
2024/10/22 2024/11/8	AY2024 Autumn Term Brown Bag Lunch & Learn BBL&L #32: Theme: "QALL402: Field Research and Professional Learning" Facilitator: Professor Joo-Young Jung, Department of Society, Culture and Media, Senior Associate Professor Christopher Bondy, Department of Society, Culture and Media, Senior Associate Professor Chika Minejima Department of Natural Sciences BBL&L #33: Theme: "AI & Our Education" Facilitator: Senior Lecturer Ikumi Ozawa, Japanese Language Program, Associate Professor Tomoo Matsumura, Department of Natural Sciences, Professor Kei Nasu, CTL Director	15 25
2024/12/10	AY2024 Winter Term Brown Bag Lunch & Learn BBL&L #34 Theme: "Critical free-writing to help students in the early stages of identifying and narrowing their topics" Facilitator: Simon Evans, Lecturer of English for Liberal Arts Program	6
2024/12/17	AY2024 Winter Term Graduate School FD Seminar Theme: "Guiding Graduate Students in Interdisciplinary Research" Lecturer: Associate Professor Ryosuke Fujinuma, Department of Natural Sciences	96

2025/2/26	AY 2024 FD/SD Seminar on supporting students with disabilities Theme: "Overcoming Inner Barriers: New Responsibilities for Private Universities Under the Revised Act for Eliminating Discrimination Against Persons with Disabilities" Lecturer: Makoto Oogoda (A lawyer, Oogoda Law Office)	76
2025/3/21	AY2024 Winter Term Graduate School FD Seminar Theme: "How I got involved in the IB: Facets of my teaching" Lecturer: Senior Associate Professor Mark Langager, Department of Education and Language Education	24