FD Newsletter

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Coming Together For Better Service: CTL's New Offices

In April 2018, the Center for Teaching and Learning (CTL) moved to the first floor of the Othmer Library, successfully consolidating the learning and teaching support functions that were previously scattered around the ICU campus onto one floor. This enables us to provide assistance to both students and faculty more effectively within the same space, and we have the added advantage of being located in the library. CTL Director Jeremiah Alberg and Associate Director Hiroyuki Kose share their thoughts on the future possibilities of the newly restructured CTL.

Jeremiah Alberg

Director, Center for Teaching and Learning

We've moved! The CTL has a new home on the first floor of the Othmer Library. One could go so far as to say, CTL finally has a home. Now in its fourth year, the CTL has been able to consolidate all of its operation into one building. This really is the realization of vision for CTL that goes back to the Committee, chaired by Pro. Hiroshi Suzuki, that worked on its establishment in 2014. The original idea was to have all the support services for both Faculty and Student Development

physically together, to make things easier and more efficient both for those seeking support as well as for those delivering it.

In April 2015, when CTL first opened its doors on the second floor of the ILC Building, it had the staff for Faculty Development, TES and other student surveys and the Digital Media Services. The Academic Planning Office and the Special Needs Student Services were located in other buildings. The Writing Support Desk was not part of CTL. This was not ideal, but we managed to form an identity as one unit working to support the educational mission of the college and the graduate school.

CTL's New Offices

There was one big development during those

first two years and that was the start of the "Madoguchi" in the Honkan. This was an attempt to bring the CTL to the Students and Faculty instead of waiting for them to come. The staff really worked hard at this and overcame their own nervousness and fear of not being able to answer the questions to make this service work. I am grateful to them for their willingness to "go out" to the people we serve.

The Madoguchi succeeded, but not in the way we thought it might. There were plenty of questions to answer and problems to solve, but most of them did not concern academic support. Rather, they consisted of the human problems of losing things, being too hot or too cold in a classroom, being disturbed by a noise. None of these things were unimportant, but they were not CTL's main mission.

Being located in Library, puts CTL in the place where both faculty and students come to study. The largest part of the first floor of Othmer Library is dedicated to the "Learning Commons." Most of the tables and chairs here are light and mobile. Groups can arrange them in a way that works for them as they pursue group study. We also have two study rooms where groups can gather and use audiovisual equipment. Students can now see us and the various services that are offered.

In particular the Writing Support Desk (WSD), which was moved up from the basement floor of the library and is now a part of CTL, is more visible to students as they study. We hope that this will encourage more students to take advantage of its services. Matsuki-san continues to do an excellent job coordinating the work of our writing tutors. In addition we continue to offer our Academic English Support or Proofreading service. This is especially valuable for students writing graduation theses in English.

The Academic Planning Office moved from the Dialogue House and, as a part of that, IBS, now conducts many of its activities here. Again, the hope is both that these offices will attract students to the Library and that students who use the Library will avail themselves of services offered. We also have a small "Event Space," where workshops and colloquia can be conducted. Naturally, we still refer people to other offices as necessary. We will continue to work closely with our colleagues in the Counseling Center, Academic Affairs, and Career Counseling to ensure student success.

The Digital Media Service Center is no longer "next door" as it was in the ILC building. The staff is together with everyone but still has slightly separate space for the student workers who help them.

It is both encouraging and enlightening to be able to see our co-workers. We learn what each other is doing and so learn ways to help one another. Please drop by and see the new arrangements. If you have any suggestions for ways in which we can improve, we would love to hear from you.

Hiroyuki Kose
Associate Director, Center for Teaching and Learning

We are delighted to have achieved our goal of consolidating ICU's various learning and teaching support services at CTL. To integrate these services, we moved the CTL head office from the ILC, the Academic Planning Center (APC; currently Academic Planning Support [APS]) from Dialogue House, and the Writing Support Desk (WSD) from the library basement to join the SNSS on the first floor of the Othmer Library. Since CTL opened in 2015, we have aimed to establish a comprehensive teaching and learning support system. Nevertheless, we have found it challenging to bridge the distance between our center and the students/faculty, which we believe was largely due to the inconvenient location of our offices. Physically integrating our services is a huge step forward. Moreover, we hope that relocating to a prime location like the library, which plays an essential role in ICU students' learning experience, will continue to give rise to more unexpected and

positive outcomes.

Given that the library is one of the first buildings that first-year students will visit at ICU, after the University Hall (Honkan), CTL has certainly become more visible. In April, the WSD's tutoring service saw the number of its users double compared to the same time last year. Although we don't have specific numbers, there are also more people consulting APS and its peer support branch, ICU Brothers and Sisters (IBS), which is made up of students who advise their fellow students on all aspects of student life. Aside from its counseling on course registration, IBS was not previously very well known, with the exception of schoolwide events and social media, but a training session held in CTL's event space the other day appears to have drawn a great deal of attention from students who happened to be in the vicinity. This space is also the activity base of ICU Support × Support (commonly known as "Saposapo"), a separate student peer support group under the SNSS, which is engaged in fostering a culture in which "providing and receiving learning support are both natural." The shared space naturally enables these two peer support groups to stay in touch with each other's activities and efforts on a day-to-day basis.

In addition, the new CTL also has an improved working environment. Unlike the ILC, where Digital Media Service Center (DMSC) staff felt physically segregated from other staff, we are now able to feel a sense of unity in one workplace, and we can also provide IT / Moodle support more smoothly by means of dedicated terminals. Furthermore, we personally find it significant to have a view of the learning commons from our office space. We feel like parents who are able to watch over our children doing their homework at the dining table, while we work in the kitchen. Our new location enables us to pick up on the students' learning styles and needs, hear their voices, and detect anything out of the norm, thereby helping us to provide more targeted and fine-tuned support services. We already have some professors who are encouraging their students to work on their group tasks at CTL.

One challenge we face is that it is somewhat inconvenient for part-time instructors to access our services. As they do not have a library card, they

cannot enter the library without having to call a staff member at the entrance. It is also regrettable that our location in the library means we cannot hold discussions with tea and snacks, as we did at Dialogue House. Therefore, we would like to consider ways to improve our services based on a wide range of opinions and discussions.

If you are yet to visit the new CTL office, please feel free to drop by next time you are in the library in search of books and materials. We would be happy to give you a brief tour of our facilities at any time. CTL offers advice and support for your classes (e.g. IT tools and flipped learning) and various student-related issues (e.g. poor grades or international students). As we are still in the process of building a new support framework, we would greatly welcome your feedback and opinions. Your cooperation is sincerely appreciated. (English translation provided by CTL)

Writing Support Desk (WSD)

ICU Support × Support "Saposapo"

ICU Brothers and Sisters (IBS)

Supporting English Reading Assignment through Group Tutorials

Akiko Fujii
Department of Education and Language Education

I would like to report on an experimental initiative to offer support for English language reading assignments in my course, *Second Language Acquisition and Learning*, a 200-level course that assumes fundamental knowledge taught in the 100-level course *Principles of Language Learning and Teaching*. Enrollment for the Autumn 2017 term was approximately 30 students. The course format included lectures as well as class discussions based on reading such as excerpts from academic books and state-of-the-art academic journal articles. Students were given 6 assignments during the term which required them to read an academic article and apply the content of the article to conduct fieldwork or other form of analysis. For some students, reading the academic article in itself was a challenge. However, I preferred to use class time to explain the theoretical background or to discuss the implications of the article, rather than on checking comprehension of the article. Yet, students also needed to develop their ability to read academic journal articles in English as a step towards writing their senior thesis. I could see that the course was an opportunity for them to practice the skills they learned in the ELA. Therefore, I decided to try implementing group study sessions for checking the comprehension of the articles outside of class.

Luckily, I was also teaching a practicum course for graduate students, titled *Studies in Methods of English Teaching II Practicum*. As part of the practicum component of the graduate course, the graduate students took responsibility for the group study sessions, or "tutorials" for the undergraduate class. I was inspired by my recollection of tutorials with the graduate student tutor during my study abroad experience at the University of Edinburgh, when I was an undergraduate. The tutor gave me a great deal of valuable advice on my writing during the tutorials.

In the graduate course, we first read articles on teaching academic reading. Then we also read about cooperative learning and the graduate students discussed their ideas for the tutorials. Each graduate student then created a lesson plan for the tutorials. The tutorials were scheduled for three different time slots during each week that tutorials were offered. Two to three graduate students were assigned to each time slot (Each graduate student participated in two sessions). They decided amongst themselves whether to divide the undergraduate students into small groups or to team teach the students collectively as one whole group. The graduate students were given full authority over how to run the tutorials. For each of the weeks that tutorials were offered (5 in total), the graduate students wrote reflection journals and shared their reflections on *Moodle*. During the graduate course class time, we discussed the reflections and how the tutorials could be improved.

For the undergraduate students, attendance at tutorials was required in principle. However, a student could opt out by independently completing and submitting to me the reading comprehension worksheet used in the tutorial. Several students with native or native-like English proficiency did choose this option and the high quality of their work seemed to suggest that English proficiency may indeed be more important than knowledge of the field in being able to read and understand the assigned academic articles.

In general, the undergraduate students seemed to appreciate the tutorials, as they were helpful for completing the assignments. The tutors, aiming to develop the students' critical reading skills, devised graphic organizers and included reading strategies in their lessons. Through trial and error, the tutors also attempted to find ways to achieve a learner-centered learning environment, encouraging their students to feel confident about participate in discussions about the reading text.

The effort and time the tutors invested in preparing for the tutorials undoubtedly contributed to student satisfaction.

It is hoped that the students who participated will be able to apply what they learned when they work on their senior thesis or in other courses. I already know that the tutorial experience was extremely beneficial for the graduate student tutors.

The tutorials for this particular course were feasible because of the pairing with the graduate course. However, there must be other ways to make tutorials happen. I hope it will be possible to find other more sustainable ways of supporting student learning.

Teaching and Learning Support

Academic English Support (Proofreading)

Kazuko Minami
Center for Teaching and Learning

Background

ICU has been working toward increasing the percentage of students writing their senior theses in English to 45%. After considering various measures to achieve this goal, primarily in consultation with the Top Global University Project Office, we decided to establish a proofreading service for senior theses. We expected that this would lead to an increase in the number of English-language senior theses for the following reasons:

1. Mitigating the burden on ICU faculty: Professors will no longer need to spend time pointing out trivial English errors, which will enable them to concentrate on providing guidance on the actual content of the senior thesis and other essential aspects of their role as advisors.
2. Reducing the psychological hurdle for students: The students' anxieties about writing in English will be eased.

We started offering the Academic English Support (AES) service from November 2016. It was targeted toward students who were scheduled to graduate in March 2017. At first, we only offered face-to-face proofreading sessions for students with our resident proofreader at CTL. However, as the deadline for submission of the senior thesis approached in December, the number of applicants increased rapidly, making it difficult for them to reserve a session. Therefore, from January 11 to January 29, 2017, which we expected to be the busiest period, we hired five proofreaders and added a proofreading service via email. Both services had high utilization rates and high user satisfaction levels. As there are usually fewer students planning to graduate in June 2017, we assumed that the utilization rate would be low. Consequently, we decided to offer only face-to-face proofreading sessions, starting from March 1, 2017.

In AY 2017, the second year of the AES service, we followed the same structure as in the first year. We offered two types of services to students who planned to graduate in March: face-to-face proofreading sessions and proofreading via email.

For students scheduled to graduate in June, we provided only face-to-face proofreading sessions.

Outline of the AES (Proofreading) Service

AES is a proofreading service provided by professional proofreaders. Two types of services are offered.

1) Face-to-Face Proofreading:
· 1 resident proofreader 3 days a week
· the student submits up to 5 pages (1500 words) in the ICU senior thesis format
· the proofreader proofreads the document in advance
· the proofreader explains the corrections made during a 30-minute face-to-face session.
(The benefit of a face-to-face meeting is that students can ask the proofreader questions about the corrections and seek clarification on the spot.)

2) Proofreading via Email:
· the student submits up to 5 pages (1500 words) in the ICU senior thesis format
· the file is submitted in an email attachment
· 1 of 5 proofreaders proofreads the document within 2 days
· the proofread document is returned by email
*Note that any questions about the proofreader's comments cannot be answered via this option.
(The benefit of this email service is that students can send and receive documents in their own time at home.)

A face-to-face proofreading session at CTL.

Details about the AES service are available via the URLs below.

In Japanese:
http://ctl.info.icu.ac.jp/services/learning-support/aes-1#ja
In English:
http://ctl.info.icu.ac.jp/services/learning-support/aes-1#en

Usage Statistics

For students who graduated in March 2017

Face-to-Face Proofreading
No. of Applicants: 61
Period: November 8, 2016 – January 31, 2017
No. of Proofreaders: 1

Proofreading via Email
No. of Applicants: 102
Period: January 11, 2017 – January 29, 2017
No. of Proofreaders: 5

For students who graduated in June 2017

Face-to-Face Proofreading
No. of Applicants: 18
Period: March 1, 2017 – May 31, 2017
No. of Proofreaders: 1

For students who graduated in March 2018

Face-to-Face Proofreading
No. of Applicants: 37
Period: November 1, 2017 – January 31, 2018
No. of Proofreaders: 1

Proofreading via Email
No. of Applicants: 154
Period: December 1, 2017 – January 27, 2018
No. of Proofreaders: 5

For students graduating in June 2018 (as of May 18, 2018)

Face-to-Face Proofreading
No. of Applicants: 4
Period: March 1, 2018 – May 31, 2018
No. of Proofreaders: 1

Current Situation and Issues

As the percentage of English-language senior theses increased to 35% in 2016, 4% higher than in the previous year, the AES service appeared to have achieved some measure of success. Nevertheless, in the second year we identified a number of challenges to be addressed. A selection of feedback from both students and their advisors is presented below.

Feedback from students who have utilized the AES service :

- "I would like to make use of the proofreading service for other writing assignments as well, such as class papers."
- "I sometimes got confused because the proofreaders differed in the level of detail with which they provided advice and in some of their viewpoints."
- "I am satisfied because the document was returned quickly by email and I found the corrections and advice helpful when revising my draft."
- "The careful corrections and detailed advice on English style helped me to improve my draft, and I was able to apply what I had learned later in writing the rest of my thesis and preparing presentations."
- "As undergraduate students were prioritized during the busiest period for bookings, I felt pressured to book a session before my draft was sufficiently written. I'd like you to improve the system by increasing the number of proofreaders or offering the service earlier so that master's students will not be restricted in this way."
- "I found it hard to understand the reservation system."
- "I felt uncomfortable making a reservation when I had not yet finished writing my draft properly."
- "I would like you to offer face-to-face proofreading sessions via Skype."
- "It would be even better if there were proofreaders who understood the terminology used in my field."

Comments from professors whose advisees have utilized the AES service

- Some for students who are willing to take on the challenge of writing in English, it is a useful service that will enable them to submit their thesis with more confidence.
- As the proofreaders have taken on some of the responsibilities that I have had to assume in the past, advisors like myself can now focus on advising my students about the actual content of their thesis.
- Please have all students use it. Use Chicago-style references please.
- I think it is a valuable service to offer that helps to demonstrate support for the student undertaking the thesis. It's good to know the university cares!
- Some students need extra help when writing in English.
- Very important for ICU's bilingual education.

- Students greatly improve their writing, and ICU as a whole looks better with better written theses.
- There are limitations in how much a non-native English-speaking professor can check the language, so please continue providing this service.
- I think there's only so much proofreaders can do if they don't have any knowledge of the field in question. If possible, please arrange for proofreaders who have some understanding of different fields.
- The senior thesis should be exposed to as many eyes as possible, so I think the AES provides a valid service in that regard as well.

The comments from students who have used the AES service, as well as those from their advisors, offer many useful suggestions for improvements to our system.

Among the many issues to be addressed, we believe our biggest priority is to secure a stable lineup of proofreaders first. When the submission deadline for the senior thesis or master's thesis approaches, we receive an influx of applicants for the AES service, and it is difficult to balance supply and demand. Responding to the needs of potential applicants will help us to assist students who are writing their senior thesis in English and lead to an improvement in the percentage of English-language senior theses at ICU. Therefore, securing a stable supply of proofreaders is essential to enable as many students as possible to make use of our services.

Another idea is to consider providing proofreading assistance to students at an earlier stage, before they even start writing their senior thesis. By utilizing what they have learned in each new writing assignment, they could continue improving their English writing skills until they reach the stage of their senior thesis, which would be the culmination of their years of academic writing experience at university.

We aim to continue reviewing and improving the AES service by collecting and analyzing feedback from students and faculty.

(English translation provided by CTL)

Report on "Leadership Institute on Serving Students with Disabilities in Japan" at the Institute for Community Inclusion, University of Massachusetts Boston

Hiroya Banzono
Center for Teaching and Learning

Since the first enrollment of visually impaired students at ICU in the late 1970s, the university has strived to create a conducive learning environment for students with disabilities. As a result of these efforts, the number of students with disabilities at ICU has increased, especially after Japan's Law to Eliminate Discrimination against People with Disabilities came into effect in 2016. There are two major areas in which challenges remain: the need for further systemic improvements to provide a universal learning environment and the establishment of a career/transition support system to continue assisting students with disabilities after they graduate.

In order to address these challenges, CTL has provided opportunities for staff to learn from best practices overseas, beginning with visits to the University of Washington and Seattle Central College in AY 2016 (see *FD Newsletter* 2016, vol. 22). This was followed by the second round of training from 2017 to 2018, during which my CTL colleague Ms. Kazuko Minami and I participated in the " Leadership Institute on Serving Students with Disabilities in Japan " at the Institute for Community Inclusion, University of Massachusetts Boston. CTL will also present a report at the 2018 AHEAD JAPAN conference in June, prepare our final report in August, and continue to provide support for the third round of trainees. In this report, however, I will focus on aspects of this year's training that may be most useful for the ICU context.

Training Outline

The program consisted of on-site training in Boston from October 22 to 27, 2017, as well as pre- and post-training webinars through which we formulated action plans to be implemented during the on-site training, and submitted progress reports and feedback. There were also participants from the University of Toyama and Nagoya University, which are both institutions that have made progressive efforts in supporting students with disabilities. The opportunity to share our ideas and experiences with those who are actively engaged in the same field was one of the highlights of this program.

The training program consisted of the following:
Pre-training Webinars (4 sessions): "Important Laws and Policies Pertaining to Disability and Higher Education in the US," "Career- and Employment-Focused Disability Services in Higher Education Institutions in the US," "History and Overview of Student Disability Support Services in Higher Education in the US," "Investigation of Disability Complaints in the US: An Introduction," and "Disability and Career Support Services in Japanese Higher Education Institutions."

On-Site Training in Boston (5 days): "Self-determination and Career Planning for College Students," "Universal Design for Learning in Higher Education," "Consideration: The Individual and the University As a Whole," "Visit to Tufts University's Student Accessibility Services (SAS)," "Visit to Northeastern University's Disability Resource Center (DRC) and Lecture on the Co-op Educational Program," and "Cooperation with State Agencies: Lecture by Staff from the Massachusetts Rehabilitation Commission."

Post-Training Webinars (2 sessions): "Progress Report on Action Plans and Feedback" and "Self Advocacy."

What I Learned through the Training Program
Student Disability Support Systems as Rights Protection Infrastructure

What I felt most strongly during the training was that at US colleges, student disability support services are not seen as a special measure but are

established and functioning within each institution as a form of infrastructure for guaranteeing students' rights. In the background to this are anti-discrimination laws that protect the rights of people with disabilities: the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. These laws prohibit discrimination by universities and other public institutions, as well as organizations that receive federal funding. Subsidies may be terminated and other penalties imposed for discrimination, such as the failure to provide reasonable accommodation.

Based on this legal framework, each university has their own system and staff to support students with disabilities. Besides the coordinator who is responsible for providing assistance, there is also an ADA Coordinator whose responsibility is to receive complaints from students, and to coordinate the university's programs and processes to ensure compliance with laws and regulations pertaining to people with disabilities. In Japan, the Law to Eliminate Discrimination against People with Disabilities was enacted in 2016, and ICU has established a support service, but only a small number of complaints have been lodged to date. Therefore, we found that there was a great deal to be learned from the US colleges and the expertise of their staff. The program also helped us to identify and clarify issues for future consideration.

Three Approaches to Working with Students with Disabilities

In addition, students with disabilities in US colleges make up around 10% of the undergraduate student population, compared about 1% in Japan. Therefore, I think that the US college support systems provide useful precedents from which we can learn, in view of the increasing demand for support services at ICU. US colleges with best practices such as Tufts University and Northeastern University, which we visited during the training program, have three approaches to disability support: "provision of reasonable accommodation," "Universal Design for Learning (UDL)," and "fostering students' self-advocacy skills."

The provision of reasonable accommodation includes optimizing the environment to efficiently

coordinate administrative processes by, for example, setting up an online system for submitting requests to faculty for consideration. An example of reasonable accommodation is making special examination arrangements, such as extending exam times or allowing students with evidenced concentration or anxiety problems in a busy environment to take the exam in a separate room. While these measures are now commonly implemented at Japanese universities, including ICU, the rising number of students with disabilities has led to a greater demand for exam supervisors and additional rooms. Moreover, at ICU, when exams are held in the University Hall (Honkan), for example, the extended examination time overlaps with the other students' recess, which means that the quiet environment we try to provide is interrupted by voices and other sounds. As universities differ in size, not every measure is feasible for a small university like ICU, but we still found it useful to learn about the ideas and considerations put into the design of testing centers at US colleges.

A testing room at Northeastern University. An electronic Magnifying System for students with visual disability and PC are set up in the room.

UDL refers to a philosophy for designing an accessible learning environment not only for those with disabilities, but for all kinds of diverse learners who differ in their linguistic backgrounds, learning experiences, interests, and concerns. I think this is a valuable perspective for ICU, in view of our bilingual Japanese and English education model and our many students who have attended secondary schools outside Japan. During the training program, we attended a lecture on practical strategies to advance UDL, by Ms. Kirsten T. Behling, director of the SAS office at Tufts University. I was particularly struck by her point

that we should identify the UDL practices on campus that already exist, and her emphasis on the "plus one" approach of just adding one more element to what we are doing now, rather than aiming to do everything at once. We are currently working on creating a database of survey results on student support at ICU, focusing on reasonable accommodations provided by our faculty so far, which we hope will prove useful for enhancing our services. We are also discussing the possibility of sharing examples pertaining to UDL.

Workshop by Assistive Technology Specialist at Tufts University.

Fostering students' self-advocacy skills is an area in which ICU still has room to address in the future. Initiatives in the US that we found instructive include the creation and dissemination of learning materials with concrete examples of situations to teach students how to express themselves to faculty to ensure they receive the consideration they need. This was used along with individual advising. It is also important for support staff and faculty to be good listeners whom students can trust, as once students are properly heard, they can build on their experience and further develop their own self-advocacy skills. Therefore, in addition to their student-focused approach, the US colleges place great emphasis on faculty and staff development (FD and SD); thus awareness and outreach efforts are a high priority for the support staff.

Creating and Implementing an Action Plan

As part of this training program, we were tasked with preparing and implementing an action plan to resolve challenges faced at our respective institutions. As I mentioned in the introduction, ICU has seen an increasing number of enrollments by students with disabilities, many of whom are now approaching graduation. Therefore, we set the following three goals as part of our action plan, which we are now in the process of implementing: (1) to establish a career support system for students, (2) to strengthen our learning support system for students, and (3) to strengthen cooperation with faculty and staff through outreach activities. I will report on the action plan and its progress/achievements in a separate article later. For now, I can report that we have made some progress with our first goal, the establishment of a career support system for students, thanks to the generous cooperation and assistance of the Placement Group.

Plesentation of Action Plan.

Conclusion

Due to limitations of space, I could not elaborate on all the things we learned from the training program. We intend to apply our newly acquired knowledge and skills as much as possible for the benefit of the university. Please feel free to contact us at CTL if you are interested in hearing more about our training experiences.

(English translation provided by CTL)

ICT Tools to Support Teaching and Learning:
An Overview with Examples from ICU Courses

Asuka Asano
Center for Teaching and Learning

Digital teaching materials and ICT tools are increasingly being adopted at our university owing to the worldwide spread of public online courses such as OpenCourseWare (OCW) and Massive Online Open Course (MOOC), as well as the proliferation of smartphones and tablets, which has enabled videos to be recorded and viewed easily "anywhere, any time, and by anyone."

By converting lecture content that was previously taught in the classroom to digital teaching materials for preliminary learning, it has become possible to use class time more interactively for discussion and group work. The use of ICT tools also helps to increase students' learning time outside the classroom, and the repeated use of digital teaching materials can reduce the time that instructors spend on lesson preparation. It is also possible to use a learning management system (LMS) such as Moodle or Google Classroom, which can be combined with assignments and assessments. This article presents some of the ways in which these tools can be used, with specific examples of their application and content creation methods in ICU courses.

Examples from ICU Courses

■ **Example 1 [Preliminary Learning] Practice Exercise**
ANT212 "Demographic anthropology"(2017 Winter) *Prof. MORIKI, Yoshie*

Application	Convert the "practice exercise" to an online video format, and assign it as a preliminary learning task, as it is difficult to complete within the set class time. 1) Create content of the "practice exercise" (upload additional explanations to Moodle) 2) Post answers on the Moodle Forum
ICT Tools	Cloud Campus / Moodle
No. of Course Participants	61

■ **Example 2 【Online Lecture】**
GES027 "New Media and Society in Everyday Life" (2017 Winter) *Prof. JUNG, Joo-Young*

Application	Create an online lecture 1) Record and upload online lecture on Cloud Campus→share the lecture on Moodle 2) Post an assignment (2 questions pertaining to the online lecture)
ICT Tools	Cloud Campus / Moodle
No. of Course Participants	61

■ **Example 3 【Classroom-based Task】 Group Presentation**
JPS101 "Introduction to Japan Studies" (2018 Spring) *Prof. BONDY, Christopher*

Application	"Pecha Kucha Video": Using methods described in *1), students are divided randomly into groups choose a theme. They create a slide and record a video narration in class, which is then shared on Moodle.
ICT Tools	Cloud Campus / Moodle
No. of Course Participants	21 (10 pairs）

*1   Please see "Good ICT Tools-iJapan: Flipping the Classroom, Interactive Learning and Japan Studies," *FDNewsletter* 21, no 2 (March 2017)

Other Applications
- Pronunciation review exercises in language courses
- Supporting materials for open campus courses in English

Voice of Experience

As the Anthropology Area Major course "Demographic Anthropology" needs to cover content on both demography and anthropology, the question of when and how to communicate technical concepts presented a challenge. For example, there is a standard demographic indicator called the total fertility rate (TFR). In order to understand the causes of the extremely low birth rate in Japan and to consider its cultural meaning, it is important for students not only to learn the definition but also to calculate birth rates with their own hands. However, it was difficult to secure the time for everything from the calculation to evaluation of the meaning within the set class time. Therefore, this year, I tried implementing the "flipped classroom" method by posting a video of myself introducing the TFR indicator and explaining the calculation method and data on Moodle. Students were tasked with watching the video before class, calculating the TFR, and posting their answers on Moodle. By flipping the classroom, I enabled students to complete the computation in their own time before class (some students used Excel, whereas others simply calculated on paper). This also enabled me to allocate sufficient class time to a comprehensive discussion of the issues from an anthropological perspective. I was rather embarrassed about having to record myself on video, but I was happy with the outcome for the course, so I plan to continue making use of these tools next year. (English translation provided by CTL)

(Yoshie MORIKI, Department of Society, Culture, and Media)

In the Winter Term of 2018 for my General Education course titled *New Media and Society in Everyday Life*, I utilized Cloud Campus to record one of my lectures for flipped learning. The content of the lecture was about two major perspectives in understanding the relationship between communication technology and society: technological determinism and social shaping of technology. Students' understanding of the two perspectives was crucial for my course and I wanted to spend sufficient time discussing the perspectives and applying them to everyday life examples. Considering the limited class time, I decided to employ the flipped classroom for this unit. I recorded a 40-minute lecture in my office with PowerPoint slides showing on the side. I received detailed instructions from the Center for Teaching and Learning office on how to record a lecture and link it to Moodle. The process was smooth. Students were instructed to watch my lecture before a regular class and upload their comments or questions about the online lecture on Moodle. In the class after the online lecture, I shared several comments and questions from the students and also raised several discussion questions, which led to a productive class discussion. I recommend the flipped classroom to those who wish to maximize the class time for questions & answers and discussion. Particularly when you have to teach relatively abstract theories or concepts, it would be worthwhile to have students watch your lecture in advance and use the class time to give students an opportunity to apply the theories/concepts to actual cases or examples.

(Joo-Young, JUNG, Department of Society, Culture, and Media)

Content Creation Methods

1) Web Applications
You can create an online video anywhere as long you have a PC with a webcam (internal or external), as well as an Internet connection. Your video can be shared and viewed on Moodle. At ICU, we use the Cloud Campus Web application as a platform to create learning materials and enable recordings with PDFs, video, and audio.
Please see "'Flipping' a Classroom," *FD Newsletter 21*, no. 2 (March 2017).

2) Screen Capture Software + Video / Audio Recordings
Video and audio recordings can also be made using QuickTime on Macs or the screen capture software installed on the PCs (Windows) that are available for loan from the help desk. As the recorded videos can be saved (in different formats) on your computer, they can be used in versatile ways, such as sharing through Google Drive or on a website. It is also possible to convert PowerPoint text to audio using the built-in Speak text-to-speech feature (in Japanese or English) and record it.

3) iPad Screen Capture + Audio Recordings
The standard screen capture feature on iPads can also be used for content creation. While viewing a document on the screen,] you can easily convert the text to audio, and share it through Google Drive.

Further Information

Online video technology continues to develop at a rapid pace, with the release of all kinds of new user-friendly and functional tools. At CTL, we introduce optimum tools to suit different learning contexts, purposes, and methods. We can also provide access to a collection of "copyright-free" material that can be used for content creation. Please feel free to consult us at CTL for further information. We are located on the first floor of the Othmer Library.

[CTL-Web] copyright-free material (links):
https://sites.google.com/a/info.icu.ac.jp/ctl/services/edu-support/policies-and/copyright/free-materials

(English translation provided by CTL)

Editor's Note

We are pleased to present the 2018 Spring/Summer issue of the *FD Newsletter*. By the time you receive this newsletter, the spring term will be coming to a close.

The lead article features the relocation of CTL to the Othmer Library. For both the CTL and library staff involved, the spring term was chaotic. Change sometimes leads to confusion, but as one of the staff members myself, I was keenly aware that a dramatic change of tack was needed to throw open the doors to a new future. Moving to the library has enabled us at CTL to directly observe students and professors in their learning and research endeavors. I believe I am not alone among the staff in sensing that it has improved our ability to discern and identify problems and made it easier for us to provide appropriate support and solutions.

Now that we've set up all the hardware, our next step is to focus on collaboration and cooperation. To help us embark on a new stage for CTL, we'd welcome your candid thoughts and advice on the kinds of support you need, and what we can do to deliver that support most effectively. Your cooperation is greatly appreciated.

Finally, I would like to say thank you to all those who have contributed to this issue of the *FD Newsletter*. If you have any thoughts or comments about the articles in this newsletter or about CTL, please do not hesitate to email ctl@icu.ac.jp. Of course, contributions to the *FD Newsletter* are always welcome.

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