



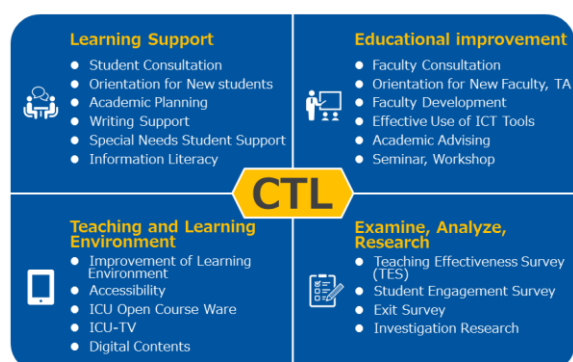
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CTL's Responsibilities: Learning Support and Teaching Support

The Center for Teaching and Learning (CTL) was established at ICU as "a place where both students and faculty may consult, obtain support, and participate in the improvement of teaching and learning." One distinguishing feature of CTL is that it brings learning support for students and teaching support for faculty under the purview of one office. This enables us to consider and devise improvements from the perspectives of both students and faculty. This issue of our newsletter continues from previous issues to introduce CTL's support services from these dual perspectives.

ICU Center for Teaching and Learning



■ Learning Support at CTL

Among CTL's various responsibilities, learning support is geared toward providing support to ICU students. In April 2018, we moved our base of operations to the first floor of the Othmer Library, a key student learning space, in line with our aim of providing support that would meet the individual needs of students.

Along with the move, CTL also took over the [Writing Support Desk](#) (WSD), which had until then been offered by the library, making it one of the features of our Writing Support services. The former Academic Planning Center also moved to CTL, renamed as the [Academic Planning Support](#) (APS) office, from the second floor of Dialogue House to the Othmer Library.

The student learning environment was further enhanced by including other learning support services under CTL's Writing Support division: [Tutorials](#), which provide assistance to students experiencing learning difficulties on a case-by-case basis, and [Academic English Support](#) (Proofreading), which provides assistance to students writing their senior thesis in English.

From this perspective, two categories of learning

support can be distinguished: framework and content. Having moved to the library, we can use an analogy in which the framework is a bookcase, and content refers to the books in the bookcase. If the books were in disorder, we would be unable to access the right book when we need it. By arranging the books in a user-friendly way in the bookcase, we can make a particular book easier to locate so it will reach its intended reader, thus harnessing the book's full potential. CTL's learning support services are designed to function as the bookcase/framework for the learning activities at ICU.

Within these learning support services, the Academic Planning Support (APS) division is responsible for providing a learning framework, such as assisting students with their course planning and selecting a major. We aim to provide support that will enable students to adjust their learning to suit them, by setting up their own



IBS (ICU Brothers and Sisters)

bookcase and arranging their own books in it, or sometimes peeking into a different bookcase and rearranging the books. Depending on the assistance required, APS provides access to our staff advisers or ICU Brothers and Sisters (IBS) to help each and every student become independent, proactive learners. Indeed, since moving to a more open and welcoming space in the library, we have noted a significant rise in the number of recorded enquires, which have more than doubled.

Just as books come in a wide range of genres, support for learning content is diverse. Depending on the issues faced by each student, the type of support will differ, but information sharing with APS now enables us at CTL to provide more comprehensive support at different stages, keeping the student's learning plan in mind.

The Writing Support Desk (WSD) offers tutoring services by graduate students with the aim of improving students' academic writing skills. There are two ways for students to access this service. They can make an appointment with a tutor for a specific time, or they can use the Walk-in service to see tutors at set session times. There was a 50% increase in the number of students utilizing this service in the 2018 Spring term compared to the year before, and users of the Walk-in service more than doubled. This is probably partly because the Walk-in booths are set up at the entrance of CTL in an open, welcoming space, making it easy for students to drop in.



Writing Support Desk (WSD)

In response to a request from the Special Needs Support Services (SNSS) division, the tutorials we offer were expanded from April 2018 to include other students who felt they were experiencing difficulties with learning. We aim for a flexible approach, based on creating a supportive learning environment by providing assistance with report writing and assignments and resolving learning difficulties step by step.



Tutorial support

The Academic English Support division started providing proofreading services in November 2016,

for students who are writing their senior thesis in English. We offer two types of assistance: face-to-face sessions with a professional proofreader and proofreading via email. Note that this is a limited service offered only during the two thesis submission periods each year, and the email option is only available for prospective March graduates.

Furthermore, since April 2018, the Assistant Director of CTL has met individually with students who are concerned about their grades after experiencing some kind of learning difficulty. Such initiatives have given CTL a better grasp of the situation faced by both the supervisors/faculty and their students, enabling CTL to provide more comprehensive support to both parties. The support depends on the learning difficulties experienced by each student, but we focus on understanding student needs accurately and providing effective support accordingly in stages, as we see this as essential for resolving student concerns and improving learning outcomes. CTL aims to continue enhancing its services by adopting and combining various forms of support in future.

■ Teaching Support at CTL

Teaching support is another important responsibility of CTL.

By moving to the Othmer Library, we believe we have made our consultation service more accessible to faculty, as it is easier for people to drop by and see us when they visit the library. We are always happy to see professors leaning against our wooden counter casually for a chat or to ask us questions.

Faculty development at ICU has also entered a new stage. The New Faculty Development Program, which started in 2017, was implemented this year on the first floor of the Othmer Library (East Wing) and the multimedia room. In the East Wing, we were able to set up equipment such as a portable desk and screen for some sessions, to demonstrate examples of active learning. We retained the same format as last year, using Periods 2 and 3 on Tuesdays in the Fall term to conduct orientation for new faculty. We also added IT sessions and Moodle workshops to the program.



New Faculty Development



New Faculty Website

We have been providing ICT usage support, especially as we have seen an increase in the number of enquiries from faculty after launching the upgraded Moodle version in 2018. Many of the faculty have been eager to adopt the new features, and we are pleased to have been able to offer more advanced support. The number of classroom videos being uploaded on OpenCourseWare (OCW) is also steadily increasing. In future, by extending the application of OCW to create videos as course materials for preparation and review, we hope it will enhance students' study time outside the classroom. In addition, we offer support for implementing a flipped classroom or exchange with foreign universities. Please feel free to contact us if you would like more information. (Examples of the support described here can be found on the [CTL website](#).)

In April, we held a workshop titled "Google Classroom Introduction," with lectures by professors from the English for Liberal Arts (ELA) program. We feel that this was a good example of how teaching and learning could occur beyond the boundaries of programs and departments. In May, we also held the "Spring Faculty Development Workshop," which included sessions on "Writing Effective Essay Questions and Offering Wise Feedback" and "Many Uses of MOODLE." The workshop was both specific and practical, thanks to the successful collaboration between Professor Insung Jung, whose specialization lies in education,

and our research team. The SNSS division is currently organizing a seminar for February 2019.

Furthermore, this year, ICU hosted a course in English Medium Instruction (EMI) for the first time, with visiting instructors from Oxford EMI Training in England. CTL provided the necessary administrative support. This course provided practical guidance on the use of English as the language of instruction, and four ICU faculty members numbered among the participants. Riding on the success of this year's course, ICU will host another EMI training course in March 2019.

Broadly speaking, student surveys/analysis/research can also be regarded as part of teaching support. Until now, CTL has conducted three types of student surveys: the "Teaching Effectiveness Survey" (TES) at the end of each term, the "Student Engagement Survey" for third-year students (once a year), and the "Exit Survey for Graduating Students" when students are about to graduate (twice a year). This year, however, we conducted a major review of these surveys in collaboration with the IR Department. Moreover, since merging with the APS, we decided to integrate surveys included in the Academic Planning Essay with the student surveys. By deleting repetitive questions and revising the wording, we believe we have reduced the workload for students as well.

(English translation provided by CTL)

Report on FD Activities

Japan Philippine Student Summit (JPSS): Building Bridges of Understanding across Japanese and Philippine Shores

Allen Kim

Department of Media, Culture and Society



Associate Professor Allen Kim (center) with students and Ateneo University faculty hosts"

The Philippines is a Southeast Asian country in the Western Pacific, comprising more than 7,000 islands. They are the only predominantly Christian nation in Asia. In addition, their hospitality may be unmatched in the world. Funded by Japan ICU Foundation, the Japan Philippine Student Summit (JPSS) was a pilot program that emphasizes the importance of establishing personal connections between students and faculty, and strengthening ties between Japan and the Philippines. Working with our gracious faculty and student counterparts at Ateneo de Manila University and the University of the Philippines, JPSS sought to raise global awareness, mutual cooperation, and cultural sensitivity between Japan and the Philippines. Key objectives included the emphasis on developing critical comparative inquiry, developing intercultural communication skills and friendships, and creating mentorship opportunities with faculty and NGO leaders. The JICUF grant partially covered travel, lodging, historical tours, and food expenses during the trip. In total, five ICU students were selected to attend, along with Sociology Associate Professor Allen Kim between March 7 to March 15, 2018.

Japan-Philippine relations have strengthened despite deep historical scars including colonization. They were colonized by the Spanish, the Americans,

and the Japanese. Today, international aid, development projects, defense agreements, and vibrant immigrant communities are shared between both Japan and the Philippines. These two countries provide interesting intellectual and cultural contrasts. The Gender Inequality Index (GII) in 2016 showed that, while the Philippines was 7th in the world, Japan ranked 111th. The economic involvement and role of women in society is a significant and notable difference. While Japan has been characterized as a group-oriented and patriarchal society, the Philippines is more family-centered and matriarchal. Gaining first-hand knowledge of the Philippines and newly formed friendships, JPSS served as a positive first step towards enhancing cultural sensitivity and mutual appreciation between both countries.

Toward this end, JPSS students attended a pre-departure conference at ICU where Philippine professors lectured on "Gender, Sustainability, and Indigenous Traditions in the Philippines" held at Dialogue House. This provided the opportunity for ICU students to meet faculty from the University of the Philippines and learn firsthand the diversity and rich traditions of the Philippines. Students were able to learn about diverse topics such as, "Women and Preservation of Traditional Agricultural Knowledge in Ifugao", "The Role of Women in the Wood-carving Tradition in the Philippines," and "Climate Change and its Effects on Gender Roles of Farmers". In the Philippines, students attended lecture and roundtable exchange discussions at Ateneo de Manila University and the University of the Philippines (Diliman and Baguio campuses). In addition, students had an opportunity to learn about Philippine history, culture, and contemporary issues by visiting important sites including Filipino Heritage Library, Ayala Museum, Ateneo de Manila University's Rizal Library, University of the Philippines Baguio's

Museo Kordilyera, Abong (Japan Philippine Foundation and Cordilleran-Japanese descendants), Baguio City, and Corregidor. As highlighted by ICU students, JPSS provided a foundation for cultural sensitivity, global awareness, and bridgebuilding and friendship between both countries. The smooth operation of JPSS was made possible through the active participation and full time guidance provided by former ICU OYR graduate student Angela Louise Rosario (currently a faculty member at Ateneo de Manila University).

The powerful impact of ICU is highlighted in reflections of ICU students themselves. Perhaps what was most memorable were the wonderful bonds made among JPSS members and our incredibly warm gracious Filipino guests. The emotional bonds and intensive interaction made possible through JPSS made for transformative learning as highlighted by the participants.



University of Philippines Integrated School
classroom observations

Maria Matsuki – Freshman

The first thing I learned was gratitude from a family who lived in poverty. On the second day of our trip, Ateneo University students took us to the slums also known as Park 9 in Manila. As we made our way down the village, I saw children on the dirty floor playing pogs, houses selling fish with flies over head, and a stream polluted with trash. We had the chance to interview a mom of three children. She mentioned her fear of her boys getting bullied at school, and how it was also her priority for her kids to finish school. Despite the lack of education she received, she knew that education would be a way out of poverty. Although she lacked many things, she was happy

because of her family and the joy of raising her sons. Although I knew to be thankful for what I have, I never thought about how someone had to constantly sacrifice for their children's education. Education was a privilege. This experience made me rethink that sometimes, giving back or showing small appreciation such as a smile could make a big difference.

The second thing I learned was openness from discussions on Japan-Philippine relations and issues. At Ateneo University, we got to discuss about WWII and issues on comfort women. Controversial topics like these would have been difficult to talk about in Japan. However, students and professors willingly shared their views allowing us to talk about how we felt on such a sensitive topic. We also had the opportunity to read diary entries of Maria Rosa Luna who was a victim of rape by the Japanese soldiers as well as look at pictures that was censored in Japanese textbooks. I learned that instead of being ashamed to talk about issues like these it was important to open up and listen to each other's viewpoints to understand.

The JPSS really allowed me to explore, interact, and problem solve from multiple perspectives. For example, I have always thought the government will do something about a problem especially topics such as education. However, countries like the Philippines has a very tough relation between the government and its people. I believe worldwide organizations, and even Japan, one of the biggest donor countries should focus more on poverty rather than infrastructure. For example, finance should be used to build government owned apartment housings for the poor so that children could go home to an environment where they can study. Or build more libraries in rural areas. The poverty rates in the Philippines is so high that the youth bulge is not helping to the development of the economy if they are not correctly educated. This program sparked my interest in working for organizations such as World Bank in the field of International Development Assistance.

Overall, the JPSS program was an eye-opening experience for me. First, an exchange with the university students turned into more than just a one-time thing. I was able to connect with them even until today. I really liked how the program

was well-rounded and targeting many learning areas. For example, we were able to learn about Philippines' history, World War II, artists of Philippines, gender roles, current issues in Philippines such as poverty and Overseas Filipino Workers, as well as experience college life and school life by visiting the children at schools and universities. I truly recommend this program to future students of ICU as it gave me a global perspective and realization that as students, we can do so much for our community and beyond.

Moe Hoshino – Former Ateneo exchange student, Fourth year

Until today (March 12th), I experienced a lot of educational input especially about the indigenous cultures and Filipino – Japanese relationships in Baguio. Those two stood out to me because my focus when I was in Manila last year was on urban poverty and the education in Ateneo enriched my knowledge on the field, however, lesser on the indigenous cultures and Filipino – Japanese relationships.

Particularly interesting about indigenous culture was on the topic of Cordillera. Visiting UP Baguio Museo Kordilyera and talking to the experts supplement my already existing knowledge and correct certain stereotypes I had for Filipino indigenous culture. For example, someone, during the exchange told me that the Philippines did not have class society until the arrival of the Spaniards. Nonetheless, this is not a precise description of how the indigenous community was – in fact; the community was classified based on wealth. Still, different from capitalist society, there were a lot of leveling mechanisms so that the people would not starve. The rich were not the exploiter but rather the organizer of the resources and the leader of the community.

In comparison to the learning of indigenous culture, the Filipino – Japanese relationship was a completely new field for me. While I was in the Philippines, I barely had a chance to look into their history from the Filipino – Japanese relationships perspective. It was a surprise to hear that there was a diaspora of Japanese as early as the Meiji era and that Japanese people also once seek opportunities and hopes abroad too. It is hard to imagine this

from the economic status of Japan today. The JPSS program is definitely a great immersion for people who do not have experience living in the Philippines, and a subtle introduction for those aspire to study in the Philippines perhaps through ICU exchange program. The connection ICU has with the Philippines had been underutilized for a long time, but there has been a gradual increase in the interest towards the Philippines from ICU students. Probably though, the difficulties for them to really decide to apply for the universities in the Philippines could derive from the unavailability of information online, and general lack of first-hand information about the country. This program could help those aspiring students to learn about safety precautions in the Philippines without exposing themselves to dangerous situations. Furthermore, if those students already establish ties with the local students in the Philippines, they will have someone to ask for help and be friends.

Miki Takahashi – Second year

The trip to the Philippines made possible by JICUF, has gave me a great opportunity for me to not only learn about a culture that I was very unfamiliar with, but also see for myself the existing societal problems that I was unable to detect in Japan. The experience of learning about the comfort women in the Philippines has taught me that the issue should be taken as a tragic life story of a human being, instead of a political problem that is preventing two countries to get along. Moreover, I learned that I should not take all of what I learn in school as the truth. This is because in Japan, most of the people do not learn about the existence of the comfort women during the war. Even if we learn it, it is usually about the issue in Korea. Moreover, we rarely do not see the problem as an event that we Japanese people should feel responsible of. This lack of education and variation of perspectives, were the two lessons that I was able to obtain during the stay. Secondly, the culture of the Philippines has taught me an important lesson. In one of the meeting during the stay, one Filipino presenter mentioned that all Filipino knows how to smile. Back then, I was unsure what she mean by “knowing how to smile”, nor the importance of it. However, by staying in the Philippines and

communicating and spending time with them. I realized how much power smiling has. Smiling can give one the power to move on in difficult times, and can even encourage others and empower them. Since Japanese people do not smile so much, especially compared to Filipinos, I think that we should learn from their smiling culture and try to smile more often. In other words, being too serious is not the best behavior in all of the situations. Thirdly, the importance of education was a realization that was made through the time spent in the Philippines. Moreover, by seeing the street children not going to school raised the question of the flaws in the education system. There has to be an organization that could support the kids and encourage them to go to school. This might be a small step forward, but I think it could make a change in the society. There were so many other lessons that I learned during the stay, and so many great opportunities to think about the structure of the society. I enjoyed the program very much, due to the countless experiences that I would not have been able to go through if I stayed in Japan. I am sure that I will go back to the Philippines to not only deepen my understanding towards the culture and the society there, but to also remind myself about the warm and welcoming atmosphere of the Filipinos.

Angela Louise Rosario – ICU OYR '16-'17

JPSS is one of the few programs that promotes the Philippines to Japanese students with an intent to encapsulate activities in order to give the participating students a full experience of Philippine society, culture, and history. Having the rare opportune, it was a pleasure for me to have them visit my university, Ateneo de Manila University, and my alma mater, University of the Philippines – Baguio. Both universities were delighted to serve as hosts for JPSS and also had a hand in the planning of the itinerary.

When I met the JPSS students for the first time, they were shy, uncertain and reserved, but very curious. Being with them throughout the program, I witnessed them gradually change. The students became more confident in sharing their answers and opinions as well. From being shy to confident! How an eight day program can change people is

amazing. It certainly showed how programs such as JPSS can have an impact on people in a short span of days. Eventually, wherever we went, they would ask the hosts, people involved, or even me about Filipino culture, history, especially its social problems. They had so many questions and topics they wanted to discuss. And I was elated on how much interest they had for my country.



ICU students warmly hosted by the University of Philippines Baguio students

It also helped that the lead faculty, Professor Allen Kim, was driven and very attentive to the students' growth development and welfare. The opportunity given by JICUF through its grant made it possible. Not only did the JPSS students benefited from the program, the host universities' and other participants also got something out of it. Mutual cooperation and understanding created new relationships and fostered friendships between JPSS students and Filipino students and made ICU's ties with its partnership universities even stronger. It just shows that JPSS's success was borne from group effort, dedication, and cooperation.

Hearing from the students that JPSS made a mark on their lives made me think that organizing and lending a hand made everything worth it. For me to have an impact on the students through JPSS was a great experience. As a Filipino and former ICU OYR, it was a pleasure to have had the chance to accompany JPSS and introduce my country to them.

ICT Support

Moodle3: New Features and Course Setup

Asuka Asano

Center for Teaching and Learning

Moodle, the **learning management system (LMS) Moodle** utilized at ICU, was upgraded to version 3.5 in the Winter term of 2018.

When we first introduced Moodle in the 2010 Winter term, there were 106 courses registered, but by the 2018 Spring term, we had 179 courses, with approximately 60% of ICU lecturers using the system.



Many of our faculty already utilize Moodle for uploading and distributing course materials or assignment submissions. In this article, we introduce some new features of version 3.5 to help you make further use of Moodle. In addition, the former “Request a Moodle Course” feature has been removed, making course setup even easier. We therefore also provide instructions on how to use Moodle to set up your courses.

Introducing the New Features of Moodle3

Managing Attendance Records

This is a Moodle feature that enables you to record course logins and manage student attendance records. You can choose from 3 different settings: automatic, semi-automatic, and manual.

You can also configure the “Grade Settings” in the Attendance settings to add “Attendance” as an activity for assessment along with other course assessment tasks.

Automatic	Attendance is recorded automatically when your students access (logs in to) your course.
Semi-Auto	You set a keyword to confirm attendance in real time. After your students access the course, they must click the attendance link and enter the keyword.
Manual	You manually record attendance in Moodle during roll call.

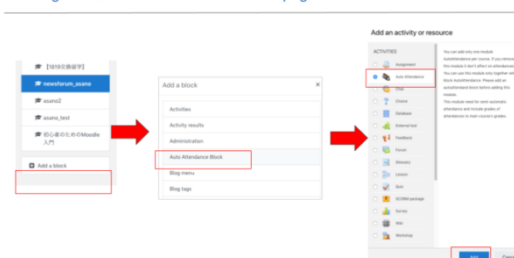
The **Automatic mode** is a useful feature that automatically records attendance when students access (log in to) your Moodle course. However, at ICU we recommend the use of either the **Semi-Auto mode**, which has password (keyword) or time settings, or the **Manual mode**.

As renovations were carried out in the Honkan during the 2018 Summer term, Wi-Fi access should now be available in the large classrooms, but Moodle is an online tool that can be accessed from anywhere. Therefore, taking accurate attendance records using the Automatic mode is difficult. When using this feature, please understand that it is currently impossible to completely prevent students from recording their attendance remotely.

[Attendance Module: Setup Instructions]

1. Add an Attendance block to the course.
2. Add Attendance to the course, using + Add Activity.

Adding an Attendance block to a course page



3. Set the Attendance type and course schedule.

Adding sessions

Please check the "Create multiple sessions" when you have many class sessions, so we will go straight to the more useful option.

Setting form as below and click "Add Session" button.

- Method:
 - Auto**: Attendance is taken automatically when the student has access (login) to the course.
 - Semi-Auto**: The teacher can add a key word and confirm the attendance in real time.
 - Manual**: Teachers will record by taking the roll call manually.
- Session Start Date / End Date / Days
- Start time
- Duration
- Attendance Keyword (**semi-auto only**): input keyword and tell students to keywords before taking the attendance

4. Set the Attendance categories and grading options.

Setting Attendance categories and grading options

Online Viewing Feature for Assessment Tasks

This is a handy feature that enables you to annotate your students' assignments with comments and other tools directly on PDFs and return them to your students.

[Usage Instructions]

1. You choose from the following options on the Assessment settings page.

- Submission type: "Submit File" or "Online text"
- Feedback Type: "Annotate PDF"

Submission types

Feedback types

2. Your student submits his/her assignment

3. You annotate the assignment with comments and other tools on the PDF

4. You return the assignment to your student

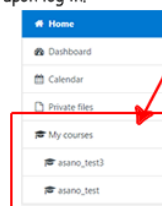


Use the tools pictured above to annotate, highlight and mark the assignments submitted by your students. On the same screen, you can enter your feedback and assessment. A simple click on an arrow will take you to the next student's assignment, reducing the time required for grading. This feature is currently only available for assignments submitted as PDFs when working with Moodle online.

Setting Up Your Course on Moodle (from Winter Term 2018)

Since the Winter term of 2018, the "Request a Moodle Course" feature has been removed.

Before the term commences, courses are listed on Moodle. Courses that have registered teachers can be found under "My Courses" upon log in.



How to start ICU Moodle 3.5!

Log into : <https://moodle.icu.ac.jp>

- Step1) Search your course
- Step2) Set an "enrolment key"
- Step3) Enroll the TA
- Step4) Change the course visibility setting 'hide' to 'show'

Since the Winter term of 2018, the "Request a Moodle Course" feature has been removed, making course setup and configuration even easier. Before the term commences, courses are listed on Moodle. Courses that have registered teachers can be found under "My Courses" upon log in.^{*1}

After opening your course page, click on "Turn Editing On" to start editing it. These settings are hidden from students. Once you have finished editing, please follow the 3 steps below to make your Moodle course available to your students:

- 1) Change the course visibility display setting from "Hide" to "Show."
- 2) Set the **Enrolment Key** (if needed)
- 3) Enroll the TA

If your course is not registered, if you want to build a separate/additional course, or if you want to backup your courses before AY2018 Autumn and restore then to Moodle3, please submit an

¹ Excludes some courses. We will provide further instructions during the course setup period.

application via Course Request Forms.

If you have any questions or comments about these new features, please let us know.

The information provided in this article can be found with further details on Moodle3 via the following link. <https://moodle.icu.ac.jp/>

Please do not hesitate to contact us at CTL (1F, Othmer Library), if you should have any further questions or concerns. Opening Hours: 9 : 00-16 : 00 (Closed for lunch: 12:00-13:00)

(English translation provided by CTL)

Report on FD Seminars

Oxford EMI Training's EMI Course for University Lecturers

Since 2016, ICU has been sending one faculty member a year to attend a training course in English Medium Instruction (EMI) at the University of Oxford. This year, ICU hosted a similar course in Tokyo, with a visiting team from Oxford EMI Training. Altogether, 17 lecturers from 10 different universities (including 4 from ICU) participated in this five-day Course in EMI for University Lecturers, which was held from August 20 to 24, 2018.

We are delighted to announce that in response to popular demand, we will be hosting another course in March 2019.

We present a message from the Director of Oxford EMI Training, Dr. Julie Dearden, as well as feedback from some of this year's course participants below.



■ Oxford EMI Course for University Lecturers at ICU

Julie Dearden

Director of OXFORD EMI TRAINING

The Oxford EMI team would like to thank ICU for hosting the Course in English Medium Instruction (EMI) for University Lecturers. We were very pleased to welcome lecturers from 10 different universities in Japan who came to ICU to learn together and share their EMI experiences. These universities are going international and are therefore teaching academic subjects through English.

During the course we explored how to teach through EMI at university level, how to make lectures more comprehensible and interactive to help our students to learn. We also had the opportunity to participate in lectures by well-

known Japanese scholars: Professor Emi Sauzier-Uchida from Waseda University gave a very informative lecture on how Waseda University has implemented EMI. She described a case study of how Waseda University teaches English to prepare Japanese students for EMI courses at the School of Political Science and Economics. We were also fortunate to welcome Professor Annette Bradford from Meiji University who gave a very insightful lecture on the current context of EMI in Japan. She spoke about MEXT policies on EMI as well as how these transfer practically to the university classroom. We would like to thank these two researcher-lecturers for their contributions to our course.

On the final day of the course all of our participants co-taught a mini-lecture, demonstrating their understanding and implementation of the teaching techniques which they learnt during the week. We were highly impressed by their EMI teaching. We were also impressed by the support our participants gave to each other and delighted at the friendships made between teachers from universities at opposite ends of Japan. Long may the friendships and co-operation continue! As universities in Japan continue to internationalise, we wish all of the participants the best of luck in their future teaching.

■ Voices from Participants

Oliver Ammour-Mayeur

Department of Humanities



~ EMI: Professors' Capacity Building, for

Advanced Students Learning～

In August 2018, ICU became an Oxford University outpost, through its EMI program, for one week.

Julie Dearden and Tom Spain, the Director and Senior Instructor of the program, taught us that, pedagogically, less is more.

Instructors learned to “count elephants,” talk less and let the students do the learning. During the Fall term, I taught my new GE course: “Introduction to Film Studies.” I decided to apply different techniques learned during the training, with a group of more than 70 students. The following is a brief account of my experiences:

- Generally, as per the GE course, students learn entire courses from lectures using PPT.
- They are used to listening and producing rather standardized products, whereas with this approach grades are no longer central, thus scaring them.

Though challenging, the EMI program is effective, even if, sometimes, students do not realize it during class. They have difficulties meeting the teacher’s new expectations – which indeed are more demanding for them in terms of work.

- They do not believe that their teamwork will allow them to learn something in a tangible manner.
- Their lack of confidence in their own abilities requires new pedagogical approaches.

I presented Bloom’s taxonomy to students to make them think about its pyramidal symbol implications. In terms of proficiency they would be expected to apply not only “Remember,” “Understand,” and “Apply,” but also “Analyze,” “Evaluate,” and “Create.” Sometimes students want to immediately move on to the “Analysis,” “Evaluate,” and “Create” stages, thus they quickly feel a sense of failure once they realize they lack key resources, when they want to practice the three top skill levels. But, those skills can only be mastered once the first three are firmly integrated. Thus, memorizing and reading assigned book chapters are imperative for learning.

As per EMI techniques, instructors must pay attention to the students’ initial fears and reticence. They should ensure that students give multiple

feedbacks on how the course functions –using “comment sheets,”

However, there should be no misunderstanding that with the EMI program the instructor no longer works. The work to be done is organized differently. It is predominantly done outside the classroom:

- Reviewing the material produced by the groups;
- Combining the various answers to the same questions;
- Clarifying or correcting any misunderstandings or errors of interpretation.

“But, what does it mean to ‘count elephants’?”

Slowly counting elephants is another tool for the instructor to be patient whilst creating a space for the students to respond fearlessly.

Thus, Elephants are the Instructor and students’ new best friends!

Tetsuya Fukuda

English for Liberal Arts Program



I attended the program for EMI in August 2018. I have been teaching a variety of English classes only in English for more than 10 years, and I also had some knowledge on this issue from books and lectures. As the instructors were very knowledgeable and provided practical ideas, I was able to build on this knowledge. I was also able to learn a lot from the other participants who had already taught EMI courses.

One thing I would like to point out is that we were all inspired by the examples of other Japanese universities. As a number of Japanese universities have successfully implemented EMI, it may be possible for other universities to also do so. Another finding from this program was that collaborating with people from other areas is informative, stimulating, and a lot of fun. In the

final presentation, I gave a model lesson with a computer science teacher from another university, which was a great experience.

In that regard, I believe that English teachers can contribute to EMI in many ways as we tend to know more than other teachers about the language levels of the students, pedagogy for interactive classes, and the psychology of learning in a foreign language. If our university is thinking of sending only one teacher to this training program in the future, then the teacher should be someone from outside of the language program. But if two or more teachers are sent, I hope that one English teacher will be included.

Nozomi Naoi

Department of Psychology and Linguistics



I am Nozomi Naoi from the Department of Psychology and Linguistics. This August, I was given an opportunity to participate in the Oxford English Medium Instruction (EMI) Course for University Lecturers, which was held for 5 days at ICU. This EMI training program targeted university lecturers who teach academic subjects in English. The course content covered a broad range of topics such as exploring the theory behind EMI and practical teaching skills. These included: how we speak during the classes, how to create more effective teaching materials, methods of devising an interactive classroom environment, and how to verify the students' comprehension. We also conducted pair work activities to actually practice teaching in EMI. In addition, we did

group work activities to share the challenges of EMI and discuss the possible solutions with other participants.

From last year, I have been teaching an introductory to psychology and neuroscience course in English. Because I graduated from a university in Japan and earned my Ph.D. from a Japanese university, I'm struggling with teaching these subjects in English. Since it takes quite a lot of time to prepare for lectures, I cannot sleep very much during the term.

Through the Oxford EMI training, now I have the knowledge of how to improve my EMI courses. Of course, implementation of these skills is the most important and difficult task. But as an experimental psychologist, I have enjoyed implementing some of the skills I have learned during the EMI training and examining the effects on my students' understanding in this term.

I really appreciate our EMI instructors, Dr. Julie Dearden and Mr. Tom Spain. I also appreciate Prof. Alberg and the CTL staff for their support.

Chizu Sato

Department of Education and Language Education



My first summer as a faculty member in ICU was about to end, and when the autumn term started, I was supposed to teach a graduate course offered in English. I decided it might do me good to acquire some practical skills for teaching courses in English in a university with diverse students. In retrospect, I took this chance without a clear understanding of what I could gain through the opportunity. However, the program backed by solid research was way beyond my expectations. I was particularly excited to learn new forms of

learning and teaching skills. As a teacher in education, it was also exciting to reproduce and analyze class practice using a model of a miniature classroom placed on top of a desk. Since participating in the program, I have been practicing in class what I learned in the program and I am also sharing the essence of the program with my students in teacher training courses offered in Japanese.

England is a distant country from Japan. On top of the eight-hour time difference (in summer time), it takes around twelve hours to fly to England even on a direct flight. The program, however, was provided here in Japan, because the instructors kindly came all the way to Japan to teach us. I was very lucky to be able to take part in this valuable opportunity. It must have been tough for Julie and Tom, the instructors who had to endure the late summer heat in Tokyo, but they always created a friendly atmosphere to make learning fun for us. This is another point that I want to emulate from them. I was secretly observing how the two behaved and spoke during class to follow their good examples.

I would like to express my sincere gratitude to Professor Jeremiah Alberg and other staff members of CTL and to ICU for giving me this valuable opportunity.

Related URL

- [EMI Course for University Lecturers \(ICU\)](#)

Articles related to EMI (FD Newsletter)

- [FD Newsletter Vol.22, no.2](#) Prof. Chika Minejima
- [FD Newsletter Vol.22, no.1](#) Prof. Takuya Kaneko

Column

Smartphones - "Out of Sight, Please!"

Guy Smith

English Liberal Arts Program

In the ELA, a significant amount of time in the Academic Reading and Writing (ARW) class is spent on critical discussion of ideas in texts. These discussions help students understand more fully the concepts in the texts and also help them start to develop their own ideas for writing assignments. Students further spend considerable time discussing their written work in peer review sessions, working together to help each other improve their academic writing skills. In this way, face to face discussion and negotiation, critical evaluation of and reflection on each other's ideas plays a key role in the ELA following the tradition of Liberal Arts learning.

Recently I have started to ask myself, does the presence of smartphones have an influence on the quality and depth of these discussions? I had had the vague feeling that having smartphones out of sight was better, and sometimes told students "phones away" but at other times I didn't bother. Further, I noticed some students always put their phones away, while others would leave them out on the desk. When students have their smartphones on the desk or table, are students thinking about their smartphones? Is their attention drifting towards the smartphone? Instagram? Line? A game? Maybe. From this year in my ARW classes when students are working together in pairs or small groups in such discussion work, I have been asking my students to put their smartphones away in their bags, or pockets. Somewhere, "out of sight", and hopefully also out of mind.

The current research on this currently seems inconclusive. In 2013, the article *Can You Connect With Me? How the Presence of Mobile Technology Influences Face to Face Conversation Quality* claimed that the mere presence (called the mere presence hypothesis) of smartphones had a detrimental effect on the quality of communication. The authors describe how "...the mere presence of

mobile communication technology might interfere with human relationship forming..." (Przybylski and Weinstein, 2013, pg. 8). However, a more recent article investigating the mere presence hypothesis has found no negative influence of the presence of smartphones on quality or meaningfulness of the conversation (Allred, Crowley, Follon, Volkmer, 2018). Another study found that while there was no negative impact on conversation satisfaction when a smartphone was visible, "...individuals recollection of whether or not a cell phone was present did significantly negatively impact their pre- to post reports of conversation satisfaction." (Allred & Crowley, 2017, pg. 22). Finally, a 2018 study on the effect of smartphones on cognitive capacity suggests smartphones can cause a sort of "brain drain". In other words, the presence of the smartphone can negatively impact on our "...available working memory capacity and functional fluid intelligence..." (Ward, Duke, Gneezy, Bos, 2018, pg. 149). As there is no current evidence that the presence of smartphones has a positive influence on face to face communication, I feel the safer option is to have everyone have them away. "Phones away, please!"

On the other hand, when do students have their phones "out" in my class? In the last 15 to 20 years, with the widespread penetration of the Internet into our daily life, the revolution in availability of knowledge has given us and our students the keys to a new style of education. They can find and access sources with powerful search engines and then locate specific information quickly using tools to search within digital documents. So, when students are working on a task in my class and find that they need to do some research or check the correctness of some data, for example when working on a group presentation, then the phones can come out. I make it a point though that students have to consider whether or not they need

to use their smartphone and ask me for permission. My policy (and I tell my class this) is that if anyone asks, I always give permission.

The four Cs of 21st education have been described as Critical thinking, Communication, Collaboration, and Creativity. These are skills our students need in an increasingly complex, connected and competitive world. The Internet and smartphones have allowed teachers and students to have more time for creative applied classrooms. And new technologies such as Virtual Reality will continue to change the classroom environment and the way we interact with our students. We teachers need to be ready to adapt to and grow with these new tools. As John Dewey observed, "If we teach today's students as we taught yesterday's, we rob them of tomorrow."

References

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Editor's Note

In this issue, we continue introducing our readers to the various functions and activities of the Center for Teaching and Learning (CTL). Having finally started to find our feet after moving our base of operations to the university library, we are striving to enhance our visibility and support structures.

This year, ICU hosted the Course in English Medium Instruction (EMI) for University Lecturers for the first time, giving us a valuable opportunity to learn from the enthusiastic and experienced team of visiting instructors from Oxford EMI Training. This issue includes a message from the Director of Oxford EMI Training, as well as feedback from some of the participants. We encourage you to consider attending one of these highly instructive programs in future – please contact us at CTL if you are interested.

To our contributors, thank you for taking time out of your busy schedules to write for our newsletter.

To all our readers, please feel free to email us with any questions or comments on the articles at ctl@icu.ac.jp.

Tomoko Kobayashi
Center for Teaching and Learning

Published by Center for Teaching and Learning
International Christian University

Othmer Library 1F 3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585 Japan
Phone: (0422) 33-3365 Email: ctl@icu.ac.jp
