



CENTER FOR TEACHING AND LEARNING

We have produced a bilingual FD Newsletter at ICU, and we take great pleasure in making it available on the internet.

And, just as we hope to contribute to Faculty Development outside ICU, we look forward to learning about efforts at other institutions in Japan and abroad. We look forward to these reciprocal efforts and, for now, thank you for your interest in our program.



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Message from the Director and the Associate Director



KOSE, Hiroyuki

Director,
Center for Teaching and Learning

My name is Hiroyuki Kose. I was appointed as the new Director of the Center for Teaching and Learning (CTL) this year. Established in 2014, CTL aims to be “a place where both students and faculty may consult, obtain support, and participate in the improvement of teaching and learning.” Moving to our new premises in the Othmer Library in April 2018 has helped to make the Center more accessible for students. Students are more aware of our services now, and seem to find it easier to run to us as the first port of call when they need assistance. The faculty are also starting to drop by on their trips to the library, giving us more opportunities to hear your feedback and respond to your questions in person. We offer advice and support for ICT, Moodle, and videorecording techniques for classes, tailored to the needs of each instructor and class. Besides technical support, CTL’s mission also includes supporting faculty to achieve course objectives based on a shared understanding of ICU’s educational philosophy and ideals. In addition, we work with faculty to provide support to students experiencing difficulties. We hope that you will also make us your first port of call if you have any questions or concerns about teaching and learning. No problem is too small.

In spite of our lofty talk about “realizing our educational ideals,” in reality, at CTL, we are usually faced with the need to tackle more immediate practical problems. For example, we have been aware of issues with the TA system for some time. Although ICU is a pioneering university in Japan for its early establishment of the TA system, in response to negative feedback on its operations, the system is being reformed

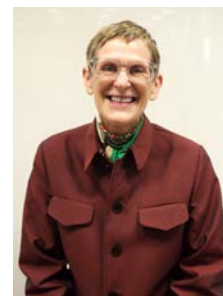
for next year based on its original aims. Now, you might be wondering, “What exactly is the problem with the current system?” In fact, it’s not only the TA system, but when any important issue is raised at a faculty meeting, the problem often does not seem to lie in a lack of ideas for resolution. Rather, for various reasons, there seems to be a fundamental lack of wide understanding and sharing of the issue among faculty. Instead of lamenting the immediate circumstances – such as the lack of awareness, understanding of our educational ideals, progressive thinking, or time – we believe that the key to problem solving lies in changing our approach and awareness as an ICU community, by means of problem identification and systemic reform. Making changes to a system is easier, in a sense, than changing our awareness, which requires plain hard work and time, as well as some inevitable mistakes. At CTL, we propose and implement tailored reforms of systems and methods, with the objective of “changing what we can change first.” We hope these efforts will facilitate more problem sharing among the faculty. Returning to the problem of the TA system, under the current operational model that was established in 2014, the submission of TA appointment plans became mandatory. This has placed a much greater administrative burden upon faculty and staff, and we have, understandably, received numerous complaints as a result. Yet, we feel it is important to look beyond the complaints and consider the essence of the problem with the involvement of all parties. We are a community of educators at a university that advocates liberal arts education. Going back to our educational ideals, might I suggest that we take on board our own advice to



our students, engaging our critical thinking skills to consider and discuss why this “change for the worse” was necessary, in order to devise a constructive solution to the problem? The appointment plan, in fact, would not have been necessary if the entire faculty had shared the same understanding of the ideal role and responsibilities of the TA and implemented the system accordingly. In a university such as ours, which promotes interdisciplinary learning, I believe it would not be unrealistic for the members of our community to work together towards a shared resolution of the problem by engaging in meaningful dialogue with each other, despite being from separate fields and divisions with different ideas.

Writing the senior thesis in English, developing writing skills, teaching courses in English, active learning/flipped classroom support, support for students with disabilities, academic advising – each area comes with its own set of issues. By striving to foster an informed environment to achieve educational goals and resolve problems, CTL hopes to serve as a hub for raising faculty and staff awareness. We invite you all to join us in this endeavor. Please feel free to drop by our center on the first floor of the Othmer Library this term.

(English translation provided by CTL)



CURRAN, Beverley F.M.

Associate Director,
Center for Teaching and Learning

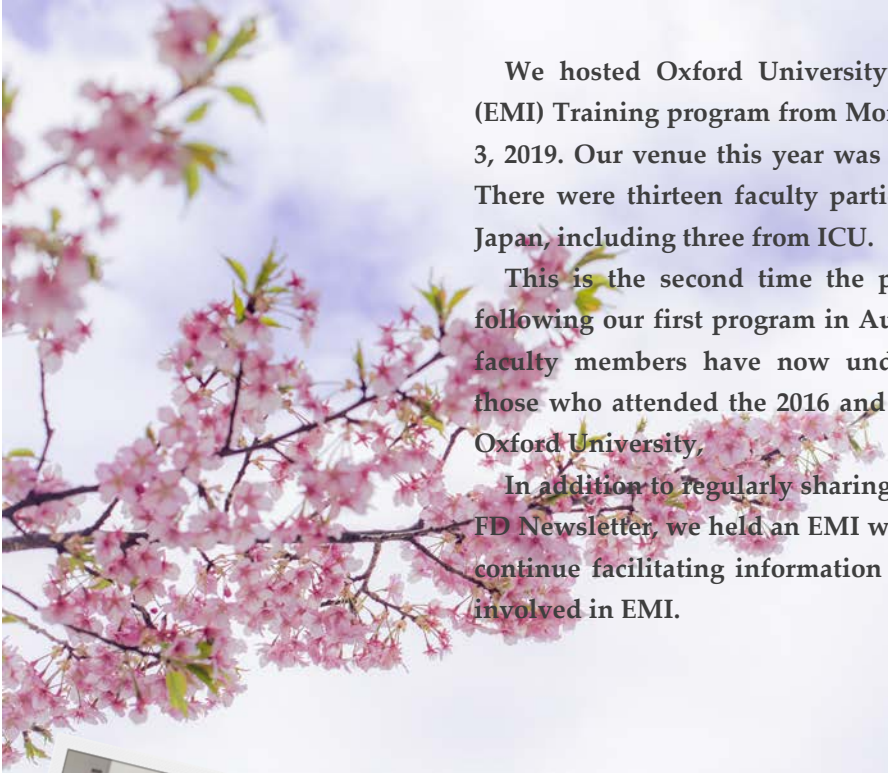
I have been a Professor Translation in the Department of Society, Culture and Media since 2013. I became the Associate Director of CTL in April this year. My responsibilities largely focus on student support. I am learning a lot about special needs support; how to encourage students who are finding academic life a challenge for various reasons; and the power of peer support, such as ICU Brothers and Sisters and the Writing Support Desk to provide information and advice. As part of CTL, it is interesting to think about campus-wide student support and how it operates.

Like other members of the MCC major, I am familiar with teaching large classes. It seems that many ICU students are interested in exploring their linguistic and cultural identities and learning about translation as a process and practice, as well as a product. Murakami Haruki has said that a good translator requires enthusiasm; I think teaching and learning need enthusiasm, too. Sometimes the challenge is to generate it, though, so communication and collaboration are important. I am enjoying having an opportunity to take part in the exchange of knowledge and experience among faculty and staff and peer supporters.

In terms of research and writing, recent publications include the chapter “A Translational Comics Text and its Translation: *Maus* in Japanese” found in *Rethinking Peace: Discourse, Memory, Translation and Dialogue*, edited by Alexander Hinton, and Giorgio Shani and Jeremiah Alberg (Rowman & Littlefield, 2019). I also collaborated with Mitsuko Ohno on the English translation of poems by Sasaki Mikiro; *Sky Navigation Homeward: new and selected poems* (2019) was published by Dedalus Press and launched this month. My current project is an extended study about teaching translation awareness. It’s a good time to look at teaching from perspectives beyond the classroom.

Report on Training Seminar

Oxford EMI Training Program



We hosted Oxford University's English Medium Instruction (EMI) Training program from Monday, March 11 to Friday, March 3, 2019. Our venue this year was the group-learning area at CTL. There were thirteen faculty participants from universities across Japan, including three from ICU.

This is the second time the program has been held at ICU, following our first program in August 2018. Altogether, nine ICU faculty members have now undertaken this course, including those who attended the 2016 and 2017 EMI Training programs at Oxford University.

In addition to regularly sharing reports from participants in the FD Newsletter, we held an EMI workshop in June 2019. We aim to continue facilitating information sharing among faculty who are involved in EMI.

KOBAYASHI, Tomoko

Assistant Director
Center for Teaching Learning



FUJINUMA, Ryosuke

Department of Natural Science

I attended a Faculty development course called "Oxford EMI" on the second week of March 2019. I had three reasons to attend this course: 1) what kind of style in active learning is promoted in the current England; 2) how do other Japanese colleagues teach in their course; and 3) how can I deliver my lectures to non-native English speakers who have difficulties in technical 'big' words.

My impression of this course is that the content of this course is a lot to digest in a week. I wish to have 2 to 3 more days of practice works to sink in the information. During the teaching periods, there are few chances to observe other faculties' teaching and constructive evaluation of my teaching. Thus, seeing other coursemates' teaching and obtaining

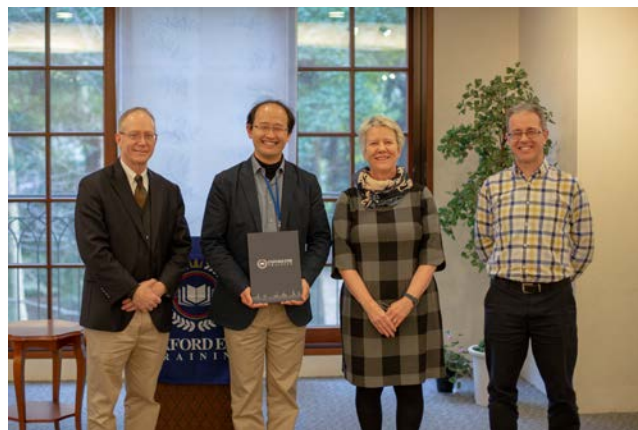
suggestion contributed to my action learning cycle for providing active learning into my courses. All examples and others' demonstration was fun but challenge students to make critical thinkings. The wide variety of the demonstration made me to confirm how diverse the teaching methods are. Same time, finding other professors are also struggling with similar points of teaching as mine gave me a bit of confident of 'I am doing in right direction'.

The most significant issue I learnt in this Oxford EMI course was how to use / modify English to the level of easy to understand for non-native English speaking students. I used to rephrase the difficult technical words with easy



words as I can; however it produces the opposite effect and resulted into enhancing confusion. This is one of the practical examples made me to think modification of my teaching methods.

Now the time becomes to new academic year. I try best I can to implement what I learnt from the Oxford EMI course. I believe I am improving my teaching toward 'active learning classroom' where students enjoy learning with high motivation and good critical thinking. If anyone have a chance to attend the Oxford EMI course, I highly recommend to do so. The experience in there will give you a good opportunity to re-evaluate how to deliver lectures effectively.



ISHIBASHI, Keisuke

Department of Natural Science

I participated in the Oxford EMI Training program this year. Having no experience with courses taught in English, I was initially nervous about my English-language proficiency. My perspective soon changed, however, as our instructor explained in our first class that EMI is not about teaching English but using English as a medium for teaching content. Therefore, EMI training does not focus on improving the participants' English-language skills. Rather, the program taught us strategies for teaching content effectively in courses with students who face language-related barriers to learning.

The EMI training class was structured as a mock EMI lecture, and I felt like I was being placed in the shoes of an actual student facing language-related challenges. We covered practical active learning methods, such as Initiation-Response-Feedback (IRF), Think-Pair-Share (TPS), the 2/3 Rule, and Higher-Order Thinking (HOT). I found it helpful to experience these methods from the perspective of a student.

Although the efficacy and necessity of each active learning method seems to depend on the type and



nature of the class, I found the fundamental awareness and approach was universally applicable. In any learning environment where students face language-related barriers, we need to find ways to minimize the impact on course quality by honing the content and using active learning methods. Even in courses taught in Japanese, for example, we should adopt the same approach towards international students and returnee students who are concurrently enrolled

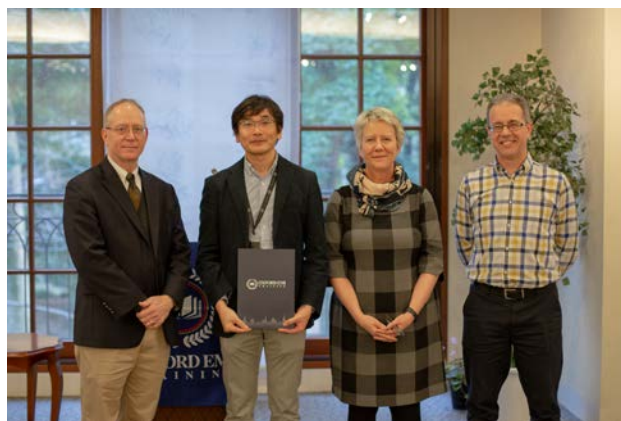
in JLP classes. Moreover, even native speakers can experience language-related challenges in varying degrees. Therefore, I think the EMI approach is widely applicable, and even though all my classes are currently in Japanese, I hope to gradually incorporate these ideas into my teaching.

One concern expressed by a participant from another university was that the use of EMI might result in a decline in course quality and standards. But during the program, we had the benefit of guest speakers from Meiji University and Waseda University. They introduced their EMI initiatives and discussed various issues relating to the implementation of EMI in their courses. An ICU graduate, Mr. Aizawa, also presented a report on his current doctoral research at Oxford, which examines the effectiveness of EMI. I think that learning about these initiatives and research efforts helped to clarify the significance of EMI and

prompted us to consider its challenges and future directions.

I'm very grateful for this valuable opportunity to broaden my knowledge and skills.

(English translation provided by CTL)



YAGI, Keita

English for Liberal Arts Program

I am very satisfied with my experience in the training program where I was able to learn both theoretical and practical aspects of EMI.

First of all, the most impressive part of my learning in terms of theories was the lecture on the first day, which discussed the effectiveness of EMI. The lecturer reported the findings of the

EMI research, and her main point was that if EMI is conducted “properly,” the students can learn more in the course by using the target language instead of their first language. To make this happen, she explained several conditions such as (1) modifying the instructor’s input, (2) avoiding a teacher-centered lecture style and giving the students a chance to interact with other students in pairs by employing a technique called Think-Pair-Share (TPS), and (3) preparing a concrete way to monitor students’ comprehension. The third condition reminds me of the ideas of Learning Outcomes (LOs) and Learning Outcomes Indicators (LOIs) in the ELA, but it was beneficial to know an app named Socrative which can check students’ understanding even in a big class.

Second, the most impressive part of my

learning in terms of practice was my experience of 15-minute team-teaching on the final day. In this demo-lesson, we were asked to pair up with a participant whose field is completely different, and this was a good chance for us to put theory into practice. My partner was a professor of Japanese literature, so we decided to conduct a lesson about “Japanese literature and literary awards.” We created the materials which included pair and group work, keeping (1) to (3) in mind. The lesson was successful and I realized that if we carefully plan EMI or Content and Language Integrated Learning (CLIL) classes, we can make these classes student-centered.

Thus, this EMI training course was a very meaningful experience for an English teacher like me. Also, it became a good opportunity for me to

meet various professors in Japan and at ICU. I really appreciate Professor Alberg and the CTL staff for giving me such a precious opportunity.



Related URL

- ◇ <https://emi.info.icu.ac.jp/>
- ◇ <https://oxfordemi.co.uk/MarchICU2019>

Articles related to EMI (FD Newsletter)

- ◆ Oxford EMI Training's EMI Course for University Lecturers [FD Newsletter Vol. 23 No.2](#)
- ◆ Prof. Chika Minejima [FD Newsletter Vol.22, no.2](#)
- ◆ Prof. Takuya Kaneko [FD Newsletter Vol.22, no.1](#)

Report on FD seminar

“Supporting Students with Developmental Disabilities”

Speakers : Yukimi Nishimura (Associate Professor,
Center for Health Care and Human Sciences;
Assistant Director, Organization for Education and
Student Support, Toyama University)

Date and Time : 12:45–13:45, Friday, February 8, 2019

Venue : International Conference Room,
2F, Dialogue House

SUGITA, Mizue

Special Needs Support Services
Center for Teaching and Learning

For this FD seminar, we invited Professor Yukimi Nishimura from Toyama University to speak on the topic of “Supporting Students with Developmental Disabilities.”

In the first half of the seminar, Professor Nishimura outlined the challenges faced by students with developmental disabilities at university and the kinds of support that can be provided, drawing on real-world examples. I was particularly impressed by the support-team system implemented at Toyama University. Their disability support office is similar to our SNSS in that a student with a disability attends a face-to-face interview with their family and receives support personally tailored to their needs. However, at Toyama University, there are designated faculty who function as a hub and work together with the course instructors, the student, the family, and the disability support center to provide support. Moreover, information on incidents, issues, and reasonable accommodations is regularly shared among the faculty, and then each term with the student support center to consider future directions and strategies.

At our university, the SNSS office works with individual course instructors by sharing information to provide student support. However, there has not been much information sharing among the instructors themselves, resulting in a greater burden upon individual professors. I think that if such a support-team system could be implemented at ICU, it could not only help professors but also enable us to provide support that is more tailored to the practical needs of the classroom.

Moreover, at Toyama University, the support team is a valuable way to further understanding of

the support process for students with disabilities among as many faculty members as possible.

The latter half of the seminar focused on the significance of interviews with students with developmental disabilities. Professor Nishimura especially emphasized the need for “dialogue.” The reason why she highlighted dialogue was that the interview with students becomes at times “a space to discuss actual experiences in chronological order,” and at other times “a space for considering strategies.” Especially for students who have only just started consultations, they are often not aware of what they can do and what they need support for. In the case of developmental disabilities, it can be hard to identify the boundaries of the disability. And from the perspective of a student who has strived so far to do everything just like everyone else, it can take time to reach their own understanding of the support they might need. Therefore, dialogue provides a space for the student to develop self-awareness and self-

Developmental disorders

□ 限局性学習症/限局性学習障害:

(Specific Learning Disorder :SLD)

Unevenness in academic abilities

注意欠如・多動症/注意欠如・多動性障害:

(Attention-Deficit/Hyperactivity Disorder:ADHD)

Characteristics related to concentration or behavior

自閉スペクトラム症/自閉症スペクトラム障害:

(Autism Spectrum Disorder :ASD)

Qualitative differences in communication

発達性協調運動症/発達性協調運動障害:

(Developmental Coordination Disorder :DCD)

Difficulty with gross motor movements/fine motor movements

determination.

Moreover, from the viewpoints of sociology and psychology, the “self” is born through the process of creating our own narratives. In order to cultivate awareness of our own experience and situate that experience within our inner world, it is necessary to obtain validation of that experience from others. In other words, for a self-narrative to gain social acceptance, the narrative of others is essential. For this reason, at Toyama University, dialogue with students is prioritized and valued, while at the same time the interaction itself serves as communication support. Professor Toyama told us that it is with that awareness that they have been providing support over the years.

When we ask students who come to SNSS, what kind of support they want, we also hear replies along the lines of “I don’t know what kind of support would help me because I’ve never received support before,” or “I don’t know if asking for support is just lazy dependence or a valid request.” With such students, we need to discuss what they are finding difficult, what they are good at, and what kind of adjustments they have been making in their lives so far. We can then provide examples of support, and through trial and error determining the specific reasonable accommodations required. I think this also functions as part of what Professor Nishimura referred to as “dialogue,” and a place for students to construct their “self-

narratives.” I believe that sharing these dialogues, not only with the SNSS but also with faculty and staff, can help to achieve more positive outcomes.

Another important issue for us currently is the provision of employment transition support. In transitioning to the working world, students need to be aware of their abilities and the type of support they need. I felt that it is valuable for students to gain experience in engaging in “dialogues” with many people during their student years in order to not only help their study but also facilitate a smooth start in their life after graduation.

* The FD seminars are available for viewing on icuTV.

<https://sites.google.com/a/icu.ac.jp/icutv/fd-seminar/fdseminar-20190208>



(English translation provided by CTL)

ICU Student Support Case Database



From March 2018, with the assistance of ICU faculty and staff, SNSS began compiling student support case studies for a new database (for faculty and staff only), which we released in February 2019. This database currently contains 11 case studies.

BANZONO, Hiroya

Special Needs Support Services
Center for Teaching and Learning

Background and Objectives

While there had been discussions for some time about sharing some of the examples of good practice in student support at ICU, the direct motivation for this database stemmed from a training program in the US in 2017. Hosted by the Institute for Community Inclusion at the University of Massachusetts Boston, the training was titled “Leadership Institute on Serving Students with Disabilities in Japan” (see [FD Newsletter, vol. 23, no. 1](#)).

During this program, I learned about Universal Design for Learning (UDL), from Kirsten T. Behling, the director of Student Accessibility Services (SAS) at Tufts University, who discussed realistic strategies to promote and implement UDL across campus. She advised us to first identify existing UDL-aligned elements on campus and to aim for improvement, not perfection. She encouraged us to adopt a “plus-one” approach, which means to build on what we already have by adding one additional improvement at a time.

At that time, ICU already had a system in place for making reasonable accommodations, and faculty and staff had some experience in the provision of student support. However, we were aware of a number of issues. To make the most

effective reasonable accommodations for classes, for example, the personal involvement of faculty was essential, as they are the ones who best understand the learning goals and objectives of their courses. Merely meeting the bare minimum needs of the student was not sufficient for achieving positive learning outcomes.

Moreover, in addition to making reasonable accommodations for students with disabilities individually, we felt the need to provide a more accessible environment for a wide range of students, through UDL.

At the same time, as a member of the SNSS office, I was working together with other faculty and staff to support individual students. Observing the various efforts of professors and programs in this regard, I thought that identifying and sharing these separate endeavors would help to improve support for students with disabilities on a university-wide scale. This is what prompted us to start collecting case studies and work towards creating this Student Support Case Database.

Features of the Database

On this database, all information on specific cases that we received from faculty and staff has

been deidentified to protect the privacy of students. To facilitate searches, each case has been assigned a title that reflects the features of the case (e.g. "Support for a student with visual disability who uses Braille in a Natural Science class"; "Support for a student with Dyslexia in a language class"). The database displays the type of disability, the situation and type of support required (e.g. class or advising), the actual support provided, and what features of the support worked/didn't work. We hope you will find the database useful when new cases arise. There might be a case with similar circumstances, or different cases might still give you ideas on how to deal with your unique case. We would also like to ask faculty and staff who have experience in dealing with support cases to record their insights and contribute further cases studies to this shared university resource.

Currently, all the cases are presented in the form of a list. As the number of cases grows in future, we intend to use specific categories and keyword tags to improve searchability.

Next Steps

This database has generated a great deal of interest and feedback from faculty and staff since its inception. We are currently continuing our collection of cases. As part of our commitment to creating a rich and useful database, we have been conducting individual interviews for cases that require more detail to capture than what is possible via the online form. We are also considering ways to help faculty and staff make best use of this database, as well as ways to use it for training purposes.

Please contact us at SNSS with your thoughts after using the database. We welcome your feedback.

*[ICU Student Support Case Database](#) (faculty and staffs only)

*[Questionnaire Form for Recording Your Experiences Regarding Student Support](#) (faculty and staffs only)

(English translation provided by CTL)

Column

New CTL Website



ICHISAWA, Maki

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) was established in April 2015 and launched its website in the following November. The website was redesigned in September 2018. In this article, I will explain why we decided to redesign our website and introduce some of its new features.

Website Issues

1) Changes to Google Sites

Since Google services were relatively flexible and easy to use on campus, we decided to build our first website using Google Sites. However, [Google Sites subsequently changed their features](#), making it difficult for us to continue maintaining our website on their platform.

2) Access from China

In accordance with ICU's commitment to forming an international community, as well as our new Universal Admissions system to accommodate students from diverse backgrounds, we have welcomed a growing number of students from Asian countries in recent years. As Google services cannot be accessed from China, we needed to address this issue.

3) Consistency and Efficiency

Especially since the university as a whole is making the move from paper to paperless, we are finding that more and more information must be

provided online every year. But many university departments have separate website developers and website designs, which is not very cost effective or efficient. It has also led to inconsistent website designs.

4) User-Friendliness

As CTL's activities continued to grow and expand with new initiatives, the content of our website became increasingly unwieldy and difficult to manage. We experienced problems with usability, as users were finding it difficult to navigate the website and find the information they needed. We also needed to streamline the content maintenance process.

5) Mobile-Friendliness

As the previous CTL website was not mobile-friendly, we needed to update our website to make it easier to read and access on smartphones and other mobile devices.

Design and Planning

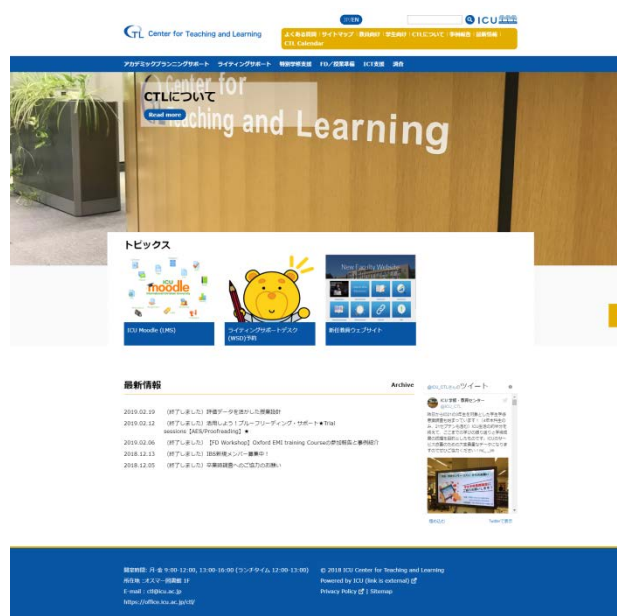
In order to resolve the above issues, in the fall of 2017, we proposed a redesign of the CTL website. We decided to use a dedicated server for our new website, for which we would require the assistance of a server administration team on campus. However, as many other departments were also considering building their own websites, we

decided to create a template that could be used by all the ICU departments, using a content management system (CMS) called Movable Type.

CTL designed and created the template, which is now being distributed to various departments via the server administration team. Updates of the site do not require any specialized knowledge of HTML, so new content is easy to create. The design is also more consistent. The website has become more user-friendly, as the size will shrink to display accurately on mobile devices like smartphones. Moreover, the problem of access from mainland China has also been resolved, and the website can now be accessed from anywhere in the world.

Currently, this template has been used to create the following websites in addition to CTL's:

[Service Learning Center](#)
[International Educational Exchange Advancement Office](#)



Home Page of the New CTL Website

Features of the New CTL Website

The new features of our website are summarized below.

- Mobile-friendly
- Bilingual (Japanese and English, with Japanese being the primary/default language, following the official [ICU website](#))
- Maximum four-level structure, with the main content having no more than three levels (to enable direct access from the home page

menu)

- Previous content organized under specific categories, and all the different divisions that had separate websites and layouts consolidated under the new website framework, including Academic Planning Support (APS), Writing Support Desk (WSD), Special Needs Support Services (SNSS), and the FD Newsletter
- Creation of sections for “News” and “Support Examples” (with examples of CTL resources, tools, and other kinds of support)
- All the links that had been spread across separate pages brought together under the following two tabs: [for faculty](#) and [for students](#)
- Creation of [FAQ](#) section

Home Page

The features of the home page are as follows.

- Main Image: The top of the page is used for the display of images. Multiple images can be set to rotate automatically.
- Topics: For content that we want to highlight, a maximum of four links with images can be displayed under the main image.
- News & Information: The latest news is displayed here, with a link to the news archive for older articles.
- Twitter: The CTL Twitter feed is embedded on the right-hand side.
- Extra Navigation Tabs: On the top right-hand side, there are tabs for FAQ, Sitemap, links for Faculty and for Students, About CTL, Support Examples, News, and CTL Calendar.

Navigation Menu

CTL's responsibilities can broadly be summarized as learning, teaching, and ICT support, as well as survey administration. The navigation menu on the CTL website provides the following tabs for easier navigation to specific pages. They are presented as subheadings and links below to serve as an overview of CTL's activities and responsibilities.

Learning Support

[Academic Planning Support](#)

Academic Planning Support offers consultations on all aspects of learning, such as student course registrations and major selection. We also provide

information on majors during the New Student Orientation period. In addition, we manage and run a group of student advisors called [ICU Brothers & Sisters \(IBS\)](#).

Writing Support

We offer support to help improve students' writing skills for course assignments, reports, and theses. We currently provide three kinds of writing support: [Tutorial Support](#), [Writing Support Desk \(WSD\)](#), and [Proofreading \(Academic English Support\)](#), depending on the needs of each student.

Special Needs Support Service

The SNSS offers support and reasonable accommodations for students with physical disabilities (orthopedic disabilities, visual impairments, hard of hearing/deaf), learning disabilities, developmental disabilities, and psychological disabilities. We also proactively promote and foster a universal learning environment in collaboration with students, faculty, staff, and relevant departments.

Teaching Support (FD/Course Preparation)

includes the following subdivisions.

New Faculty Development Program

The New Faculty Development Program is a program for new faculty to undertake from their first term at ICU. It aims to assist faculty to integrate smoothly into ICU activities, including teaching and research.

Syllabus Guidelines

In order to support faculty in syllabus development, we have created guidelines with technical instructions for online submission and links for further information.

FD Newsletter

We publish the biannual *FD Newsletter* for ICU faculty and staff, which contains articles on resources for teaching and learning support, ICT tools, CTL's activities, and new faculty profiles.

Handbook for Educational Staff Members

The Handbook for Educational Staff Members is a separate website, mainly for ICU faculty, which provides information on administrative procedures and teaching support.

ICT Support

We provide support for the Learning Management System (LMS) used at ICU, including Moodle and Google Classroom; flipped classroom content creation; creation, editing, and uploading videos for courses on ICU OpenCourseWare and managing them on ICU-TV (on campus-only

video platform). We also provide information on the educational use of copyrighted material, which needs to be considered when posting content online.

Surveys

To improve teaching quality, we create, conduct, and analyze student surveys. We currently administer the Teaching Effectiveness Survey (TES), for students to evaluate each course every term, as well as a Student Engagement Survey for third-year students and an Exit Survey for graduating students.

Looking Ahead

Looking ahead, we will need to take into account potential delays in order to provide English translations for Japanese pages. Moreover, the further growth and expansion of content might lead to the need for further updates or modifications of the website.

Please take a look at the new CTL website and let us know if you have any feedback.

(English translation provided by CTL)

Editor's Note

We are pleased to present the first FD Newsletter for 2019. We wish to thank all the contributors to this issue.

In this issue, we continue our coverage of the Oxford EMI Training program. In both 2016 and 2017, we sent one faculty member to participate in this program in Oxford, England. Then in 2018, ICU hosted the program in Tokyo. While it was no small feat to organize, the advantage of being the host school meant that we had four faculty participants in 2018, and three in 2019. This is an example of our good practice to improving teaching and learning at ICU through our faculty development program.

Having opened in 2014, the Center for Teaching and Learning is now in its fourth year, with a mountain of tasks still ahead of us. There are new achievements, as well as times when we must stop for reflection and review. During these processes of trial and error, we consider things we should change, things we won't change, and things we can't change. Thus, being mindful of the process as we move forward with each new step, we are continuing our efforts this year under the leadership of a new director and a new associate director.

Thank you for reading our newsletter. We welcome your questions, comments, and suggestions. Please feel free to email us at ctl@icu.ac.jp with your feedback

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