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.

Contents

Moving the TES Online

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Center for Teaching and Learning

From the 2019 Spring Term, ICU's Teaching Effectiveness Survey (TES) has been moved online. In this article, we will discuss the digitizing process and evaluate the outcomes of our first online TES.

Limitations of Paper-Based Bubble Sheets

Since its establishment in 2000, the TES was distributed in the form of a paper-based bubble sheet for responses. Students were given 10 minutes to fill in their responses on the sheet in the final class or the final exam of a course. The bubble sheets were read by a machine (through optical marking recognition), and the results were made available on the campus-only website. However, this was quite a cumbersome, labor-intensive process, as explained below.

The process began at the beginning of each term, when we would create an updated course list, removing any courses that had been canceled. Next, we emailed each course instructor and ask them to send us their "optional question," if they had anything they wanted to add to the standard survey questions. We sent the course list and optional questions to an outsource contractor who would print and send us the bubble sheets with the titles and optional questions for each course. We placed these sheets with instruction forms in envelopes and distribute them to the course instructors' mailboxes. After the final exams, we collected the sheets, packed them into about six cardboard boxes and sent them to the outsource contractor. Several weeks later, the results would be uploaded to a shared drive, and we requested comments from the course instructors about the students. We then uploaded the survey results with the faculty comments on the campus-only website.

Even from such a brief overview, it is clear that the bubble-sheet format required a great deal of work each term. Many additional tasks were required, such as the special handling of the English for Liberal Arts (ELA) Program and closer examination of the free-form responses. Considering that ICU has three terms a year,

we were usually working on some aspect of the TES at any time of the year.

In addition to the work required on campus, the cost of outsourcing contractors was also high, consuming one-tenth of the annual CTL budget. Since it took two and a half months for the results of the TES to be published after completion, we received some complaints about the delay from both faculty and students. Moreover, owing to the amount of manual labor involved, the occasional human error could not be avoided.

There were also issues pertaining to data analysis. As the outsource contractor would send us the results in the form of a spreadsheet, rather than the raw data, we were not able to analyze or reorganize the data ourselves. The free-form comments were scanned and converted to PDF, so it was not digitized to enable text mining and analytics. Furthermore, scanned images could not fully ensure de-identification of the data, and the lack of text-to-speech software caused accessibility problems.

Concerns with E-surveys

In order to address the above issues, we started to consider digitizing the TES, but there were a number of concerns about the introduction of an e-survey. The greatest concern was the potential reduction in the response rate. A high rate of submission was previously maintained with the paper format because it was customary for many instructors to inform their students that they could leave the room after handing in the survey. With an e-survey, however, it would be difficult to determine its completion, even if the same amount of time were reserved for it in class. We found many studies that indicated a reduction in response rates when surveys were moved online.

Another concern was the availability of devices. Even though most college students own smartphones and laptops, they are still not universal. Students who do not own a portable device would be unable to respond to the survey in class in any of their courses. We decided to

direct such students to the library or computer room, but it was unclear whether they would follow these instructions or remember to complete the survey in their own time.

Online TES Trial

In the 2017 Fall Term, we conducted a trial of an online TES with graduate school courses, as well as undergraduate courses with low enrolment numbers. We chose such courses because their small size enabled us to conduct a trial with the least amount of effort. As a company had asked us to assist with a prototype of an online class questionnaire, we were able to conduct a trial in response to their request.

The response rate was 65%, lower than 70–80% for the bubble sheets, but the drop was not as significant as we had feared. Another difference was an increase in the number of free-form comments. We surmised that the online format made it easier for students to add their own comments. In a concurrent questionnaire, 80% of the respondents indicated their approval of the digitization of the TES. The most popular reason given was that it was more environmentally friendly, followed by the ease of response compared to handwriting, assurance of anonymity, and faster publication of results due to the better facilitation of data collection. The devices used were computers (55%), smartphones (37%), and tablets (7%).

As the initial response from students was positive and the drop in the response rate was not as significant as we had feared, we decided to move the TES online. After a one-year process of selecting a suitable developer, designing and maintaining the system, and determining the survey process, we finally launched the first online TES in the 2019 Spring Term**.**

Advantages of E-surveys

1. Facilitating Student Responses

①Flexibility of Response Time

Previously, students who missed the final class of the term could not complete the TES, but the online TES enables students to complete it outside class hours, within a specified time frame. (However, in principle, the deadline is set to the final period of the day of term, and responses after that period are regarded as exceptions.)

②Ease of Responses Online

Previously, the free-form comments were handwritten on the bubble sheets. The e-survey appears to have made it easier for many students to respond, and we have seen an increase in the number of free-form comments. (Changes to the question also seem to have been a significant factor in this increase.)

2. Easier Viewing of Results

①Integration with Course Search Function

Previously, we had been publishing the TES results on a separate web page to that of the course information. The system has now been integrated so that from the 2019 Spring Term, the TES results can be searched and viewed alongside the syllabus and course information.

② From PDF to Website

Until now, the TES results had been made available on PDF, but from the 2019 Spring Term the results can be viewed on the web pages of each course. Moreover, the instructors can log in and check the free-form comments on their own courses more easily online.

3. Streamlining Administrative Processes

①Distribution and Collection of Forms

As explained above, each term, the bubble sheets for each course would be printed and delivered by the outsource contractor and distributed to each instructor by our staff. The completed surveys would later be collected from the collection boxes on campus and sent to the contractor. This work is now no longer necessary.

②Exchanging Data with Relevant Departments

Previously, the course and registration system was not linked to the TES so each term the relevant departments had to access the data themselves and manually check and organize it. As this is no longer necessary, the administrative workload has been reduced.

③Working with Outsource Contractors

Now that we have an integrated system and an online survey, we no longer need to work with outsource contractors every term.
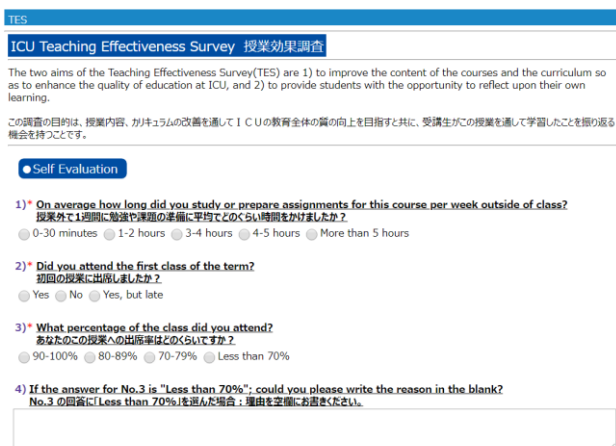
④Digitizing the Free-Form Comment Text

Previously, free-form comments were handwritten on the bubble sheets. Since digitizing the survey, comments can now be entered online and collected as digitized text for easier analysis. This also means that our staff no longer need to digitize the text manually.

⑤Cost Reduction

We estimate that the cost of the TES will be reduced to one-tenth of that of the bubble sheets, as the online survey will only require maintenance fees. The administrative workload in our office has been greatly reduced as we no longer need to distribute or collect bubble sheets or check data.

Issues to Be Addressed

1. Reduction in the Response Rate

As mentioned above, our greatest concern with digitizing the TES was the potential reduction in the response rate. We were aware that other universities had observed a drop in responses after moving their surveys online. Therefore, we decided to make time for the e-survey in the final class or exam, just as we had done for the bubble sheets. In the 2018 Spring Term, the response rate was 79.4% (total responses: 8,669 / total registered students: 10,920). In comparison, this spring the rate was 71.6 % (total responses: 8,767 / total registered students: 12,252). While the drop was not significant, we will continue to compare the rates across other terms throughout the year.

Faculty Questionnaire

1. Details

After publishing the TES results for the 2019 Spring Term, we conducted a questionnaire for the course instructors.

Questionnaire Period：October 4–11, 2019

Target Audience：Spring Term course instructors who administered the TES (242 participants)
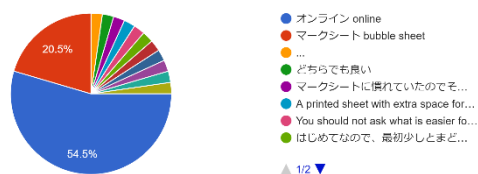
Response Rate：18%（No. of responses: 44）

2. Results

In response to the question about which survey format was easier for the instructors to administer, 54.5% answered that the online TES was easier, whereas 20.5% preferred the bubble sheets. The remainder had other opinions (e.g., not much difference between the two). Summaries of some of the other questions and responses are indicated in the figures.
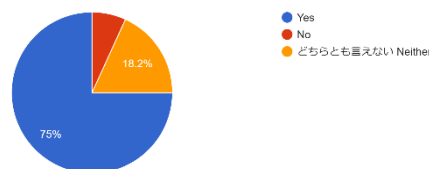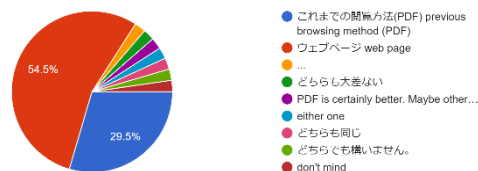
オンラインTESは問題なく実施できましたか？Was online TES successful?
44 件の回答

- Yes
- No
- どちらとも言えない Neither

13.6% / 27.3% / 59.1%
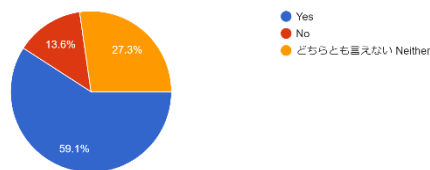
オンラインとマークシート、教員にとってどちらが実施しやすいですか？
Which is easier for instructors to do, online or bubble sheets?
44 件の回答

- オンライン online
- マークシート bubble sheet
- …
- どちらでも良い
- マークシートに慣れていたのでそ…
- A printed sheet with extra space for…
- You should not ask what is easier fo…
- はじめてなので、最初少しとまど…

1/2

20.5% / 54.5%

結果の確認は簡単にできましたか？ Was it easy to check the result?
44 件の回答

- Yes
- No
- どちらとも言えない Neither

18.2% / 75%

これまでの閲覧方法(PDF)とウェブページでの閲覧...d (PDF) or the web page?
44 件の回答

- これまでの閲覧方法(PDF) previous browsing method (PDF)
- ウェブページ web page
- …
- どちらも大差ない
- PDF is certainly better. Maybe other…
- either one
- どちらも同じ
- どちらでも構いません。
- don't mind

54.5% / 29.5%

Future Prospects

1. Analysis Methods

The transition to an e-survey has facilitated a more multi-faceted analysis than the previous bubble sheet format. We are exploring the various perspectives from which to conduct the analysis.

2. Customized Surveys

Currently, all courses use the same survey questions. Some questions, however, are not relevant for some courses, such as Health and Physical Education, Japanese Language Programs (JLP), and ELA Program. Moreover, graduate school courses and courses with small numbers currently don't use the TES. In future, we are considering the possibility of customizing surveys with questions to suit the needs of different courses.

(English translation provided by CTL)

Introducing Kaltura, a New Video Platform

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Background

In the 2019 Winter Term, we introduced an integrated video platform called Kaltura, which enables you to upload, manage, edit, and share videos online. You can access it via ICU Moodle,[*1] using your ICU Net ID to log in.

This new platform makes it easier for faculty to create e-learning videos to share with their students, and for students to create videos for group presentations and share them with other students.

Previously, we had to combine a variety of tools to assist with the use of videos in class.[*2] However, we had difficulties because the recording and sharing methods for videos differed depending on their intended applications and objectives. For example, we needed to access various tools to respond to requests to share videos with overseas universities or to record a mock lesson in class with immediate feedback for students.

Over the past five years since the Center for Teaching and Learning was established in 2015, video education tools have developed in leaps and bounds. From setting up recording equipment in classrooms and conference rooms, our options have now expanded to accessing applications online, wherever we are, as well as utilizing education management systems and linking to online portfolios.

In order to better meet these needs, we searched for a new platform and introduced Kaltura this year.

By linking Kaltura to the learning management system we use at ICU, Moodle, we were able to integrate all the recording, editing, and storage functions in a single system. A huge advantage is that we no longer need to upload video content to an external video streaming service.

ICT Support Examples at CTL[*2]

- Pre-class and revision videos for courses taught in English
- Pronunciation practice videos for language classes
- Recording of group work and presentations for collaborations with overseas universities
- Recording of mock lessons and feedback (teacher training)
- Review and practice for students with special needs

There is no need to record an entire lesson. Rather, you can utilize the flipped learning concept[*3] to create a pre-class video that summarizes the main points of a lesson or explain the use of equipment and statistical software in advance before an experiment or exercise.

In some courses, students have completed calculations for exercises at home and used lesson time to analyze and discuss the exercises instead. In big lecture halls, in particular, it can be difficult to set aside enough time for students to work on exercises in class. When students perform calculations at home in their own time and at their own pace, they can upload their answers to Moodle, saving valuable class time.

In some math classes, the instructors have recorded themselves speaking while performing calculations on the board and uploaded the video to Moodle for revision immediately after class. This was particularly helpful for students with special needs, as well as other students who wanted to review content that they had not fully understood in class.

There are various theories on the ideal length of videos. One study, for example, has found that audience engagement can decrease after 10 minutes,[*4] and that focused listening can only be sustained from 3 to 10 minutes.

Kaltura enables multi-stream recording, which means that you can synchronize your video with a

PowerPoint presentation or screen capture. Depending on their needs, listeners can switch between the two screens and find information easily by making use of subtitles or searching for text within slides.[*5]

Videos also make it easier for students to listen to content at their own pace, stopping and replaying sections that they don't understand as much as they want to.

Using Kaltura for flipped classrooms or reviewing content not only frees up class time for activities, projects, and discussion, but also serves to help students who might require extra time for learning. Videos are a useful support tool for students who are not native speakers of the language of instruction or students with special needs who need extra resources for revision.

Moreover, the time taken for students to listen to videos and work on exercises is an important part of "securing study time outside the classroom", as discussed in a report by the Japanese Government's Central Council for Education (2018), *Grand Design for Higher Education toward 2040*.[*6] We will therefore continue to explore the potential applications of Kaltura.

Future Prospects

Currently we are promoting the use of Kaltura with Moodle for learning support, but in future we plan to move over content from ICU OpenCourseWare and icu TV to develop a campus-wide video portal.

We hope to use Kaltura not only for courses, but also for creating videos for orientation, training, and manuals, to streamline administrative tasks and improve efficiency.

Important Points to Consider

When uploading videos and other resources to Moodle or a website, we need to consider copyright laws. This also applies to videos and other resources created on Kaltura and uploaded to Moodle. It is important to consider whether to use copyright-free materials or to get permission from the copyright holder.[*7]

Moreover, please keep in mind that if you are creating videos for the first time to use in class, you will need to set aside even more time for preparation. However, once you have created digital content, you will be able to reuse it and reduce your overall lesson preparation load. We hope you will find this a helpful addition to your teaching toolkit.

We would welcome your impressions, feedback, and questions on the use of Kaltura. Please feel free to visit us at CTL.

How to Record Videos Using Kaltura Capture
1）Log in to ICU Moodle.
2）Select "My Media" from the menu bar on the left.
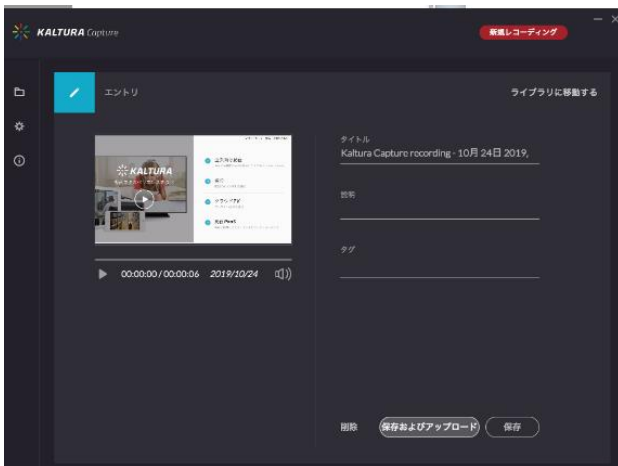3）Choose your recording method [*8]
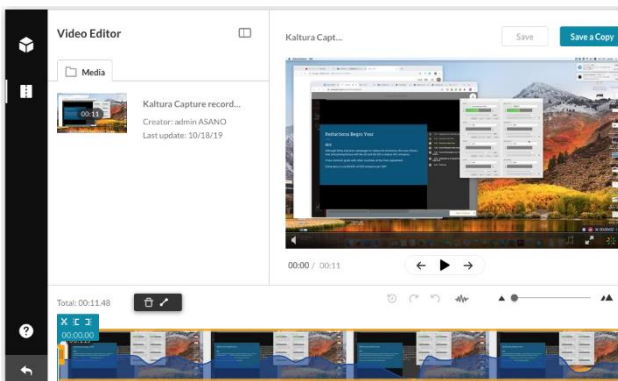[Add New]> [Kaltura Capture]
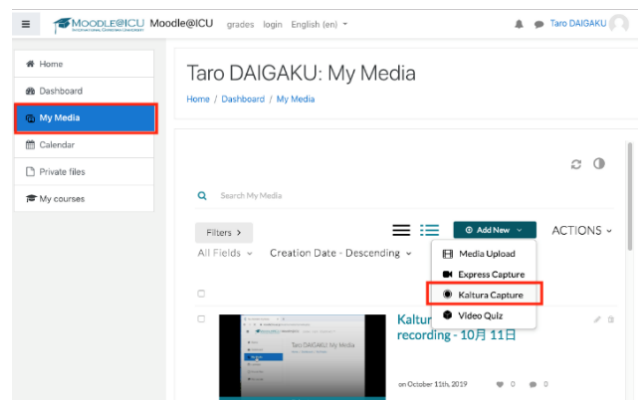
4）Installing Kaltura Capture
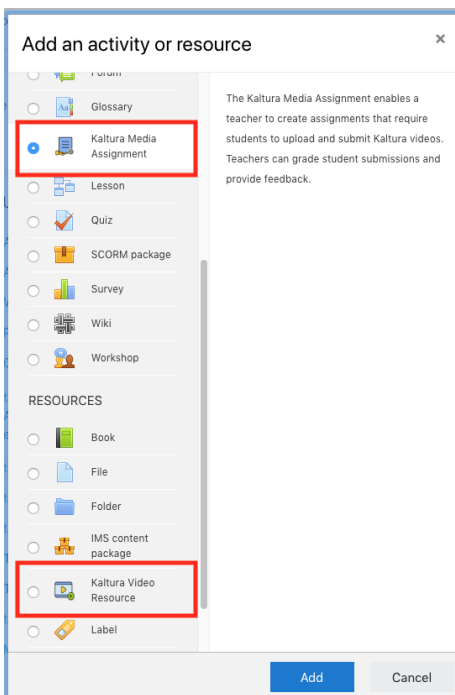

5）Recording Slides/Screen Capture and Video

6） Uploading to Moodle

7） Editing Functions (e.g., Adding Slides and Trimming Videos)[9]

8） Uploading Videos for a Moodle Course Using "Add an Activity or Resource"

●**Moodle and Kaltura FAQs：**
https://sites.google.com/icu.ac.jp/moodle-3-instruction/moodle3-5
●**Moodle and Kaltura Support：** Online Booking
●**Copyright-free Materials（CTL Website）**
https://office.icu.ac.jp/ctl/ict_support/copyright.html

[1] See ICU Moodle https://moodle3.icu.ac.jp/

[2] See examples on the CTL Website（ICT Support）
https://office.icu.ac.jp/ctl/examples/ict_support/

[3] "Flipped learning" reverses conventional classroom-based learning by switching the roles of class time and homework. The "input" occurs before class, as students watch videos on the lesson content, so that class time can be used for "output," as students apply what they have learned from the videos.

[4] See the following study on the relationship between video length and audience engagement: Ruedlinger, Ben. 2012, May 7. "Does Video Length Matter?" *Wistia.* https://wistia.com/learn/marketing/does-length-matter-it-does-for-video-2k12-edition

[5] Text search and subtitle features may require extra settings before recording.

[6] Central Council for Education, Ministry of Education, Culture, Sports, Science and Technology Japan. 2018, November 26. *Grand Design for Higher Education toward 2040 (Report).* [Summary.] https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2018/12/20/1411360_1_1_1.pdf

[7] Amendments in the Copyright Act of Japan have seen improvements in rights restrictions in response to the rapid informatization of education. It is important to be aware that under the current copyright laws, however, content uploaded to a server falls under "secondary use," which requires additional considerations.

[8] Kaltura offers two tools for creating videos: Express Capture is for recording videos online. Kaltura Capture, which needs to be installed on your PC, enables you to record videos that incorporate slides, as well as screen and webcam capture.

[9] Use functions such as "Timeline" and "Launch Editor" under the "Edit" tab to perform simple editing tasks such as trimming videos and changing or adding slides.

(English translation provided by CTL)

Features and qualities of educational assessment

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Assessment is perceived as one of the top three challenges that faculty and educational institutions face (Sorcinelli, 2007). It contributes to this perception that, in most contexts, faculty can teach in higher education without having been properly trained to do it; an indication of how, oftentimes and in many disciplines, the teaching practice receives less recognition among institutions and academics than other tasks they need to fulfill such as, for example, research (Barber et al., 2019).

For this reason, it is important that faculty members in higher education recognize and reflect about the nature, purposes and values of quality educational assessment.

One initial point to address is related to what we understand assessment is. Whereas evaluation is usually related to the idea of determining the value or quality of a given element, assessment is more related to the process of gathering information in order to make decisions with it (hopefully, looking for the improvement of students' learning). Thus, there is a difference on their purposes. A basic example could help to clarify this. Imagine that before our students enroll in a course, we ask them to take a test. If we were using this test as a tool to decide that only those students who pass can enroll, we would be evaluating. On another hand, if we were using this test to, attending to the answers, adjust the design and contents of the course, we would be assessing.

However, it is necessary to mention that this is also a linguistic and contextual conversation and that there is not a unique and univocal definition of these terms in

education (in relation to this, see, i.e., Taras [2005]). Also, in many languages there is only one word to talk about assessment and evaluation. Given this, more than about evaluation or assessment, we often talk about summative and formative assessment. Summative assessment is understood as evaluating students' learning to determine if they have achieved the expected (learning) goals or to compare their results with some standards. On the other hand, formative assessment has more to do with the ongoing monitoring of the students' learning in order to, as we mentioned earlier for assessment, make decisions and help our students in their learning process.

Attending to different recent works (Biggs & Tang, 2011; Covington, Von Hoene, & Voge, 2017; Fink, 2003; Fletcher, Meyer, Anderson, Johnston, & Rees., 2012; Nilson, 2015; Rohrer, Dedrick, & Stershic, 2015; Stobart, 2010; White, 2017), quality educational assessment could be defined and/or characterized as:

• Meaningful, responding to a purpose that, as explained, has to do with making decisions to inform and add value to the teaching and learning process.

• Rigorous and valid for the purpose addressed. In consequence, assessment should be aligned with the teaching and learning methods or strategies used but, also, with the learning goals we set and/or the learning outcomes we expect of our students. This connection between assessment, learning goals/outcomes and teaching and learning methods/strategies is what we know (explained in a basic way) as constructive alignment, a notion developed by

• With non-arbitrary and explicit (for the students) criteria. One reason for this is that two different faculty members assessing the same assignment or course might use different criteria or understand each criterion in a different manner; in consequence, students need to know how and based on what they are going to be assessed.

• Systematic, comprehensive and continuous. If we were to assess only at the end of a course, it would make it difficult to, with the information we gather, make decisions that contribute to the students' learning. Also, at the same time, assessment should be feasible and sustainable in time.

• Planned in advance, including how and when to offer feedback. However, concurrently, it should be adaptable and flexible to, precisely, make use of the information we continuously gather

• Participated by students using, for example, self- and peer-assessment. Also, students could be invited to participate in decisions regarding the type of assignments that will be assessed, or the criteria used. By making assessment participated, it becomes a more transparent process for the students and continuous assessment becomes more feasible too. However, it is of importance to notice that making assessment more participated comes with a series of difficulties attached; in consequence, students also need to practice and be trained to assume this responsibility in a proper manner.

• Cumulative. As Rohrer et al. (2015) point out, students' learning might be enhanced when we design assignments to assess that, rather than address isolated blocks of contents (or competences), interleave one with the other.

• With a type of feedback that is timely (the sooner, the better), personal (or, if not always possible, a feedback for the whole group in which individual students can recognize their work), that mentions strengths, but can also be corrective, that offers new connections with theory, practice or reality, and that is suggestive and allows students to take actions by encouraging their self-regulation (what we know as feedforward).

Certainly, all these elements make of assessment (and its design) an intricate task. Still, approaching assessment taking them into consideration might contribute to make the process more trustworthy, also, into the eyes of our students. This is a relevant issue because students' perceptions about assessment have a significant influence over their approach to studying and learning (Struyven, Dochy, & Janssens, 2005) and

because the quality of their learning is linked to the assessment and feedback practices that faculty design and put into practice (Flores, Veiga, Barros, & Pereira, 2014).

Hopefully, this brief work and the references included can contribute to enhance reflection (and self-assessment) on the topic among faculty members.

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Related URL
◇http://icutv.icu.ac.jp/fd-seminar/fdseminar-20191011

Poster Sessions on Academic Majors

Poster Sessions on Academic Majors

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Every year we provide information on majors during the new students' orientation period. This year, we decided to present this information in the form of a poster session for the first time. Previously, new students would sit and listen to presentations on majors of their interest across four sessions in April or two sessions in September. This year, however, the students first walked around to peruse posters on every major, and then spoke directly with faculty. It was a more lively, interactive format.

For our first poster session on April 3, 2019, we displayed the 31 majors in alphabetical order, with the first 10 majors in the Honkan (2F) and the rest in the Othmer Library (1F and Multimedia Room). Considering the large number of new students in spring, we reserved the entire morning for the poster session, with faculty for each major at each poster to respond to questions from students.

Our fall poster session was held on September 2, with all 31 majors displayed in the Othmer Library (1F). It was a lively one-hour session, as students talked with faculty and each other.

The poster session format was effective because it gave students who had just entered university an opportunity to learn about unfamiliar academic disciplines. There were students who had heard about a field before but hadn't known what the major entailed, and others who suddenly found themselves interested in a field that they hadn't liked or thought they'd be any good at in high school.

In the discussion after the poster sessions, we were struck by comments that we hadn't heard in previous

years. Some students said they were starting to think about pursuing a different major to the one they had initially been considering. Other students said they were looking forward to tackling foundation courses in a field that they hadn't been interested in before.

Nevertheless, the feedback was not all positive, and there are a number of issues that remain for us to address before the 2020 spring term.

For example, in the seated lecture format of previous years, the faculty would present an overview of each major and then discuss more specialized topics, after which students could ask individual questions. However, in the poster sessions, the new students did not have a chance to grasp an overview first, and this lack of understanding of basic concepts was reflected in their questions throughout the sessions. Consequently, the faculty found themselves having to repeat the same explanations to different students.

Furthermore, some new students were able to use the session times effectively and ask questions to faculty in their fields of interest. In practice, however, quite a few students found that they were too busy reading the posters and did not have enough time to speak directly with faculty.

The venue also presents some problems to be addressed. In September, as we had roughly 100 new students, we were able to present all the posters on the first floor of the Othmer Library. This was not possible in April, when we had five times the number of students. Spreading the sessions across multiple venues made the event less cohesive, and the movement of students, faculty, and staff became cumbersome. Conversely, if we were to divide the new students into even smaller groups, we would need to increase the number of sessions, which would require even more time and effort from faculty and staff. In any case, as the new student orientation period has recently been shortened, it would be difficult to secure any extra time for these poster sessions.

Incidentally, we left the posters on display on the first floor of the Othmer Library for one month after the sessions. We saw not only new students return to re-examine the posters, but also many senior students and visitors to ICU reading the posters with great interest. We even heard feedback from some visiting students who had come to see the posters after hearing about them from others. They said things like "We are so jealous that students here are able to access such a comprehensive overview of all the majors as soon as they start university," and "They're so lucky to have been able to speak directly with professors from every major!"

In summary, these poster sessions have raised various issues that remain to be addressed, while offering many new benefits. We aim to continue improving and refining this new format for future orientations.

(English translation provided by CTL)

Editor's Note

We would like to take this opportunity to thank Gabriel Hervas for his article on "Features and Qualities of Educational Assessment." His advice on ICU's New Faculty Development Program and contributions to the FD Workshop are much appreciated. We also thank our new faculty members for their contribution to this issue.

The other articles in this issue feature CTL's new initiatives, which we hope will help to advance faculty development, ICT support, and learning support at our university: Converting the TES to an online format, introducing the new video platform Kaltura, and conducting poster sessions on majors during the new students' orientation period. We plan to report on the results of these initiatives in our next issue. Please make use of the new video platform and share your experiences with us. We appreciate your cooperation and support.

As always, we warmly welcome your feedback on the newsletter. Please email us at ctl@icu.ac.jp.

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