



FD NEWSLETTER

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A Starting Point for Mixed-mode Classes



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English for Liberal Arts Program (ELA)

This approach is a good starting point for instructors who are not yet confident about being able to handle the technical requirements of running a mixed-mode (some students in the classroom with you, others online) classroom using external microphones and cameras. For this method, Zoom, teacher and student computers and headsets, Google Docs, and the classroom projector are used.

The structure of the class is assumed to be something similar to that of below. Ideally you would have 15 – 30 students in the class, however it could be done with more than this number.

1. Class introduction and/or opening lecture (around 15 minutes)
2. Small group discussion work (around 25 – 30 minutes)
3. Whole group discussion (around 15 – 20 minutes)
4. Wrap up (5 – 10 minutes)

1. Class introduction and/or opening lecture

Your entire class has been sent a Zoom invitation but only the online group are on Zoom from the start. In-class students do not join Zoom yet.

To deliver your starting lecture or class introduction, some presentation software is used such as Google Slides or PowerPoint. The slideshow is screenshared with the Zoom group and your computer screen is displayed on the classroom projector. Your online group is looking at their computer screen, while your students in the classroom are looking at the projector screen. The teacher sits, or stands, in front of their computer and carries out the lecture changing the slides as necessary. Students in class listen to you directly, online students listen via the computer audio. No external microphones or cameras are used.

	Viewing	Listening
Online group	On their computer	On their computer via Zoom
In-class group	Looking at the classroom projector	Listening to the teacher directly

Points to be aware of.

- Make sure you stay in the internal camera range. I did this simply by sitting down in front of the computer.

2. Small Group Discussion

In this part of the class, your online group is put into breakout rooms and is using a shared Google Doc that one member in each breakout room screenshares. Your in-class group are using hard copies and are sitting in small groups following the Covid-19 prevention guidelines posted on the wall. Your role is to spend some time with each group, online and in the classroom.

Points to be aware of

- Make sure you are spending time equally with the online groups and your in-classroom groups
- If you have less than 3 either online or in the classroom you will need to do as below.
 - a) Less than 3 online – ask some students in the classroom to join Zoom (they have all been sent the invitation)
 - b) Less than 3 in the classroom – the students in the classroom will need to join Zoom

3. Large Group Discussion

In this part of the class, everyone will join Zoom and the large group discussion is done online.

Points to be aware of

- Echo and feedback from computer microphones can be a problem. Headsets are needed to prevent this.

4. The Next Level?

I suggest that once you are comfortable with this method if you want to move to an approach with more flexibility and greater options, then experimenting with external microphones and webcams is the next step.

Please refer to Nasu-Sensei's presentation for some ideas on how to approach this. His approach is on Moodle available on the Day 1, part 2 video at, <https://moodle3.icu.ac.jp/course/view.php?id=3753#section-1> (ICU faculty and staff only)

Nasu Sensei - Device setup for a Zoom-free classroom / Synchronous discussion involving in-class and online students

Many thanks to all the ICU teachers, students, staff, and administrative bodies that have contributed, and continue to contribute, to getting ICU safely and successfully through this difficult time!

Collaborative classroom activities using Google Drive



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This short article showcases an example of the use of Google drive that is freely available to ICU community using the Google platform. In spring 2021, I used various features in Google drive during the field methods course (LNG391, Topics in Linguistics II) that investigates an unknown language over a semester. With a consultant who also serves as the teaching assistant of the course, students explored various grammatical aspects of Pashto spoken in northwestern Pakistan.

The course has various requirements that ask for student participation. First, speech data need to be transcribed using the international phonetic alphabet (IPA), which requires constant access to recordings made in classes. Second, three descriptive reports as collaborative work needed to be written, and finally, a term paper with original ideas needs to be written. These class requirements demand sharing of resources and collaborative working environments.

To include these various components into the course management, I decided to use Google drive because it allows instructors to share folders with students with various applications. The drive has a folder with all the sound files that students can download whenever they needed. As shown in Figure 1, Google sheets were used to organize data obtained from the speaker during the elicitation sessions. All students in the class had editing privilege for this sheet, and information was instantly updated upon discussions in the class.

	A	B	C	D	E	F	G	H
1	ID	Gloss&info	ID	IPA-plural	Gloss	Swadesh	IPA-singular	Gloss
2	NPL001-PBU001-1	SWD057, zanawár, animal	NPL001	zanawár	animals	SWD057	zanawár	animal
3	NPL001-PBU001-2	SWD057, zanawár, animal	NPL001	zanawár	animals	SWD057	zanawár	animal
4	NPL001-PBU001-3	SWD057, zanawár, animal	NPL001	zanawár	animals	SWD057	zanawár	animal
5	NPL002-PBU001-1	SWD058, mahé:, fish	NPL002	majá:n	fish (pl)	SWD058	mahé:	fish
6	NPL002-PBU001-2	SWD058, mahé:, fish	NPL002	majá:n	fish (pl)	SWD058	mahé:	fish
7	NPL002-PBU001-3	SWD058, mahé:, fish	NPL002	majá:n	fish (pl)	SWD058	mahé:	fish
8	NPL003-PBU001-1	SWD059, k'ába, fish	NPL003	k'ábá:n	fish (pl)	SWD059	k'ába	fish
9	NPL003-PBU001-2	SWD059, k'ába, fish	NPL003	k'ábá:n	fish (pl)	SWD059	k'ába	fish
10	NPL003-PBU001-3	SWD059, k'ába, fish	NPL003	k'ábá:n	fish (pl)	SWD059	k'ába	fish
11	NPL004-PBU001-1	SWD060, marwó, bird (male)	NPL004	marwá:n	birds (male)	SWD060	marwó	bird (male)
12	NPL004-PBU001-2	SWD060, marwó, bird (male)	NPL004	marwá:n	birds (male)	SWD060	marwó	bird (male)
13	NPL004-PBU001-3	SWD060, marwó, bird (male)	NPL004	marwá:n	birds (male)	SWD060	marwó	bird (male)
14	NPL005-PBU001-1	SWD061, marwé, bird (female)	NPL005	marwá:n	birds (female)	SWD061	marwé	bird (female)
15	NPL005-PBU001-2	SWD061, marwé, bird (female)	NPL005	marwá:n	birds (female)	SWD061	marwé	bird (female)
16	NPL005-PBU001-3	SWD061, marwé, bird (female)	NPL005	marwá:n	birds (female)	SWD061	marwé	bird (female)
17	NPL006-PBU001-1	SWD062, spe, dog	NPL006	spi	dogs	SWD062	spe	dog
18	NPL006-PBU001-2	SWD062, spe, dog	NPL006	spi	dogs	SWD062	spe	dog
19	NPL006-PBU001-3	SWD062, spe, dog	NPL006	spi	dogs	SWD062	spe	dog

Figure 1. A screenshot of a file in Google sheets.

Google docs were created for the descriptive reports so that students directly edit the document as in Figure 2. During the editing process, students could pose questions and comments, which were responded by the instructor. The writing of a descriptive report was not a straightforward task for students; the notification feature of Google docs allowed feedback even at an early stage of the writing process before students submitted the final manuscript. An additional, unexpected benefit of using Google docs was the reduction of the exchange of Word files over email correspondences.

4.3.1 Rhotic To begin, we will look at the rhotic category, where we found /r/ /ɽ/ /r̥/ in our study. Starting with the retroflex tap /ɽ/, previous research has also listed it as a part of the sound system of Pashto but did not mention the environment in which it occurs. Our preliminary data collected from the Swadesh list shows that it only occurs in word-medial positions, as seen in (3).

(3)	IPA	Gloss
a.	wəɽkɛ	'small'
b.	dɽe	'three'
c.	taɽal	'tie'

Figure 3: /ɽ/ in [wəɽkɛ], [dɽe], and [taɽal].

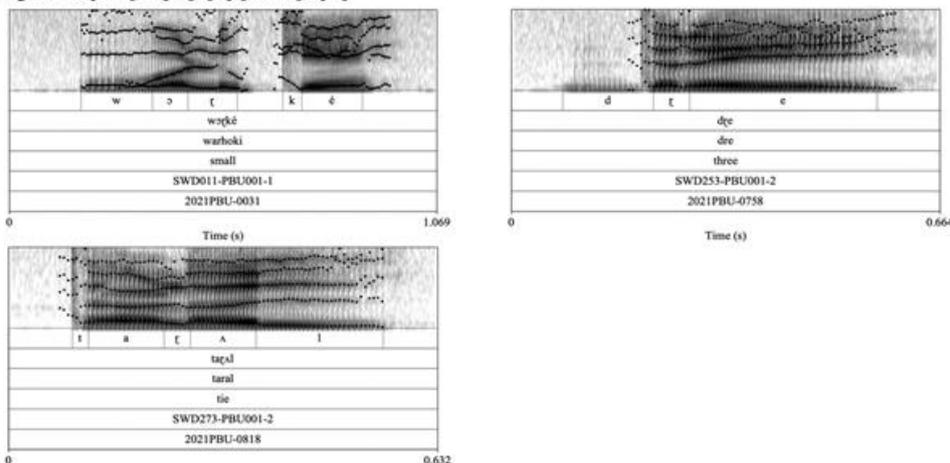


Figure 2. A screenshot of Google doc showing a descriptive report about Pashto consonants written collaboratively by students.

In the past, Google drive was passively used in my classes by suggesting that students should utilize various tools when collaboration is needed. Actively incorporating the Google applications for managing various components of the classrooms had a positive effect. Students commented that it was easier to collaborate and work on materials because all the materials including sound files as well as Google docs for class assignments were available in a single place. In sum, using the Google drive as an active learning tool will benefit classes that need access to materials for collaborative work and classes that need in-class activities that are constantly shared with other students during or between classes.

Reflections on Mixed Mode Teaching

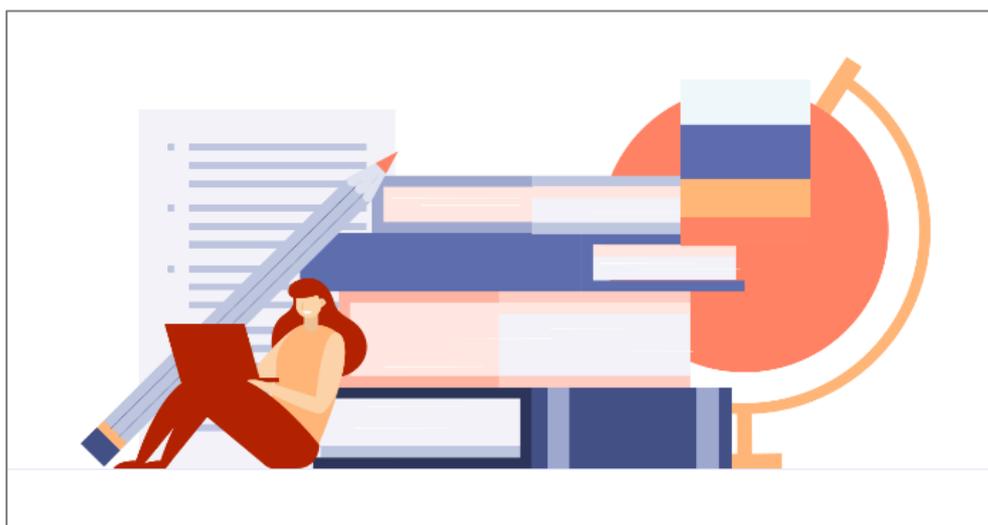
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After a long year of teaching only to a computer screen, I desperately wanted to get back into the classroom, and decided to give the “mixed mode” teaching option a try. In the following, I would like to highlight some my reflections and of the students themselves. To be clear, this is only one experience in one type of class, so it should not be taken as an overall endorsement or rejection.

In Spring term, I taught an upper-level methods class using mixed mode. We met in person for the first two weeks, and I had planned on having in-person sessions a few other times in the term, but once we went under a new emergency declaration, this changed. While the university said we could continue meeting in person, I felt that was not sending the correct message to the students, and thus moved everything online.

The strengths I found were first and foremost feeling the energy from the students in the classroom. Students noted that they could communicate easier once they “knew” each other. There were, of course, weaknesses as well. As one student commented “to be honest, I couldn’t really feel the benefit of the mixed mode course. I don’t think it was more beneficial than online classes.” This point was echoed by another student who said, “all the mixed mode classes seemed like they could have been done online.”

My overall impression of mixed mode teaching is, in short, “it depends.” There was great energy being in the classroom, but there were some students who were not in Japan, making it awkward to hold discussions. The type of class, the engagement with the students and if some students have to be on-line mixed mode seems to create more challenges than benefits. Going forward, I am going to try mixed mode again this term, but to be perfectly honest, I am not sure how successful it will be. I do see that in the future (post Corona virus) that using such an approach periodically could be a pedagogically interesting tool.



Activity Report: Brown Bag Lunch & Learn in the Spring Term 2021

This year we will be continuing with our new Brown Bag “Lunch & Learn” series. The Lunch & Learn series is a monthly gathering that aims to provide an informal opportunity for faculty to learn from and share with each other. At the Lunch & Learn, faculty are welcome to share their skills and expertise but it can also just be a chance to learn from each other's experiences in the classroom, good and bad, and to socialize across different programs and departments and share information between faculty and staff.

“Brown Bag Lunch & Learn” #8

Theme: Class Visits

Date: Monday, April 19th, 2021

Facilitator: Ms. Akiko Fukao, English for Liberal Arts Program; CTL Management Committee

On April 19, Akiko Fukao of the English for Liberal Arts Program started off this year's series with a thought provoking discussion of peer observation in the classroom. There was an active discussion with about 10 participants, including the three new faculty members who just arrived in April, and it was also a wonderful opening event for the new FD Lounge next to the CTL office.

“Brown Bag Lunch & Learn” #9

Theme: Students' Mental Health

Date: Monday, May 10th, 2021

Facilitator: Mr. Yoshihiko Terashima, Director of the Counseling Center

Have you ever experienced difficulty when you encounter a student you are concerned about in class or at the counter? Mr. Yoshihiko Terashima, Director of the Counseling Center, gave a talk on how to deal with students who are having problems. He talked about the problems students tend to have and how to be prepared before talking with them, followed by a question and answer session from the faculty.

Initially, we were planning to have about ten participants, but about twenty faculty members signed up to attend, so we moved the meeting to a larger conference room on short notice.

Under the prolonged effects of Covid-19, the topic attracted a particularly high level of interest.

(Video: [Available only to ICU faculty and staff](#))

“Brown Bag Lunch & Learn” #10

Theme: First-year student health: observations from the Health & Physical Education program

Date: Monday, May 24th, 2021

Facilitator: Ms. Mina Takanashi, Instructor by Contractual Appointment, Health and Physical Education Program; CTL Management Committee

Ms. Takanashi introduced how the new students are doing in the Health and Physical Education Program (HPE), which is a compulsory course mainly for first-year students.

She mentioned that PE is a valuable opportunity for students to talk with their classmates in Japanese, so some students communicate with each other in the breakout room on Zoom, exchanging information about other classes in their free time. She also talked about her concerns about their dependence on the Internet and their declining physical strength.

(Video: [Available only to ICU faculty and staff](#))



Successful Internationalization: Educational Best Practices at ICU

As a part of the Faculty Development Program, "Successful Internationalization: Educational Best Practices at ICU", an interactive discussion session on "Best Practices in Education", was jointly held online by the Center for Teaching and Learning and the Top Global University Project Office.

The first event was hosted by Associate Professor Olivier Ammour-Mayeur on June 14, 2021, and was titled "EMI (English as a Medium of Instruction): Keeping Online Classes Interactive". 76 people from outside the organization registered for the event, and about 50 people participated on the day, where the concept of EMI and how to conduct specific class activities were introduced. In addition, the participants who stayed until the end of the session had a lively exchange of opinions that went beyond the scheduled time of about 30 minutes, and frankly shared not only teaching methods but also the difficulties in realizing active classes in English with Japanese students.

(Video: [Available only to ICU faculty and staff](#))

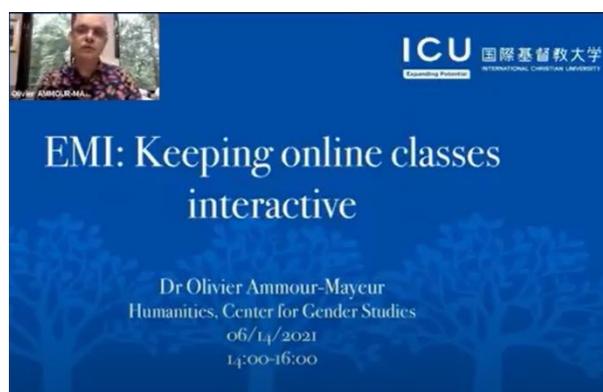
As for future plans, Senior Lecturer, Ikumi Ozawa will present a lecture entitled "From EMI to JMI (Japanese as a Medium of Instruction): An adaptation of EMI Pedagogy in Higher Education in Japan" on October 18, 2021.

In this session, we will discuss with participants what exactly it means to practice JMI in Japanese higher education, and what the significance of practicing JMI is.

Also, Prof. Hideki Okamura will give a talk on "The impact of Student-led Science Classes on Science Education for Children," on November 15, 2021. This session will show how students engaged in the "science class" grow and explore the purpose of science education for children (and to the general public) and why science education is essential to Japanese society.

Related website:

<https://sites.google.com/info.icu.ac.jp/icuopenfd-bestpractices/home?authuser=0>



NFDP (New Faculty Development Program)

The Spring session of the AY 2021 New Faculty Development Program (NFDP) was held on April 7. The NFDP was launched in AY 2017 and is now in its fifth year.

The NFDP is mainly delivered through a series of weekly sessions in the Autumn Term targeted at faculty members joining ICU in April or September each year. Before the start of the Spring Term this year, an extra session was held for faculty members who had just joined in April. In this session, the Director and the Associate Director of the Center for Teaching and Learning (CTL) gave a presentation explaining the functions of CTL and Special Needs Support Services (SNSS).

The session was attended by nine faculty members. In the discussion that followed the presentation, participants asked questions covering topics such as the learning support for students offered in each different case. One of the participants commented: "It was reassuring to hear about the learning support structure that ICU has in place as I prepare to commence my teaching activities at ICU." After the discussion, the participants toured the campus facilities. The session lasted around two hours in total.