FD Newsletter

Contents:

❖ Message from the Director

ALBERG, Jeremiah
Director,
Center for Teaching and Learning

To work at ICU is to be challenged (in a good way) everyday. Our students challenge us. Our disciplines challenge us. The changing notions of higher education in the developed world present us with new problems and opportunities. The advance of technology offers us new possibilities but also requires us to master new skills and to imagine new ways of doing things.

All this can be difficult and even a little frustrating as one tries to maintain a research agenda and get one's classes properly prepared. But it also helps us to experience for ourselves what we want for our students: to be life-long learners. To be women and men who can successfully navigate a complex, interdependent world where the acquisition of new knowledge and skills is simply a part of life. We want this for them and therefore we model it for them by practicing it ourselves.

We cannot do this alone. Therefore, the Faculty Development Office provides the faculty with resources to make this life-long learning a little easier. The resources vary from staff assistance, to workshops, and to information on our website. We would like to expand the help that we give you.

I began this job last April in the hope of continuing the outstanding work done by my predecessors. I want to learn myself what you, my colleagues, want and need from FD, so that we may better serve you.

As you know, universities are increasingly being asked to give an account of the results that their educational efforts have achieved. More and more we are asked to quantify these results or to otherwise measure them. Often models from the business world are being applied to our work. Much of this needs, in my opinion, to be resisted, but it can only be effectively resisted by articulating the way that our educational goals determine our practice and use of resources. The Faculty Development Office is developing ways of using the data we have from various surveys to discern patterns of problems or of promise. We hope to work with the administration and faculty in targeting programs that are most effective in forming responsible global citizens.

In this issue we introduce the new faculty to you. We also feature an excellent article by one of our colleagues, Paul Wadden, on the best practices on teaching writing, Hiroko Kihira reports on a seminar she attended and we introduce some of the feature of V-Cube. I am sure that you will enjoy this issue.

FD Report

Google Classroom: The Nuts and Bolts of Getting You Started

Ken Enochs   Google Certified Educator, English for Liberal Arts Program

Chris Gallagher   English for Liberal Arts Program

Guy Smith   Google Certified Educator, English for Liberal Arts Program

Google Classroom is a learning management system similar to Moodle, but also designed to seamlessly integrate with Google applications such as Docs, Drive, and Gmail. Classroom was first introduced here in Vol. 20, No. 1 of the ICU FD Newsletter. That article looked at some of the benefits of Google Classroom, an application we can access as a result of ICU becoming a Google educational domain The benefits include the time saved by automating basic classroom management tasks and the ability to deliver creative, collaborative and challenging assignments in a "blended" learning environment that employs digital and online resources.

This follow-up article will explain the basics of how to use Classroom so you can start employing it for your courses. It will begin by describing how to create a class, post content, invite and communicate with students. It will then describe how to post announcements, assignments, and questions coupled with an explanation of how Drive plays an essential role in storing and organizing both teacher and student generated materials.

Setting up a course

To find Classroom, go to your ICU mail (which is actually a Gmail account), click on the Apps icon (nine white squares in a grid pattern) in the upper right corner of the screen, then click "More" to find and click on the green and yellow Classroom icon.


To create a class, click on the + button in the upper right, create, and name your class. It is that simple (and far easier than setting up a Moodle course with the university).
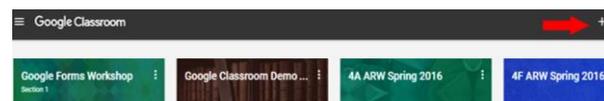
To the bottom left is the class code. Students can join your class by navigating to their Classroom icon in their ICU Gmail and entering this code.

Prominently displayed on the homepage of any course you create are links to the three separate sections of the course: Stream, Students, and About.
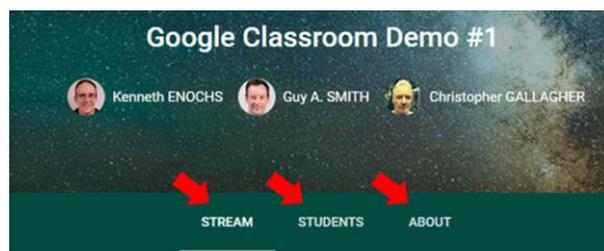

Stream is where assignments are posted and will be dealt with in more detail below. With the Students page you can invite students directly, see who is enrolled in the class, and communicate with students via their ICU gmail accounts, either individually or collectively. The About page provides a template for describing essential details of the course (a description, when and where the course meets, a calendar for listing key course deadlines, etc.) and a means for adding course materials such as a syllabus, core readings, etc. These added materials can be in the form of attachments, direct links to Google Drive items, videos, or hyperlinks.

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[1] http://fd-newsletter.info.icu.ac.jp/backnumber/a-y-2015

Posting to students

The Stream page is where information and tasks can be posted to students. These posts can be in the form of announcements, assignments, or questions and go to all members of a class (the same post can be sent to more than one section or course at a time). Access these functions by clicking on the + button on the lower right of the Stream page.
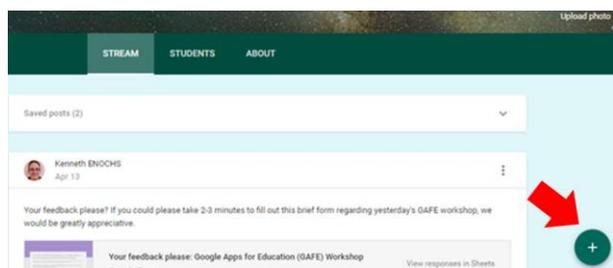
Notice that for each function, there are a variety of ways to include materials: 1) as an attachment using either browse or the drag-and-drop feature, 2) by directly accessing and searching Drive for Google generated materials (e.g. Docs) or any other digital materials stored there, 3) by directly accessing, searching, and attaching YouTube videos (or the url of any other video links), and 4) by simply linking any url. Due dates (and times) can be set, and a running count is kept of who (and who has not) completed their assignments.

Before concluding, it is very important to note the integrated relationship between Classroom and Drive. For those unfamiliar with Drive, this is Google's cloud-based storage system. Materials generated by any app within the Google suite of productivity tools—Docs, Sheets, Slides, etc.—are automatically saved to Drive. But Drive can also store practically anything that is in digital form: pdfs, pictures, videos, even Microsoft Office materials such as those generated by Word, Excel, and Powerpoint. With Classroom, you are provided with direct access to your ICU Drive and any materials contained therein. Moreover, Classroom automates the organization of class materials generated by you and by your students, which can be a huge time saver. This is because for each course that a teacher creates in Classroom, a separate folder is created in Drive. This folder will contain not only all of the templates for assignments uploaded to Classroom, but also all the student work submitted to Classroom, neatly organized by assignment. So when thinking about assignments in Classroom, the reality is that Classroom is your interface to directly manage files that are actually stored in Drive.
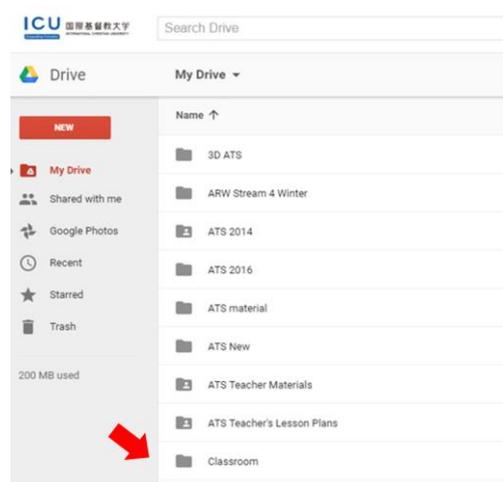
It is hoped that this brief introduction provides the overview you need to get started with Classroom. If you need more information, additional details as well as videos are readily available online. One great source is the [Classroom section of the Google for Education site]. Of course, you can also ask any of us for help anytime, and in the future we hope to offer more Google-focused workshops with ICU's Center for Teaching and Learning.

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[2] https://trainerlearningcenter.withgoogle.com/get-trained/classroom/introduction.html

Academic Writing (1)

Best Practices in the Teaching of Writing: 10 Principles for College Faculty

Paul Wadden English for Liberal Arts Program, ICU

John Peterson Program in Writing and Rhetoric, Stanford University

Every faculty—from large research universities like Stanford to smaller liberal arts colleges like ICU—faces its own challenges in its mission to cultivate students' writing-thinking-and-research skills. We list these skills together because they are an inseparable part of the same process, although we sometimes use the word "writing" in shorthand to refer to this entire skill set. In this article, we will address how to cultivate this skill set in students by first looking at each institution with its distinct and varying resources and then discussing the current "best practices" that professors can implement in their courses, whether those classes are interdisciplinary or within a discipline.

Stanford, where one of us teaches, supports writing through its Program in Writing and Rhetoric (PWR) with a faculty of roughly 50 lecturers who teach courses in writing, research, and presentation. All Stanford undergraduates must take these courses, regardless of their writing level upon admission. PWR classes are capped at 15 students, allowing lecturers to work more individually with students, including mandatory one-on-one conferences to review drafts of all major assignments. Course themes range across all major academic disciplines, from art history to engineering to economics to computer science. Regardless of topic, the focus of instruction remains the same: rhetoric, writing, and research. Students take one PWR course during their first year and then another during their second year which further includes the practice and performance of live presentation of research. (The second year course may be completed outside PWR, for instance, in an introductory seminar designed to focus on research and presentation.) Generally, all undergraduates are also required to take a third writing-intensive course in their third or fourth year within their major.

At ICU, where another of us teaches, the ELA and its staff of approximately 30 instructors is charged with the task of initiating students into the conventions and practice of academic writing. Depending upon their English level upon entry, ICU students take writing courses for two to four terms, typically with 20-22 students per class.[1] When the students leave the ELA they have no further direct writing instruction. Of course, English is a foreign language rather than a native language for most ICU students, and ELA courses must also devote considerable attention to cultivating listening, reading, discussion, and speaking skills as well. A companion parallel course to Academic Reading and Writing (ARW) called Reading and Content Analysis (RCA) focuses on intensive reading skills and includes shorter writing tasks such as summaries and brief analytical essays.

Following the completion of their initial ELA study (one term for Stream 1, two terms for Stream 2, three terms for Stream 3, and four terms for most Stream 4 students), students take a single Research Writing course that revolves around a particular topic.

It is widely believed in the field of rhetoric and composition that individual departments or entire universities that delegate—or relegate—the teaching of writing to one particular program, like the Program in Writing and Rhetoric at Stanford or the ELA at ICU, fail long-term to significantly raise their students' writing skills. This is because writing is a life-long skill that must be continually renewed in each new writing situation. Informed contemporary rhetoric and composition instruction teaches students to analyze audience and purpose for each new situation; and by extension, each discipline and each class that requires writing must renew this instruction by immersing students in the particular

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[1] About 75 of the ICU first-year students in the lowest English level take an additional course called "Foundations of Research Writing," but this course focuses more on writing-related activities such as brainstorming and organizing rather than on actual writing.

audiences, purposes, and conventions of that discipline. This learning must be applied recursively and often. When students go for a long period without doing a significant amount of writing, just as with musicians who stop practicing their instruments, their skills rapidly atrophy.

This language and skill "attrition" (the technical word in applied linguistics) is likely even more pronounced for students who are writing in a foreign language such as ICU students writing in English. This tendency toward attrition is one of the reasons Harvard's Nancy Sommers urged ICU in her talk to the Faculty Meeting last October to "develop a robust writing in the disciplines program…. that encourages students to ask interesting questions, enter disciplinary debates, learn disciplinary research methods… and, then, to offer, in writing, an independent position supported by reasoning and evidence."

This recognized need for sustained involvement with writing throughout a student's college study is one reason Stanford requires students to take a writing-in-the-major (WIM) course, typically in the junior year. Many Stanford students also elect to write an honors thesis. This writing culture underlies all undergraduate expectations and majors. Stanford students also know they will be expected to write in their highly touted undergraduate introductory seminars in which they work in small classes with the university's accomplished scholars. Writing is similarly emphasized in the required breadth courses, which engage students in methodologies across disciplines. In addition, Stanford generously supports the Hume Center for Writing and Speaking, which offers intensive one-to-one tutorial feedback for undergraduate students writing in any field throughout their entire university experience, including support in applying for internships, jobs, and study abroad. For graduate students, the Hume Center provides writing support for research grants, scholarly articles, conference presentations, and dissertations. This dedication to writing support for all students at all stages very intentionally signals the university's belief that writing development is a long-term endeavor—like skillfully learning to play an instrument like the piano and violin—and that repeated engagement with writing instruction is central to learning.

At ICU, few if any departments require further writing courses after the ELA, although the university has implemented some writing intensive courses (a few "W" courses are offered each term in the CLA). In addition, the Writing Support Desk (WSD) offers general writing support for students. Depending upon their advisor and their topic, the approximately one-third of ICU students who write a senior thesis in English may also receive writing feedback during their senior year as they plan and draft their thesis with their advisor's oversight over a three-term period. Unfortunately, if they have taken few courses requiring writing in English during the years since completing their ELA study, their writing skills may already have atrophied.

Because students appear to have forgotten what they have learned (or were supposed to learn) previously in the ELA, many ICU faculty experience serious challenges directing senior theses written in English. For students to achieve a lasting gain in writing and research skills—whether at ICU or Stanford—it is imperative that writing is integrated through the students' four years.

To foster such integration and to help you obtain the best possible writing from your students, we would like to suggest some of the following "best practices" in contemporary composition and rhetoric scholarship from both writing-across-the-curriculum and writing-within-the-disciplines programs. These principles[2] apply to essays written both in English and in Japanese, though of course some of the specific writing conventions differ between the two languages. Even adopting just a few of these principles may sharply improve the quality of the written assignments you receive, and also make them more enjoyable to read and respond to.

(1) Present and discuss models of superior writing to your students for each major writing assignment. A professor will have read hundreds, thousands, or even tens of thousands of essays and articles related to his or her field; students will have read few and sometimes even none. Professors carry vast systems of "personal knowledge" inside their heads, to borrow philosopher of science understanding grounded in learned experience. This includes the kinds of evidence which are

valued in their fields (from secondary research using quotations of well-known scholars to primary research using one's own fieldwork), the writing structure which is favored (from the lab report to the reflective essay), the writing style expected (from the detached academic voice to the personal narrative), and even the academic documentation style preferred (such as APA or MLA).

All of these factors differ depending upon whether the field is literature or biology, education or economics. They may also differ from professor to professor within a field (a psychologist with a background in counseling may favor case studies versus a social psychologist who prefers empirical data). Each of us tends to assume that our personal knowledge is widely shared, even universal. In reality, students often have little clue as to what our research values and academic expectations are.

(2) Present, discuss, and emphasize the features of writing that are important to you and to the genre of writing you are expecting. If you are asking students to write a thesis-driven essay, have them underline the thesis statement in the introduction, keeping in mind that in a complex discussion a thesis is often more than one sentence. This simple requirement can sharply improve the quality of an essay because students are forced—at the outset—to identify the main point they are arguing. We would like to emphasize that this significant rhetorical awareness is especially helpful for Japanese students writing in a second language, since traditional essays in their native language usually withhold the main point until the very end. Even if your students have received extensive instruction in thesis-statement writing during ELA composition courses, scholarship in composition studies has shown that it is normal for developing writers to revert back to the default of their writing before any college instruction. It is common that student may "forget everything they've learned"— from writing in an introduction-body-conclusion structure to using transitions and topic sentences – until they are asked to use those same writing strategies again from the professor who is requiring their work. To use an extreme example, an ICU professor told one of us that the initial draft of a

senior thesis she had recently received was a single continuous text for 50 pages with no paragraphs.

Take some time in class and in the directions for your assignments to spell out the features you expect, then have students identify them with special marking in their essays. If you expect supporting evidence from a number and a variety of sources, such as at least five articles from three different academic journals or databases, have students label and number those sources in the margin next to the references. If you expect evidence of a particular kind, such as close reading of a text in a law or a literature course, give them examples of the kind of analysis you would like them to perform. Students do not have this tacit knowledge, but they are motivated and attentive and can gain it rapidly with your encouragement and explicit examples. In addition, use of explicit scoring guides—rubrics—with these expectations clearly spelled out and calibrated at specific levels of success often helps students understand how thoroughly an instructor has thought through the value of writing in their course. Finally, if your students have previously taken ELA writing courses, get a copy of the textbook they used and assign them to re-read the relevant portions of the text. This practice will help prevent the reversion-to-default tendency and, along with the models provided in Principle 1 above, make your expectations clear.

(3) Require multiple drafts. Good writing is rewriting, and almost nothing of real value is composed in an all-nighter before an assignment is due. Yet students' typical writing mode and default assumptions about writing from high school are to wait until the due date and to do what's necessary in a marathon session right before the deadline. Here, you must have a shrewd strategy to help them do their best possible work and to help you to cultivate the best possible writing-researching-rewriting practice. One way is set up a three- or four-class cycle for writing assignments: during the first class, students hand in their essays which are immediately redistributed to their classmates for peer feedback; during the second class, they are handed in to you to glance briefly at the feedback comments (even if you don't look at them, the expectation that you will tends to improve the

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² An initial iteration of these principles appeared in "Raids on the Inarticulate," *ICU Faculty Development Newsletter*, March 2009, and a condensed three-part version is now being featured in *Teaching Commons*, a Stanford University forum for the development of teaching and learning.

feedback); during the third class, essays are returned to the authors for revision; and during the next class, such as over a weekend, they are handed back in to you in final draft form. Although you only have read the essays once (at the end of the process), their quality will be far higher than in a one-draft sequence.

The process above may use more time that you can afford in your class. In this case, even having students submit a draft in advance, and then simply requiring a second improved draft a few classes later (without looking at or responding to the first draft at all), will greatly improve their essays. This is because in this two-stage process most students will do what they should have done in the first place: revise their initial drafts. Some of the lecturers in the Program in Writing and Rhetoric ask their students, "If you had three more days to work on this paper, what would you add or change?" Students usually have thoughtful and concrete revisions they would like to make. The instructors then give the students three more days to make those additions or changes before resubmitting the essay.

(4) Have students do a self-evaluation of their writing before handing it in. One powerful means to make clear your expectations and give students a better opportunity to write well is to prepare a cover sheet for them to staple to the top of their essays. Given the diversity of fields and personal preferences of professors, this self-evaluation will offer students a clearer understanding of what you are expecting in organization, argumentation, evidence, mechanics, formatting, and style. Moreover, as students go through and reflect upon—and check off—the various features on the self-evaluation sheet, they will come to better understand the shortcomings and strengths of their writing, and where they can improve in the future. (See below an example of one such self-evaluation sheet used in an ELA Research Writing course.) As a former ELA instructor Miguel Sosa observed, no writing should be viewed with finality but only as one's "Current Best Work" (CBW). A self-evaluation helps students appraise what their Current Best Work is.

(5) In your assignments, allow variation in theme and focus and, if possible, connection with other courses. Even professional writers find it is very difficult to write about something they do not care much about. Students, like all of us,

learn more and write better when they are following their own intellectual interests. Within your subject area, give "umbrella" writing topics that allow students to pursue their curiosity and their questions. In general, problem-solving and curiosity-driven assignments rather than the compiling of information tend to sustain students' attention and result in better research and writing. You should also consider allowing students to write essays that permit them to make connections *between* their courses in the CLA. Some of the best essays (and scholarly investigations) are a result of synthesis— grappling with knowledge and issues in two related fields—and yet students instinctively believe that writing an essay related to two courses they are taking may be "cheating." Making connections and using readings from one course to support writing in another should be actively encouraged and will often result in richer, more interesting essays for you to read. Yet another approach is to assign a particular topic but allow students to propose an essay or research report on an alternative subject they are more interested in. Even the students who don't take advantage of the alternative feel better that they at least have had a choice.

(6) Personally show students the relevant databases and reference works in your field (or at least give them a list that identifies them as well as an assignment in which they must use search terms from your field to find appropriate sources). The reference room in the ICU library has up-to-date, subject-specific encyclopedias in almost every major field—such as the Encyclopedia of Sex and Gender, the Encyclopedia of Globalization, the Encyclopedia of Business, the Encyclopedia of Dreams, the Encyclopedia of Terrorism—but students seldom use them because they don't know they are there and tend to equate research with internet searches. For this reason they also under-utilize the superb databases available through the library. If possible, schedule a single class in a terminal-equipped room either in the library or in an ILC computer lab that is linked to the library and lead students through a hands-on search of topics they are expected to research for their course assignments. From ERIC in education to JSTOR in arts and sciences to

LION in literature, the library databases provide valuable research tools for students to use, but they are unlikely to take advantage of them if you don't show them how. Remember, they are taking courses in many different disciplines, not just your own, and you cannot assume that they know how to access the specialized knowledge in your particular field. Remind them also that if a library book they would like to consult at ICU is checked out there is a good chance they can have it delivered to them in a day or two from one of the five other TACOPAC libraries.

(7) Don't schedule major writing assignments for the very end of the term. This sounds like common sense but the normal deadline for teachers across the university is to have term papers and other major writing assignments due the last day of class, or worse yet, during exam week. Using such due dates virtually assures that you will receive writing that is inferior to what you would otherwise get. Due to all of the competing assignments and impending tests, students typically do their worst work at the end of the term. Other periods to avoid are during or just after big university events such as the school festival in the fall or freshman retreat in the spring.

(8) Identify errors but don't correct them. A great deal of research in composition demonstrates that correcting mistakes—such as grammar errors—seldom leads to long-term improvement. Instead, if you do error correction, underline the part of a sentence in which an error occurs and have the students themselves identify—and then correct—the mistake at hand. That way they will first cognitively process the existence of the error and next perform the correction, which *does* tend to result in long-term improvement. Pairing or grouping students for this process can be helpful because usually it is easier to identify someone else's errors than one's own, and the process of correcting a classmate's errors (the raising of the awareness of the error types) can improve one's own writing as well. Two practices to avoid are to base grading on the number of errors you find in a text or to exhaustively identify all errors: These practices can induce debilitating stress and cognitively overwhelm students, resulting in

poorer rather than better performance. Instead, identify patterns of error and let students know that you'll be looking for improvement in these specific patterns on future work. This provides sufficient motivation and encourages students to set realistic goals.

(9) Showcase good student writing. After each writing assignment, pick out several of the outstanding essays or reports students have written, place them on an OHC in the classroom or a computer-file projected on an overhead screen, and point out the features that are especially good (cover up the student's name to avoid embarrassment). What type of analysis, what content, what reasoning was outstanding? Students, like all of us, learn from trial and error, but their learning in writing tends to come only from seeing flaws pointed out in their own essays, so they have no basis for comparison. Seeing the successes of their classmates as part of their learning process enriches their own experience and allows them to glimpse the kind of writing they are—or should be—aspiring to. Naturally, rewarding students for good performance also heightens motivation for the next writing task and underscores the importance you place on writing. Stanford's Program in Writing and Rhetoric formalizes this process by awarding prizes to outstanding essays written during each academic year, which students the next year can then refer to as exemplars. Individual PWR lecturers also use essays from previous terms to provide models of the writing assignments in their current courses. ICU recognizes outstanding senior theses, yet additional recognition of written work prior to graduation might create more motivation and a virtuous cycle.

(10) Share your own writing—both product and process—with your students. Students tend to experience their writing in a vacuum independent of their professors and unconnected with the academic writing they are reading for their courses. Yet all of us were—and are—inherently students as we struggle to analyze issues, advance ideas, support points, and solve problems in our fields, whether we are new adjunct instructors or senior professors. Few readings are more meaningful to students

than the actual writings of their own professors because these embody the ideals and the struggles which connect us as teacher and student in the classroom. Handing out copies of your published articles, or even better, showing on an overhead screen portions of a piece of writing you are struggling with at that very moment has immense educational value. As T.S. Eliot writes about writing (and other aspects of life), "each venture/Is a new beginning, a raid on the inarticulate/With shabby equipment always deteriorating" (30-31). Sharing the daunting process of writing-researching-revising—the wrong direction taken, the effort to find better proof, the stumble along the way—shows students that even for experts writing is a formidable challenge, and it demonstrates the effort by which insight is gained and knowledge is made. It also offers them solidarity that unites us as teacher and student in our shared quest for understanding.

In Nancy Sommers' recent talk "Writing to Learn: Teaching with Writing" to the ICU faculty, she observed that what is special about ICU students' education, and what students "can only receive at ICU—is the training to learn how to read, closely and carefully, to read with a skeptical questioning mind—and to be questioned about their reading and interpretation; only through an ICU liberal arts education will students learn the reasons to seek out primary sources over secondary ones—how to read these sources and write essays arguing with and against them."

The above "best practices" can help us in this effort.

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<div align="center">SAMPLE SELF-EVALUATION</div>

Please staple to the front of your essay.

Name _____   ID_____   Course _____

<div align="center">Essay Self-Evaluation</div>

The most important part of your essay is the content: (A) the quality of your ideas and (B) the quality of your support for them. As you know, "supporting evidence" takes a variety of forms, depending upon the point you are making, but forms of support for this course include logical reasoning, facts, the results of experiments and studies (empirical evidence), data in tables or charts, paraphrase or quotations from experts, careful examination or description, interpretation, analogy, personal experience, and thought experiment. Consider if there is any way you can strengthen your argument or interpretation using different or additional evidence from one of these types. Your essay is your most important work in this course so apply your best effort to it. (1) You should revise it three or four times before handing it in. (2) You should have a classmate or friend also read a draft and make critical suggestions as well as check grammar and word usage.

When you believe that your content and your argument are the best they could possibly be, check the items below, make any additional corrections or changes necessary, and staple this sheet to the top of your essay (see the back of this page for the sample layout and formatting that you should follow).

CHECK OFF THE FOLLOWING POINTS:

<div align="center">*Organization*</div>

❑ My essay has an introduction, body, and conclusion.
❑ Paragraphs begin with a topic sentence and end with a summing-up or an extending sentence.
❑ I have underlined my thesis statement.

<div align="center">*Mechanics &Formatting*</div>

❑ I have carefully spell-checked my essay to eliminate misspelled words.
❑ I have carefully grammar-checked my essay to correct obvious grammar mistakes. (Circle the grammar checkers you have used: MS Word, grammarly, ginger.com, or www.grammarcheck.net/editor/)
❑ I have used 1.5 line spacing with no additional spaces between lines.
❑ I have indented all paragraphs 5 spaces (see back for model).

<div align="center">*Citations & Works Cited*</div>

❑ There is a citation after each fact, idea, figure, paraphrase, summary, or quotation from another source.
❑ The citations are in the MLA format used in this course; namely, author + page (Johnson 48) or if no author is listed then by article title + page ("Jung's View of Art" 63) or in the style I use in my major (please circle): APA (American Psychological Association), CMS (Chicago style), or CBE (Council of Biology Editors).
❑ There is a Works Cited page (or a References section) at the end of the essay with the authors, titles, publishers, and publishing dates of all of the sources I refer to.

<div align="center">*Peer Evaluation*</div>

❑ One or more of my classmates or friends has edited and given me advice about this essay.
His or her name is: _____

Paul Wadden is a senior lecturer in the ELA. John Peterson, a lecturer in Stanford's Program in Writing and Rhetoric, coordinates the first-year writing course that all Stanford students must take. He also leads Stanford faculty development workshops in the teaching of writing.

Academic Writing (2)

What is Writing Support Desk ?

Kimiko Tonegawa
Ph. D. in Library and Information Science
Writing Support Desk, Library, ICU

What do the faculty members and instructors teaching writing skills think about writing support tutoring? Do you know about the Writing Support Desk ("WSD")? For your knowledge, this article summarizes the WSD and what can be done there.

(1) A Short history of WSD

The WSD is an organization at ICU that supports academic writing, co-managed by the Dean Office of the College of Liberal Arts and the Library. WSD tutors (specially trained graduate students) are carrying out tutorial sessions to students on how to write reports and graduation theses.

The Academic Reform Committee ("ARC") was established in June 2005 in accordance with the Basic Plan for Academic Reform in ICU (March 2005). Once the ARC was established, it drafted the CLA Academic Reform Plan (April 2006), which was then approved and resulted in the establishment of the WSD[1]. It was adopted to enforce an academic reform for the College of Liberal Arts. "Establishment of a writing center" was suggested in Section A (Educational Reform) Paragraph 4 (Strengthening Linguistic and Writing Skills) of the Liberal Arts Self-Inspection Report.

In the Improvements Section of the University Self-study and Evaluation Report by International Christian University, 2009, it was mentioned that "we need to establish a Writing Center immediately"[1]. It was then decided to establish a pilot writing support project in the Library, and that Reference Service Center (RSC) staff would run the project alongside their usual work. After busy preparation in the Fall of 2010, the WSD began its operation in December of that year.

In December 2011, ICU's WSD was featured in an article published by the Research Promotion Bureau Information Division of the Ministry of Education, Culture, Sports, Science, and Technology of Japan (MEXT), titled "Leading-Edge Practices by University Libraries: For Quality Improvements of University Learning, Educational and Research Activities." The WSD was the only case featured that specialized in academic writing for students among many learning commons-related practices.[3]

Until 2013, the WSD had been regarded as a pilot version of the initially planned Writing Center. The WSD's main purposes were to determine 1) whether there is students' demand in writing support, and 2) what kinds of issues and challenges there would be to promote writing support.

The W-courses, financed by the MEXT Project for Promotion of Global Human Resource Development, were launched in 2013 for the purpose of highlighting courses intended to improve students' English writing skills in addition to pre-existing English course goals. W-course teachers, coordinators, tutors and their trainers, administration, and the WSD have been working together to improve the English writing skills of W-course students via tutoring and other means.

W-courses and WSD have been collaborating together to expand WSD to a college-wide writing support system since 2014, particularly in regards to organizing tutor training and information exchanges. WSD tutor workshops are held four to seven times per trimester, and tutor meetings are held two to four times per trimester.

Figure 1 briefly summarizes the history of the WSD.

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[1] University Self-study and Evaluation Report, International Christian University, 2009 p.13 (Japanese). https://www.icu.ac.jp/about/docs/icu_report2009_2.pdf (reference: 2016-06-17)

[2] Same as above, p. 14-15 (Japanese).

[3] "Leading-Edge Practices by University Libraries: For Quality Improvements of University Learning, Educational and Research Activities." Information Division, Research Promotion Bureau, Ministry of Education, Culture, Sports, Science and Technology-Japan, 2011.12, 40p. http://www.mext.go.jp/b_menu/shuppan/sonota/attach/1314099.htm (reference: 2016-07-19)
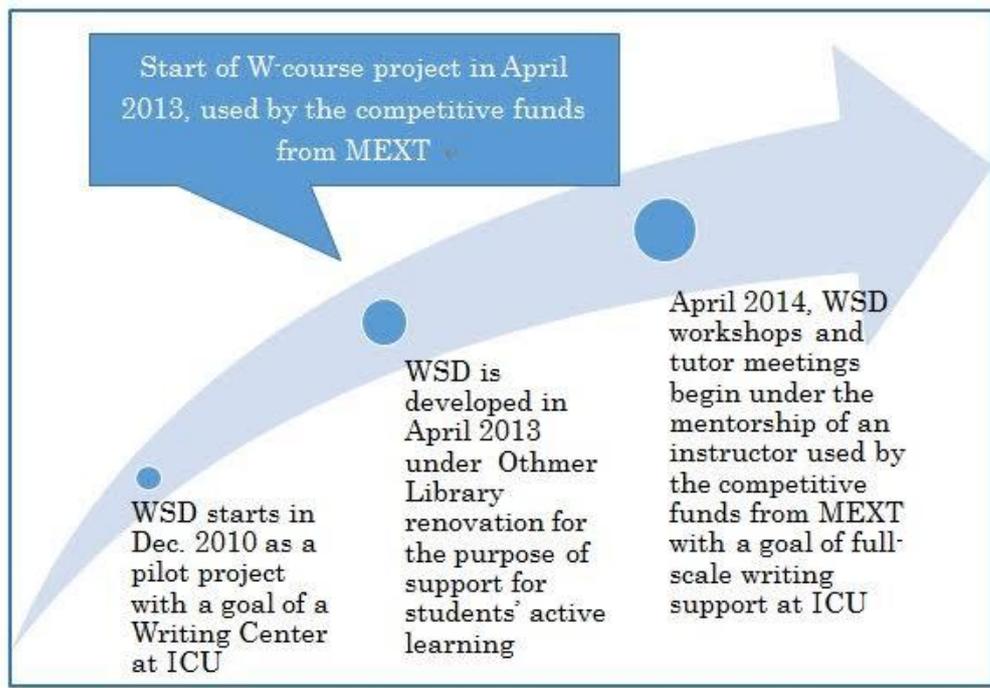
Figure 1: A Brief History of Writing Support Desk

ICU was given the highest rank, "S" on the interim evaluation of MEXT Project for Promotion of Global Human Resource Development [1]. With this project, the WSD was able to contribute in the aspect of academic writing support.

(2) Characteristics of WSD Tutoring System

Students schedule an appointment with their preferred tutor at the WSD Tutoring Reservation Computer in the Reference Service Center (RSC) on the first floor of Othmer Library. Appointments can be made Monday through Friday, 8:50 AM to 5:30 PM. Staff will approve the reservation after confirming the schedule with the tutor.

One tutoring session is 40 minutes long. The tutor prepares for the session ten minutes before the meeting, writes a tutor report during the ten minutes after it ends, and then cleans up the area. The tutor's duties take approximately 60 minutes in total. Tutoring sessions are provided at the three booths in the WSD area on the ground floor of Othmer Library.

Walk-in tutoring is provided at the two large tables in front of the booths. Students can approach tutors there without reservation every trimester on Monday through Friday during lunchtime, fourth, and fifth period.

Graduate students from various countries have worked as WSD tutors, including Japan, US, Philippines, India, Pakistan, China, France, Spain, Russia, Nepal, Myanmar, Venezuela, etc. The teachers who work as a trainer and a coordinator for the project expend great effort to hold training workshops in both English and Japanese. Tutor meetings have been hold in English and/ or Japanese, but they are primarily held in English. Alongside with the doctoral students including those with MEXT scholarship, some Rotary fellows and JDS fellows under the Master's Course are playing active roles in WSD.

The tutoring sessions are unique in the sense that many students come for support when their essays, reports and theses are still in their conceptual phase or outlining phase. Among the appointments made in AY 2015, 38% were still in one of these phases, which shows that there are a number of students who utilize the sessions from the beginning stages of their writing.

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[4] "Summary of Interim Evaluation, Go Global Japan Project" by the Committee for Go Global Japan Project 2015.3. http://www.jsps.go.jp/j-gjinzai/data/chukan_hyoka/hyoka_kekka/h26_hyoukakekka _all.pdf (reference: 2016-07-19)

Providing the tutorial sessions both in Japanese and English, it should be noted that English writing sessions reserved by Japanese students are increasing. 42% of sessions reserved in AY 2015 were for English writing.

It turned out that WSD is a communication point of undergraduate and graduate students, and native Japanese-speaking students and other native language students. Tutor meetings are also becoming opportunities for graduate students from various cultural backgrounds to get together, and it is said that tutor meetings are very "ICU-like ".
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(3) Number of WSD Tutoring Sessions

Figure 2 below shows the number of the past sessions by each type.

Generally, there are four types of tutorials. There are two types of WSD tutorials; Reserved and Walk-in. "W-course tutoring sessions" are reserved by students taking a W-course. "JDS tutoring sessions" are provided for JDS Fellows in Master's programs. The doctoral students approved by the JDS Committee can become JDS tutors.
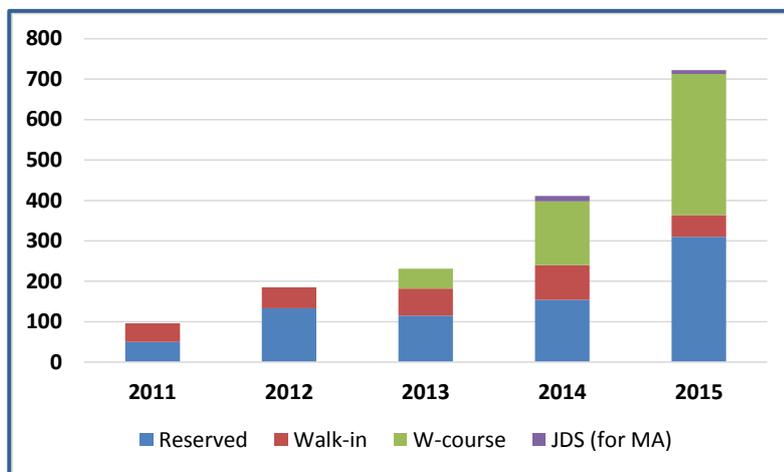

Figure 2: Number of WSD Tutorial Sessions, AY2011 to AY 2015

The total number of tutoring sessions per year (including repeaters) increased by average 168% compared to the previous year. Increases in "reserved" WSD and W-course tutoring sessions are the main reason for the growth. The total number of sessions held in AY2015 was 722. This number, to show a rough idea, indicates that one in four undergraduate students (approximately 2,800 total) had attended tutoring.

(4) WSD Tutorial Satisfaction Questionnaire Results

We asked students to answer the "WSD Tutoring Satisfaction Questionnaire" after their tutoring sessions. The questionnaire consists of 11 items, including "whether the tutor's explanations were clear," "whether answers were clear," "whether it was easy to talk to a tutor," "whether the session duration was appropriate," and "whether staff was helpful." Students answered either he/she "Definitely thinks so," "Thinks so," "Does not think so," or "Does not think so at all." The degree of satisfaction is measured by "Definitely thinks so" being the highest, followed by "Thinks so." We calculated the percentage of the best and second best answers, "Definitely thinks so" and "Thinks so," and summarized the findings in Chart 1 below.

The results for the past five years since the WSD's establishment show that the percentage for the best answer, "Definitely thinks so," was 69.8% to 84.6%, or 75.6% on average. By adding the second best answer, "Thinks so," the total number of positive feedback for these five years amounts to 96.2% to 97.5%, or 96.7% on average. 97.5% and 96.7% in the average.

Chart 1. WSD Tutorial Satisfaction Rate: Percentages (%) of the answers, "Definitely thinks so" and "Thinks so"

Academic Year	2011	2012	2013	2014	2015	Average
"Definitely thinks so" "Thinks so"	69.8 26.7	73.3 22.9	69.9 27.6	80.3 16.6	84.6 11.6	75.6 21.1
Total percentage positive answers (%)	96.5%	96.2%	97.5%	96.9%	96.2%	96.7%

The percentages of the best answer "Definitely thinks so" for AY2014 and AY2015 increase by 10% of their previous year. If we look at the total number of each answer for each question, "Definitely thinks so" increases overall, particularly for questions concerning tutors' tutorial and communication skills and the clarity of staff.

After a WSD tutor trainer was employed in 2014, the training workshops increased frequency from a few times a year to four, five times per trimester (12 to 15 times per year), allowing tutors to gradually learn skills to help them improve their tutoring sessions. In addition, tutor meetings are now being held three to four times per trimester (approximately ten times per year) so tutors can communicate with each other, share information, and discuss initiative-related topics.

There has also been a change on the staff side of the WSD. Since September 2014, one WSD-specific position has been added. Until then, the RSC staff had run WSD alongside their usual work, and they experienced difficulty managing the growing WSD-related workload. RSC staff still concurrently serve as WSD staff, but thanks to the addition of one WSD-specific staff member, the WSD can now provide accurate and clear explanations to students, which is likely a contributing factor to the increase in satisfaction.

(5) Visits and Interviewers from All Over Japan

The WSD has gained much attention from universities around the nation. Guests from universities/university libraries from Hokkaido to Kyushu and even Okinawa have visited and interviewed the WSD. The following is a summary of the visits:

AY2015:　　　　6 universities and university libraries, 1 education committee, 1 study group, total 53 people;

AY2014:　　　　12 universities and university libraries, 1 business, total 55 people;

AY2013:　　　　12 universities and university libraries, 1 business, 1 international school, total 36 people;

AY2012:　　　　4 universities, total 14 people;

AY2011:　　　　2 university and university library, total 3 people.

Visitors and interviewers for the past five years: 36 universities and university libraries, 2 businesses, 3 other parties, total 161 people.

Most people who requested to visit or interview the WSD were professors and staff in charge of establishing, reforming, or expanding writing support organizations. There were also a writer for a university newspaper, members of a town education committee, and people representing businesses.

This concludes the summary of the WSD..

(English translation provided by CTL)

Good ICT Tools

Connect with parties outside the school by using V-CUBE

Kaori Takashima Center for Teaching and Learning
Toshihiko Hama Center for Teaching and Learning

You must have experienced attending an online meeting at least once, seeing faces of other attendees, which is now a pretty common online meeting system these days. It might be familiar to talk about it as one of the online communication tools including Skype, Google Hangouts or LINE.

V-CUBE, which is newly introduced to ICU, is an online meeting system that enables you to hold meetings anytime anywhere if you have an internet access and PC or tablet. If you have experienced using remote lecture systems such as Skype or Polycom with other universities, you can use V-CUBE as such a tool as an alternative to them. What are the characteristics of V-CUBE? Here are four merits of utilizing V-CUBE for classes, meetings and interviews.

(1) Unlike free online services such as Skype, V-CUBE maintains a good image or sound quality and internet connection. You won't have connection difficulties such as not being able to hear the other person's voice or the movie being stopped in the middle of your conversation.

(2) It has a reservation function. You can use V-CUBE by reserving an online meeting room (virtual meeting room on cloud) like you reserve a room for a meeting in the school. As the following charts show, when you use Skype or other tools, you and the person you want to talk to must be in front of computers and contact each other at the same time like you call somebody. As to Polycom, the person you want to talk to must have the same type of software in order to connect with. If the party you wish to connect is a university abroad, for example, you need to contact with each other by e-mails and such beforehand, and still you would find difficulties connecting at the same time. On the other hand, V-CUBE starts at the decided time automatically and attendees attend the meeting on their own, so you can use it for your classes or meetings with scheduled time.

■ Skype, etc.
You will call the other party and wait for the party's response. You cannot be connected to the party if the party is away from the access.
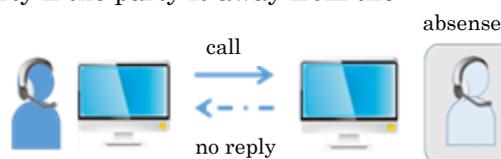
■ V-CUBE
Attendees join in a virtual meeting room on their own. You can start a meeting without waiting for others' responses but with the then-present attendees.

V-CUBE Virtual Meeting Room

(3) You can archive a movie of a meeting, which can be used for preparing minutes of the meeting or follow-up for those who could not attend the meeting.

(4) Attendees can join a meeting only by clicking a URL. You can send an invitation email with the URL to the parties and the parties can easily attend the meeting only by clicking it. The recipients of the invitation email do not need user IDs, etc.[1]

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[1]During 2016, attendees must install a V-CUBE application in accordance with the invitation email. It is scheduled that the installation of the application will not become necessary and the system can be used from any browser within 2016.

Merits of using V-CUBE

・ You can reserve and schedule a meeting.

・ You can archive (record) a movie of a meeting.

・ The attendees do not need any user IDs and can join a meeting by clicking URL.

If you are to use V-CUBE in ICU, you can rent a PC, a camera and a microphone. If you wish to hold a meeting with a group of people, you can immediately start an online meeting by preparing internet access and a projector. As for information of the renting, please contact CTL.

Also, V-CUBE devices, cameras and microphones are installed at the International Conference Room of the Dialogue House, so you can set up any kind of meeting anytime there depending on your needs without preparing devises or wirings.

When to use V-Cube

You can use V-Cube when you:

・ Request a guest speaker to give a remote lecture during your class;

・ Practice group works jointly with classes of other universities during your class;

・ Discuss with each of the related groups of other universities by reserving a separate virtual meeting room for few minutes for each group; or

・ Interview with instructor(s) of the school at which students or teachers' overseas studies will be held.

There are many other ways to utilize V-CUBE. Please contact CTL for more details.

(English translation provided by CTL)

Seminar Report

The University FD Learning Seminar 2016

Hiroko Kihira Center for Teaching and Learning

I attended the University FD Learning Seminar held in Akasaka on May 20, 2016, Friday. This article summarizes the Seminar and my comments on it.

The first lecture, "Importance of Information Sharing and Cooperation among Teachers on FD", was given by Prof. Masayuki Murakami, Research Center for Multimedia Education, Kyoto University of Foreign Studies. Kyoto University of Foreign Studies has FD Committee consisted of around ten teachers and around five staff. The reason one-third of the members of the committee are teachers is that it aims to bring in multiple perspectives by people with different academic backgrounds discussing together.

Chart 1 shows the yearly activities of the FD Committee. What is unique about this committee is that it has "Instructors Meeting (Chart 2)".

Chart1 The yearly activities of the FD Committee [Kyoto University of Foreign Studies]
・FD camp ・FD training ・Instructors Meeting ・Class evaluation questionnaire ・Other staff trainings

Chart2 Instructors Meeting	
When	Early March / One-day long
Who	Both full-time and part-time instructors
What	Understanding the university Sharing problems of classes
Contents	[AM] FD training by each departments: Curriculum explanation and discussion [PM] General meeting: Presentation from the President and the Dean [Evening] Lecture and training

The meeting is held in the early March one-day long and around 200 full-time instructors and around 350 part-time instructors. "For students, there are no differences between full-time instructors and part-time instructors. Therefore, all the instructors need to share such points as important as 'instructors of Kyoto University of Foreign Studies'." This point of view awakens me. If I look back my college time, it is true that I did not know who are full-time instructors and who are part-time instructors. Even if you are a part-time instructor, you are representing ICU when you are teaching. Even if it may be difficult for all the full-time and par-time instructors to gather in the same place, a seminar or a training workshop can be shared through video for example, which, I thought, might lead to a certain degree of quality assurance of instructors of ICU.

As to examples of projects, what I thought was interesting is a yearly poster session held in the school by FD. In a huge paper of a size of A0, 10 of representative instructors write out "creative points they are adopting at their classes" and "things that bother them" and they discuss about the topics with each other. It is said, that because they get to know what other instructors teach and what bothers them in relation to their classes, which are not often shared, the sharing of information

always get heated and, every time, surveys show high degree of satisfaction by instructors attended. Also, instructors from other school are invited often to the training workshops and new knowledge are shared with the titles such as "Impact of Flip Teaching" and "Practice of Active Learning Classes" What I felt about the FD activities of Kyoto University of Foreign Studies is that their programs are well balanced. By inviting instructors outside the school, they gain information from outside regularly, and by holding workshops and meetings inside the school, they concentrate on deepening their discussions and thoughts. These two sides of learning and sharing is very important in creating FD activities, I thought.

The second lecture was given by Yuki Watanabe, Ph.D. of the Center for Innovative Teaching and Learning (hereinafter referred to as "CITL") of Tokyo Institute of Technology with the title "Organized projects of FD at Tokyo Institute of Technology". Tokyo Institute of Technology (hereinafter referred to as "Tokyo TECH") has had a significant educational reform since April 2016 (The Chart 3 shows the details of the reform.).

Chart3 The Educational Reform of the Tokyo Institute of Technology	
Revamped education system	New system is consisted by 6 schools, 19 departments and 1 professional master's degree program.
Seamless transition between degree programs	All major courses will be conducted in English in the master's and doctoral degree programs.
Starting up the Institute for Liberal Arts	Students can take liberal arts courses throughout each program.
Revitalized Curricula	Life sciences will be added to the compulsory courses in addition to math, physics, chemistry, English, and liberal arts.
New Education Environment	The students' attitude for study will change from passive participation to active learning.
Online learning	Preparation and review will deepen students' understanding of course content.

In order to support this educational reform, the school has needed to boost the skills and abilities of its instructors. Tokyo TECH prepared "Spiral Model (Figure 1)" for its FD activities in order to focus on improving the following five skills. The first skill, "Brilliant research result" had been worked on even before the education reform so it has decided to continue working on it. The second skill, "knowledge about Tokyo TECH", is aiming at more effective class designing by incorporating knowledge of cultural backgrounds of current 18 year olds in addition to the history and data of Tokyo TECH. The skill "teaching technics in English" has been set in order for instructors to teach in English following all lectures above the grades of Master degree being in English upon the educational reform. The skill "knowledge about ICT and new educational methods" is set to learn methods of active learning or flipped classroom practically. In addition, the skill "instructional design" is set to study theories necessary for class design practically. For example, the training workshops are held in the same structure as such educational theory as "lectures are designed to lead students to their understanding based on three points, a door, an exit and a way" and attendees of the workshops themselves can experience the methods.
I recognized the importance of organized designing of FD programs by listening to Dr. Watanabe's lecture. First, you can list up current issues (a door) and make it clear what you want to achieve by attending an FD training (an exit). After the two points, a door and an exit, are set, you can connect the two points by a line (a way). By using the theories of the instructional design, you can easily design a reasonable program. I felt that the training workshops have immediate impact.

Figure1 Spiral Model
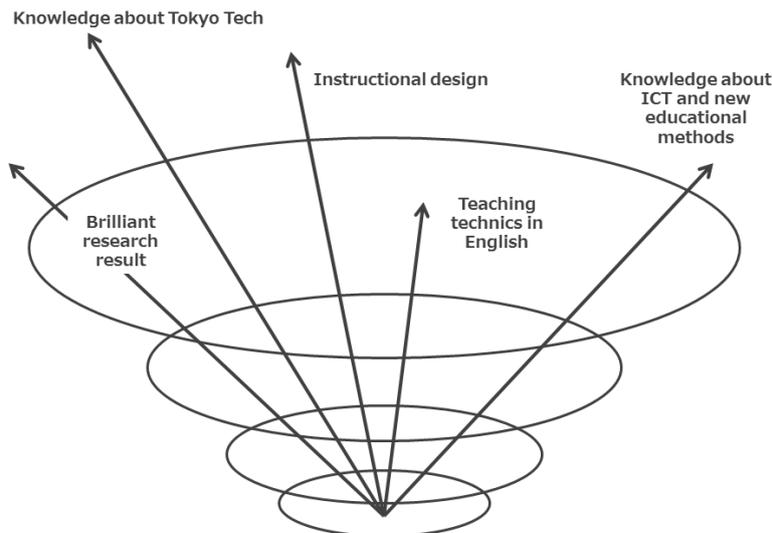
Cited from the materials of Prof. Watanabe

    The last lecture was given by Prof. Yumiko Sugitani of Aoyama Gakuin University with the title "Educational Reform and Quality Assurance seen in Higher Education Strategy Trends –considering FD of Aoyama Gakuin University by visualizing results of study". While the abovementioned two lectures were practical approaches, this last lecture was given, examining evaluation methods taken by universities that are on the way of their reform to university quality assurance or "evaluation of results of study". Firstly, after looking at social and economic backgrounds as to why results of study are becoming important currently, detailed methods of assessment of results of study were broke down into patterns (Figure 2).

Figure2
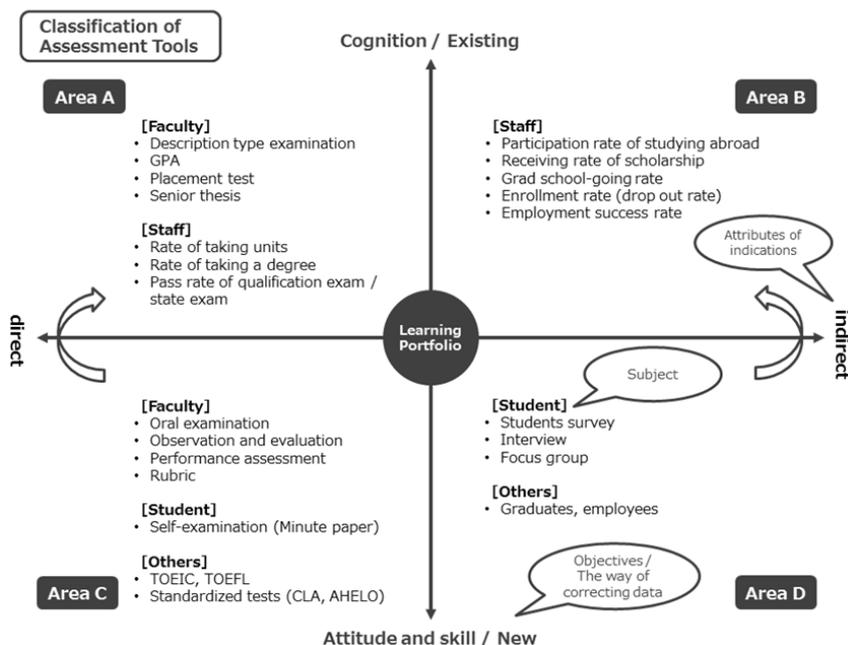
Cited from the materials of Prof. Sugitani

However, it is said that these are actually not perfect tools of assessment, but they show some kinds of unstableness from the four perspectives of validity, reliability, equity and feasibility. For example,

if targets are assessed many times in multidirectional approaches in order to increase "validity" of the evaluation as to how correctly the targets are assessed, the time for the evaluation becomes huge and "feasibility" becomes low.

In such situation, in recent years, the "rubric" method is being in the spotlight as a new assessment method. The rubric method (Chart 4) that is said to "be consisted of one or more assessment points of view and one or more numerical assessment measures, and levels of assessment standards that explain the targets' level well" is valued highly in the following points.

<div align="center">Chart4</div>

	Evaluation scale1	Evaluation scale2	Evaluation scale3
Evaluation standpoint1	Evaluation criteria1-1	Evaluation criteria1-2	Evaluation criteria1-3
Evaluation standpoint2	Evaluation criteria2-1	Evaluation criteria2-2	Evaluation criteria2-3
・・・	・・・	・・・	・・・

1) Students themselves can evaluate their own learning activities, 2) the goals of evaluation are clear and students can act in more accurate manner, (3) there will be no differences of evaluation between evaluators, and 4) its evaluation is time-saving and detailed feedback can be provided (Yamada, 2013b). The rubric method is well balanced compared to the previous evaluation standards, but it still has issues to solve (Chart 5).

Chart5 Difficulties of Rubric
- Maintaining validity, reliability and feasibility - Creating appropriate evaluation criterias and scales - Examining examples (anchors) and evaluation criterias - Students' adaptation without much consideration

There is no perfect assessment tool but by combining some methods and supplementing each function for each week point, high quality assessment of results of study can be possible I think. ICU has already implemented almost all off the assessment tools listed in the Figure 2, so I think we should go on to the next stage of "evaluation" to evaluate achievements in light of goals on educational practices based on the data gained by these assessments. I had felt that "utilization and study of results of assessments and linking of several assessments" is necessary in ICU. It was very convincing to see the necessity in these logical ways in the lecture.

The three lectures were all substantial with different approaches to the same theme, FD. Because we were considering ways of organized designing of FD programs and utilization of results of assessments at the time, the training was very timely. It is well said that "The dog that trots about finds a bone." I felt it was important to get out of the woods of ICU sometimes and gain information outside. I would like to continue to join off-campus seminars if the opportunities arise.

*If you are interested in the presentation materials of the Seminar, please contact Kihira.

<div align="right">(English translation provided by CTL)</div>

Editor's Note

This newsletter is the third issue since CTL (Center for Teaching and Learning) assumed the responsibilities related to faculty development (FD) at ICU. We are pleased to publish this new issue and we thank the authors who contributed its articles.

Among FD's other activities, last term we received a request from a part-time lecturer to have a session to hear from students more details about his class and the results of the Teaching Effective Survey (TES) to improve it for the next year. CTL held a session with some students and had a meaningful discussion. We are glad to have such opportunities at CTL and invite you to utilize our office space for such exchanges and events.

Regarding the TES, we've recently shifted its feedback medium from paper to online format, which will eliminate more than 4,000 printed pages each year. If you have any concerns about the new online format, and how you receive the TES comments, please let us know.

Don't hesitate to share with us your opinion and suggestions about the FD Newsletter or CTL. Your contribution to future Newsletters is also encouraged.

Tomoko Kobayashi
Center for Teaching and Learning