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## ICU Research Team at the Library of Congress (1)

# Exploring Japanese American Internment During World War II

**Allen Kim**

Department of Society, Culture and Media

## ***GLCA-LOC Overview***

Funded by the Andrew W. Mellon Foundation, the GLCA-Library of Congress Faculty-Student Research Program offers a remarkable opportunity for faculty-student research in the humanities and social sciences. On a proposal basis, ICU was selected one of three faculty-student teams to conduct onsite research at the Library of Congress in Washington, D.C., from July 18 to July 28, 2016. A research stipend and housing were provided along with student airfare support from ICU. In total three students, an ICU-campus librarian, and Professor Kim pursued research on *Japanese American Internment During World War II*.

## ***Library of Congress Experience***

For ten intense days, our research team took on various subtopics to understand the removal and incarceration of more than 120,000 people of Japanese ancestry from the West Coast area of the United States. Our research team received

dedicated support on site from a research librarian of the Library of Congress—the largest and most impressive library in the world. We were able to view never before seen photos from the Japanese internment, and had access to both written and video archives of the testimonials provided by those interned. A number of questions guided our analysis and investigation.

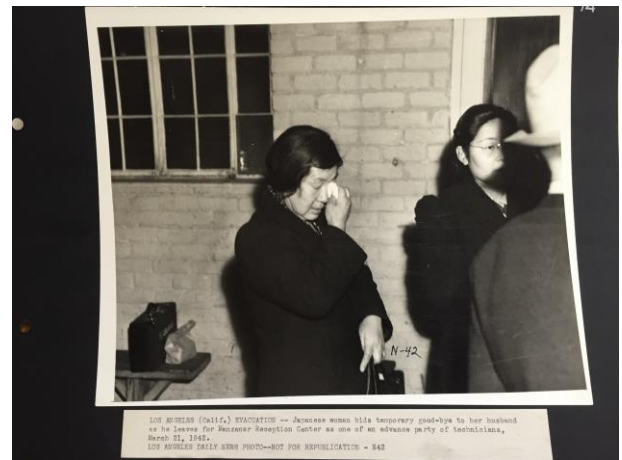


First from the right is Prof. Kim

- Why and how were Japanese Americans interned during World War II?
- How did some Japanese Americans resist internment?
- What was the impact of internment on Japanese American families and communities? How did they rebuild and move forward?

In has been more than 60 years since this happened, and there is still much controversy over how the Japanese community was forced to evacuate and endure uncomfortable and extreme conditions, and whether there should have been greater protest and resistance to the evacuation and internment orders. Perhaps most powerful for our team was the opportunity to have a private viewing of Ansel Adam's original photographic prints of the Manzanar War Relocation Center in California and the Japanese-Americans interned there during WWII. We saw powerful images of Japanese-

There was no privacy in the barracks, and over time these camps became vital communities with their own social and political formations.



Most scholars now agree that the removal and confinement of Japanese Americans, two-thirds of whom were citizens, was not simply the product of wartime hysteria but reflected a long history of anti-Asian and anti-Japanese hostility fueled by economic competition and racial stereotypes. As a sociologist, this tragic period in American history offers insight into ongoing contemporary processes such as immigration, assimilation, racism, ethnic identity, intergenerational conflict, and the processes by which nation states banish and deport people. Therefore, the Japanese American experience has much to offer in helping Japanese students understand themselves, the "foreigners" that live in Japan, and the kind of nation we collectively build in the future.



Americans selling their belongings, being searched for contraband, and forced to live in camps located on desert or swamp-like terrain.



Prof. Kim and ICU Research Team

### *Student Reflections*

**Lauren Higa** Senior (OYR)

Through GLCA program at the Library of Congress, our team had the opportunity to have a closer look at the Japanese American internment experience. My part of the project was to research the post-war experience; specifically, I looked into how the redress movement—the fight to receive an apology and gain compensation from the government for their wrongdoings—shaped Nisei identity in the 1960s.

The vast amount of resources available at the Library of Congress made the work seem more like an adventure than academic work, as I found myself in different parts of the library everyday. Some of the most notable places I found materials were in the main reading room, characterized by its high-rising, picturesque rotunda and symbolic statues looking onto those that have set out on academic ventures at the desks on the ground floor, and in the manuscript reading room, where I was able to go through historic figures' personal materials.

This experience was personally meaningful to me because of my personal connection to the Japanese American internment experience. After Executive Order 9066 was issued, my grandfather and his siblings, who were children at the time, were interned in Manzanar, one of the largest internment camps. Through my research, I learned that it was not the Issei that fought for redress, even though they lost their homes, businesses, and pride. Rather, their children mobilized—and won. To be able to learn more about the history surrounding this movement and how the Nisei organized themselves was valuable, giving me insight into my grandfather's generation's past experiences.

**Hideaki Furukawa** Junior

First, I would like to thank so much for Great Lakes College Association and International Christian University for providing me a wonderful opportunity to study about research at the Library of Congress as a research program. Looking back at the first week of GLCA-Library of Congress Research Program in Washington D.C., I realized that this was such a precious and wonderful experience that will contribute to my various academic works in the future.

Firstly, I have realized throughout the program that a library is one of the best places to gather information and collect various materials upon conducting research. This is not just because it has a massive number of books stored or databases subscribed, but from recognizing the politeness and the rich knowledge of the librarians through asking their help to collect materials that I had been seeking for my research project on this program. As the main topic of ICU team was Japanese Americans' internment during the WWII, I have focused on the social organizations of each relocation (internment) camps. Though I have never learned the details nor had any experiences of researching about such topic, the introduction lectures, advice, and assists by the librarians helped me a lot to collect and gather various documental materials efficiently. For example, without knowing about the subject heading to look up the books and other documents related to a specific topic, it would have taken me much longer time to find various materials about my topic of interest.

The librarians have taught me various subject headings to look up on the library catalog, and methods to find the relevant materials on it. Although some of the books and other materials that I considered to be important for my research were stored at my home institute's library or openly published on the web through several digital archives, it could have taken me much longer time to discover and reach to them without the assistance of the librarians who have helped me. From those helpful librarians and through this entire program, I have attained various knowledge and abilities to acquire and collect necessary materials, especially in the area of social science. I believed that such knowledge and abilities would be my strength to research for various upcoming occasions, such as undergraduate courses' reports or presentations, senior theses, and even for research after graduation.

I would like to reconsider about the importance and functions of the library, not limited to the Library of Congress but also the other libraries around the world, to assist collecting and gathering information and materials for the researchers. Even after the end of this program, I will consult with and ask for the help of the librarians as much as possible

whenever I have something to research about, to efficiently collect necessary materials. Once again, I would like to thank so much for GLCA and ICU for providing and giving me such a wonderful opportunity to study about and conduct research at the Library of Congress.

**Marina DiCorcia** Sophomore

This summer, I participated in the Library of Congress GLCA Research Program along with two other students from ICU. Professor Kim from the Sociology department, and Yamamoto-san, the librarian of our school (led the program). We worked as a team to research the experience of Japanese Americans during WWII at the Library of Congress in Washington DC. Everyday, we took the public train system to the amazing building that held the Library of Congress. We learned the historical significance of the building itself and the system under which the huge library operated. This program was fascinating because it allowed us to experience what it is like to research a topic very extensively (or: very deeply) and let your curiosity draw you into the library's vast resources.

The Library of Congress-GLCA Research Program is perfect preparation for senior thesis research because it teaches students to proactively research various topics by effectively using library resources. It gives students a great overview of the amazing capabilities of the Library of Congress and explains how distinguished the Library is while providing students with useful skills, which can be applied in any university library. ICU was one of three universities that participated this year. Each team was granted one librarian from the Library of Congress. They consulted with us on our topic of research and advised us on how to choose the most useful resources available at the Library of Congress.

Besides the eight hours of rigorous research at the library every day, we had the opportunity to meet the students, professors, and librarians from the other universities. Interacting with the students from Al Akhawayn University from Morocco as well as sharing a hotel room with a student from Antioch College from Ohio were unforgettable experiences for me. We exchanged ideas and resources about our research and explored Washington D.C. together.

## ICU Research Team at the Library of Congress (2)

## Report on the GLCA Library of Congress Research Initiative

**Hiroyuki Yamamoto**

Public Service Group, ICU Library

### *Overview*

This summer, I was a member of the ICU team that participated in the GLCA Library of Congress Research Initiative, a collaborative research program that was held over 10 days at the Library of Congress in Washington, D.C.

This annual program is a collaboration between the Library of Congress and the Global Liberal Arts Alliance (GLAA), which is a global consortium of liberal arts institutions coordinated by the Great Lakes Colleges Association (GLCA). This year, ICU was one of three GLAA member institutions selected to participate, along with a university from Morocco and one from the United States.

### *Program Structure*

The teams from the respective member institutions each consisted of one faculty member, three to four students, and one librarian. The faculty member was responsible for formulating a research topic and supervising the students, who conducted research using the Library of Congress resources. The librarian's role was to help students locate the required resources for their research.

During the course of the program, each team liaised with librarians from the Library of Congress, who assisted them with matters pertaining to library use. The hosts also organized some events, including a guided tour of the facilities and progress report meetings in the middle and final phases of the program. For the most part, however, each team proceeded independently on a daily basis, as the students consulted their supervisor and gathered a diverse range of resources, including books, newspapers, photographs, and microfilms.

### *The Library of Congress*

The Library of Congress was seven metro stops from our hotel. The largest library in the world, it occupies three buildings on Capitol Hill, on either side of Independence Avenue. The buildings are connected by underground passageways, which are utilized by many people besides the library staff and visitors. In addition to the library's administrative staff and librarians, I would see all kinds of workers – working in construction, security, and the on-site

fast-food outlets – going up and down these passageways, along with various delivery trolleys. I felt like I was witnessing firsthand the enormous amount of energy required to keep the wheels turning in this vast “intellectual factory,” where knowledge is gathered, preserved, shared, and further developed.

The Thomas Jefferson Building, which our team used the most, is the oldest of the three Library of Congress buildings, built at the end of the 1800s. Of all the different kinds of reading rooms there, the central Main Reading Room is by far the most impressive. High above its vast space rises an imposing domed ceiling reminiscent of church architecture. The room itself has a majestic atmosphere, adorned with a multitude of portraits and statues of influential historical figures.

### *Our Research Topic*

Our team's research topic was the internment of Japanese Americans during the Second World War. This was divided into three phases: the pre-war period (the racial discrimination that led to the mass incarceration), the war years (hardship and resistance in the camps), and the postwar period (postwar legacy: suffering, silence, compensation). The responsibilities were shared among the three students, with each student being responsible for one of the phases.

While helping students gather resources on the topic, I discovered that there are significant differences in the definition of “Japanese Americans,” based on their generation. Moreover, I started to question whether a single group called “Japanese Americans” even exists in reality.

In fact, the so-called Issei (literally, “first generation”) were immigrants who identified as Japanese. In other words, they were simply Japanese people who had come to work in the United States. Born Japanese and still steeped in Japanese culture and customs, they were living as aliens in the United States.

Nisei (literally, “second generation”), in contrast, are the children of the Issei. Generations from the Nisei onward were born “American.” Born and raised in American society, the Nisei were none other than Americans, steeped in American culture and



customs. When asked about their identity, they would answer that they are “Americans,” as though it were self-evident. The people who were subjected to internment, therefore, cannot be categorized easily as a single group of “Japanese Americans”; rather, they were actually just “Japanese” and “Americans.”

Thus, families and relatives who may have had completely different self-identities were categorized as a single group and placed in internment camps during the war. I can only imagine that being forced to live together in such close quarters, where they were all treated indiscriminately as “Japanese Americans” over such a long period, must have resulted in numerous conflicts among the internees as well.

While I have only been able to give a brief summary of the program and my own impressions above, I wish to express my heartfelt gratitude for the valuable experience afforded to me by this program and by ICU.

(English translation provided by CTL)

## Report on FD Activities (1)

## Report on Liberal Arts Colleges Visits: Teaching and Learning Centers in the United States

Tomoko Kobayashi and Hiroko Kihira  
Center for Teaching and Learning

### Introduction

From September 17 to 23, 2016, we were given the opportunity to visit four liberal arts colleges in the United States through the Inter-Institutional Visit Program of the Global Liberal Arts Alliance (GLAA).<sup>1</sup> We visited Kenyon College, Denison University, Oberlin College, and Albion College, which are all members of the Great Lakes Colleges Association (GLCA).<sup>2</sup> Our main objective was to visit the teaching and learning centers at these institutions in order to learn more about how they operate and what kind of programs they provide.

The teaching and learning centers at these universities differ from ICU's CTL in that they mainly organize faculty development (FD) and other teaching support programs, but we also learned about their other programs, such as academic advising services, learning support, and mentor programs for first-year students.

### FD Activities

We visited the Center for Innovative Pedagogy (CIP) at Kenyon College, the Center for Learning and Teaching (CLT) at Denison University, the Center for Teaching Innovation and Excellence (CTIE) at Oberlin College, and the Center for Teaching and Learning (CTL) at Albion College. Each one of the centers facilitated FD in various ways by enabling faculty to share and support each other's ideas and experiences in relation to learning and education. As Denison University and Oberlin College were particularly instructive and enlightening for us in this regard, we outline some of their programs below.

Denison University's CLT is housed in the university library and has only recently been established. However, CLT's first director, Professor Frank, has long been involved in FD

activities on campus, playing a central role in promoting various projects while tapping into his abundant networks.

For example, informal discussion sessions called "Teaching Matters!" have been held at Denison University for over 13 years. The sessions are held in a variety of formats, such as round table discussions, workshops, and guest lectures on topics relating to teaching, learning, curriculum, and pedagogy. These regular monthly sessions enable faculty members to share their knowledge and experience about teaching. Teaching Matters! is organized by three young faculty members who do everything from devising session topics and inviting participants to conducting planning meetings and promotional activities. The topics focus mainly on teaching issues, rather than ICT application and use. Some examples of past Teaching Matters! topics are listed below.

Finding Your Teaching Style (Discussion Groups)  
Racial Diversity at Denison: How Does It Affect Our Teaching? (Guest Speaker)  
Motivating Students (Discussion Groups)  
Working With Heterogeneous Groups (Discussion Groups)

The First-Year Faculty Learning and Teaching Seminar is designed to support newly appointed and early-career faculty at Denison University. It provides a reading- and discussion-based forum on learning and teaching processes, with the aim of forming a strong, interconnected community of new faculty members. The group meets four times a semester to discuss set readings, such as:

Ambrose, S. A., M. W. Bridges, M. DiPietro, M. C. Lovett, M. K. Norman, & R. E. Mayer. 2010.

<sup>1</sup> The GLAA is an international consortium of 29 liberal arts institutions from 15 countries. ICU became a member in March 2014. See <http://www.liberalartsalliance.org/>

<sup>2</sup> The GLCA is a consortium of 13 private colleges in the Great Lakes region, which also manages the GLAA.

*How Learning Works: Seven Research-Based Principles for Smart Teaching*. New York: Jossey-Bass.

Lang, J. M. 2008. *On Course: A Week-By-Week Guide to Your First Semester of College Teaching*. Cambridge, MA: Harvard University Press.

Moreover, Denison University's Early-Career Faculty Learning Community: Resources and Strategies for Effective Teaching and Learning is an informal reading- and discussion-based learning community of faculty members from their second year of employment. Its aim is to help early-career faculty to build positive, supportive relationships with each other by providing resources and facilitating the sharing of information and experiences. The sessions support the members' development as teachers and the formation of long-lasting cooperative relationships between them.

At Oberlin College, CTIE hosts various programs to enable faculty to share their teaching experiences and strategies and to develop supportive networks. For early-career faculty members, CTIE offers one-on-one consultations on various issues, such as syllabus preparation and review and in-class communication skills. They can also conduct classroom observations, whereby a faculty member is first interviewed and is then observed teaching a class. This is followed by feedback and discussion. The class can also be recorded. All information from the observation and discussion is completely confidential and not reported to the faculty member's department or the Dean's Office. As these consultations are entirely separate from faculty evaluations and performance appraisals, the staff and faculty involved in the center must also be independent of the faculty evaluation system.

Professor Steve Volk, the CTIE director, is also one of the co-directors of GLCA's Consortium for Teaching and Learning. He showed us the new website of GLCA's virtual teaching and learning center. It enables GLCA member institutions to collaborate with each other by sharing various resources, information, and news about their FD activities.

In learning about the various FD activities at other universities, we realized the importance of holding workshops and events on a regular

basis, even in small groups. FD workshops can be very valuable not only for their content, but also for the discussions that they generate, which help to build a community of faculty and staff from different departments. We hope to establish similar initiatives at CTL. We also plan to continue sharing useful tips and ideas via the *FD Newsletter* and the CTL website.



Center for Learning and Teaching at Denison University



The screenshot shows the website of the Great Lakes Colleges Association Consortium for Teaching and Learning (CTL). The header includes the site name and navigation links. The main content area has a 'Welcome...' message with a quote from W. E. B. DuBois. Below this, there's a description of the CTL's mission. On the left, there are sections for 'Teaching Tips' and 'Meet Your Colleagues'. On the right, there's a search bar and a list of 'Upcoming Events' with dates and topics.

Website of GLCA's virtual teaching and learning center ( <http://glcateachlearn.org/> )

### ***Albion College's First-Year Experience Program***

So far in this report we have focused on FD programs, but on our trip we also observed some interesting initiatives for students. The First-Year Experience (FYE) Program at Albion College is one such initiative that we would particularly like to see adopted at ICU. Consisting mainly of FYE Seminars and the FYE Peer Mentor Program, the FYE Program has been implemented every year at Albion College since 2000.

FYE Seminars are interdisciplinary courses offered in the first semester to facilitate a smooth academic transition for first-year students. They are taught in small classes of about 15 students each. The courses focus on the acquisition of five skills: (1) to use knowledge effectively, ethically, and responsibly, (2) to adopt an analytical, critical, and creative approach to knowledge, (3) to cultivate effective spoken and written communication skills, (4) to approach knowledge and information with a multidisciplinary perspective, (5) and to maintain a critical perspective with regard to their own learning and learning processes.

As part of the FYE Peer Mentor Program, weekly "community meetings" are facilitated by third- and fourth-year students who are assigned as mentors to the first-year students. There is a budget that covers the provision of tea and sweets, and the meetings offer a casual

environment in which first-year students can discuss common problems to do with learning and student life. At Albion College, all first-year students must live in the dormitories. As young students often find this sudden change in their environment confusing, these weekly meetings with senior students are designed to help ease this transition. It also helps to identify students who may be experiencing difficulties, if they continue to miss meetings. In addition, this program provides advice on academic skills. In one activity, for example, first-year students compare their notes and textbooks with those of their mentors, identifying differences in their text highlighting and note-taking techniques in order to improve their study skills.

In summary, the benefits of this FYE Peer Mentor Program are immeasurable. It gives first-year students a great sense of security, by providing a space where they can safely talk about academic issues, as well as mentors who can help guide to them in their transition to college life.

At ICU, the ELA program has many aspects in common with the FYE Seminars. Conversely, the IBS program shares some similarities with the FYE Peer Mentor Program, but the major point of difference is that it is not a compulsory program. The idea of a special mentor program to help first-year students until they are at ease with their new college life is certainly worth

considering at ICU.

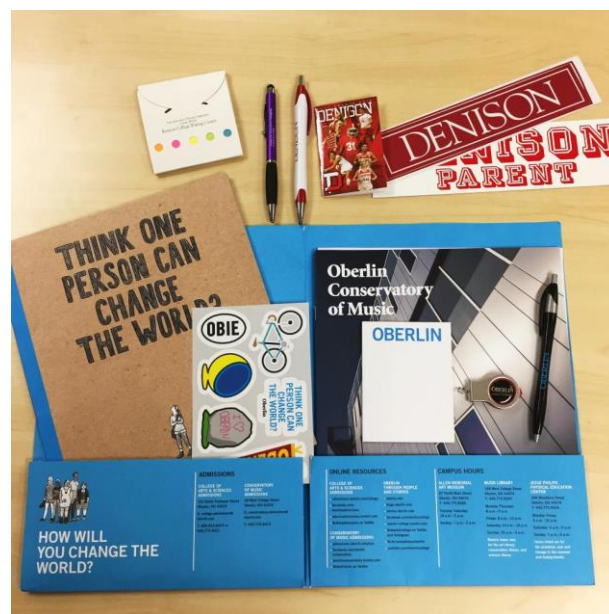
### ***Other Impressions***

All the institutions that we visited were liberal arts colleges, but we were surprised by how different they are from ICU in how they promote liberal arts to high school students and the general public. At its university information sessions, ICU emphasizes that it offers students the opportunity for interdisciplinary learning through its flexible system of different majors. In addition, ICU always mentions that this system allows first- and second-year students to become familiar with different disciplines before deciding on a specialization that they are really interested in. While this is certainly valid, the liberal arts colleges we visited seemed to focus mainly on the fact that a liberal arts education enables you to analyze a particular issue from multiple perspectives. For example, terrorism is an issue that inextricably tied to a range of factors such as economy, culture, religion, history, education, and politics. The colleges emphasize that it is through liberal arts that you can acquire knowledge and skills from different fields, enabling you to examine an issue from multiple perspectives. We found this enlightening. The ability to choose a specialization later than at other universities is of course an advantage, but it does not really reflect the essence of liberal arts. The message from American liberal arts colleges seems to be more consistent with ICU's stated mission of nurturing "global citizens."

On a side note, we were also impressed by what a stylish image every college had, thanks to their glossy PR materials and fancy official paraphernalia. Their stationery was a pleasure to receive, and even the folder in which the promotional brochures were provided was attractive. In particular, the campus map on the back of the folder is a model we would like to follow, as it was both creative and useful. Even the official stickers that each college included within their promotional folders were well designed and made us want to stick them everywhere. If ICU were to distribute such fancy materials –to exam candidates later in the application process, for example – they could be more effective than we might imagine.

Another truly impressive idea by one college was to put all the necessary information in USB memory sticks decorated with the college logo,

instead of distributing printed materials. Even after the necessary information is retrieved, the USB will always be reused, which means that the logo will remain in sight for quite some time. Budget issues aside, potential students would certainly enjoy it if ICU were to distribute souvenir USB sticks with relevant school information during its Open Campus, for example. It may also be helpful to include an original screensaver, which could be used as a motivational tool for students who install it on their computers.



### **Conclusion**

This trip offered us a valuable opportunity to reflect on the role of CTL at ICU – considering CTL is now in its second year – including its future directions, its role, and its perspective in organising activities. It was also good to have both a faculty member and a staff member on the trip, as we were able to develop a shared awareness and understanding. While talking to various faculty members during our college visits, we were particularly impressed by the idea that a center that provides formative development support should not be involved in summative evaluation. CTL is a place where ICU students and faculty can feel free to consult us at any time and receive assistance if they need it. In addition to supporting students' learning, we aim to support faculty in their teaching and advising roles in order to help improve the quality of teaching and learning throughout the university.

### ***Further Reading and Resources***

Please see the links below for useful resources in relation to the institutions and topics discussed in this article (also posted on the CTL website).

#### ***Institutional Websites***

- Center for Teaching Innovation & Excellence (CTIE), Oberlin College  
<http://new.oberlin.edu/office/ctie/>
- *Article of the Week* (CTIE, Oberlin College)  
<http://new.oberlin.edu/office/ctie/articles-of-the-week/>  
CTIE publishes an online newsletter called *Article of the Week* every Sunday. Written by the director Steve Volk, the articles offer practical lesson tips and examples from lessons, reviews of teaching and learning events, and discussions of issues pertaining to college education. They also include timely topics such as syllabus preparation, the first week of classes, and mid-term evaluations.
- The Cooper International Learning Center (Oberlin College)  
<https://languages.oberlin.edu/language-resources/japanese/>  
This website has links to apps and websites for self-study language learners.
- *Faculty Newsletter* (Center for Learning and Teaching, Denison University)  
<https://blogs.denison.edu/facultynewsletter/teaching/>
- GLCA Consortium for Teaching and Learning  
<http://glcateachlearn.org/>  
The GLCA's virtual teaching and learning center includes:
  - Teaching Tips (video message)
  - Meet Your Colleagues
  - Resources
  - What We're Reading
  - Events (schedule of FD-related events held by member universities).
- Advising Syllabus and Advising Checklist (Office of Academic Advising, Kenyon College)  
[http://www.kenyon.edu/files/resources/advising-syllabus\\_6-30-2015.pdf](http://www.kenyon.edu/files/resources/advising-syllabus_6-30-2015.pdf)

#### ***Accessible Electronic Textbooks***

- Bookshare  
<http://www.bookshare.org/>  
Bookshare provides print books for people with print disabilities at a low cost (free for US students).
- Project Gutenberg  
<https://www.gutenberg.org/>
- AccessText Network  
<https://www.accesstext.org>  
It is not only students with visual impairments who have difficulty reading printed text. The AccessText Network helps facilitate access to electronic files of textbooks from their publishers. This helps teachers to consider the needs of various students with disabilities, rather than simply photocopying textbooks and distributing them in class.

***Other***

- ClaroRead  
<http://www.clarosoftware.com/>  
This software supports students who have reading and writing disabilities.
  
- “Students on the Spectrum Discussion”  
<https://www.albion.edu/images/sites/lsc/documents/students-on-the-spectrum-discussion.pdf>  
This is an outline of a presentation about students with disabilities and tips for instructors given by Pam Schwartz in November 2014.
  
- Universal Design for Learning  
[http://ada.osu.edu/resources/fastfacts/Universal\\_Design.htm](http://ada.osu.edu/resources/fastfacts/Universal_Design.htm)  
This handout for teachers outlines the universal design approach, which aims to provide equal access to learning for all students, including students with disabilities, international students, ESL students, and students with different learning styles  
(English translation provided by CTL)

## “Advising as Unlearning” Attending the 2016 NACADA Annual Conference

**Sayaka Oeda**

Academic Planning Center

I attended the NACADA (National Academic Advising Association) Annual Conference, which was held in Atlanta, USA from October 5<sup>th</sup> to 8<sup>th</sup>, 2016. NACADA is an institute and a community for academic advising that is based in the USA. NACADA organizes conferences and training sessions, which take place mainly in the USA. Since its establishment, the Academic Planning Center has actively participated in the conferences and training sessions organized by NACADA in order to acquire knowledge about the latest developments in academic advising. At the Academic Planning Center, we continually strive to acquire new knowledge and to apply that knowledge when advising students. The Annual Conference that I attended is the largest conference that is organized by NACADA, and it is held every year in autumn. This time, more than 3,500 academic advisors and university staff attended the event.

The Annual Conference opens with a keynote address on the first day. After listening to the keynote address, the participants attend sessions that they are interested in. There are various sessions to choose from. I attended a session titled “Advising as Unlearning” (Sarah Stevens from University of Southern Indiana, Leah Jackson from New Jersey City University).

Unlearning is known as “untangling one’s learning (学びほぐし)” and “emerging from one’s learning (脱学習)” in Japanese. Unlearning is defined in various ways and the term is understood to mean many different things. In this article, the term “unlearning” is used to mean the following: identifying ideas or behaviors that were learnt in the past and worked well in the past but are unproductive or ineffective in university and in life after university. The process of relearning follows unlearning. Relearning does not happen naturally; it is a deliberate process. How can advisors encourage unlearning?

Cramming the night before examinations, leaving assignments to the last minute,

perfectionism, setting unrealistic goals, listening to negative thoughts, stereotyping, holding cultural prejudices — these are some things that students may have learnt in the past that do not work in life after university. When a student comes to see an advisor, the advisor firstly listens to the student and observes the student carefully in order to understand what the student is going through at the moment. Advisors need to find out what a student has learnt in the past and what a student’s beliefs are in order to ascertain whether the ideas, beliefs, and behaviors acquired in the past are still effective for the student.

Next, advisors converse with the student to encourage the student to reflect. It is important to provide an atmosphere of mutual trust to allow the students to talk freely. Sometimes, unlearning can be a painful process. When we question ideas and behaviors that we are familiar with and have relied on in the past, we may feel as if we are leaving a part of ourselves behind. In particular, in the relatively sheltered and small communities that a student had belonged to prior to entering university, the stereotypes and cultural prejudices may have been common and widespread. In the process of questioning those stereotypes (unlearning) and changing one’s thoughts and ideas (relearning), students may feel that their identity and their sense of belonging are being threatened. Advisors need to appreciate that the process of unlearning can be painful, and they need to help the students to go through this process with patience and understanding.

Students need to actively reflect upon the ideas and beliefs that they hold for unlearning to be facilitated. Advisors are there to encourage students to engage in self-reflection and to support students in an effective way to facilitate unlearning. For instance, they may ask a student to write their thoughts down or they may ask a student to come and visit them again to encourage self-reflection.



Often, students believe that advisors have the answers to everything and will solve their problems for them. Such students believe that advisors will act as a “concierge.” When such students do not get the immediate answers that they want or when their problems are not solved, they feel disappointed or angry. Unlearning can also be applied to this — students need to relearn what the role of an advisor is and what students are responsible for. Advisors need to patiently convey these matters to the students.

Advisors do not act as a concierge, but what is the role of an advisor? The following points were raised:

- Advisors should minimize the time spent on telling a student what to do. Instead, they should spend most of their time to work with the student to investigate and find out about things together.
- Instead of ensuring that students do not have to shoulder risks, advisors should teach students how to take risks.
- Instead of supervising students, advisors should assist students to integrate everything that they have learnt so far and should assist students to devise a study plan for the future.
- As far as possible, advisors should not play the role of a counselor but should have a genuine appreciation of the students.

Unlearning is a lifelong process that does not end when we become an adult. Advisors also need to challenge themselves constantly and continually unlearn.

The following is my take on unlearning.

I had heard of the concept of unlearning in Japan, but it was interesting to apply this concept to the relationship between advisors and advisees. I had known that advisors should not provide the answers to a student’s problems but instead should assist the students to think for themselves and find the solutions to their problems themselves by investigating and considering possible solutions together. When we consider academic advising in terms of unlearning, we realize that what we do as advisors has a profound impact educationally.

Unlearning and the study of liberal arts are similar. Both require us to question our ideas and thoughts, and through that process of questioning, both allow us to liberate ourselves, acquire new thoughts, and adopt new behaviors. In addition, both unlearning and the study of

liberal arts are lifelong processes. ICU places particular importance on providing an all-round liberal arts education. Advising requires devotion and requires us to be compassionate towards the students. In addition, through advising, we seek to encourage the students to reflect, unlearn and relearn. Therefore, I am convinced that advising is an integral element of providing an all-round education and advising is an act that is full of humanity.

(English translation provided by CTL)

## Teaching and Learning Support (1)

## “Flipping” a Classroom

**Jeremiah Alberg**Department of Humanities  
Director, Center for Teaching and Learning**DEFINITION**

In this essay I offer a brief report and some evaluative remarks on my own experience of a “flipped classroom.” I found the following definition of the flipped classroom on the web: “The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions” (<https://net.educause.edu/ir/library/pdf/eli7081.pdf>).

This definition captures what is at the heart of the experience – class time is now available for exercises and discussions because the material, which I used to cover in class, is now available to the students in another form and at another time.

**BACKGROUND**

My interest in this approach was piqued because I had some pretty serious doubts about its effectiveness. Every new technology that has come along for the past 100 years has promised to revolutionize the classroom and yet here we are with a blackboard, a lectern, and rows of students in front of us. The revolution had yet to occur, except on the margins – more screens are in our classrooms with greater opportunities for the use of audio-visual materials. I did not believe that simply recording my hour-long lectures and telling students to watch them outside of class, in addition to reading the text before class would be a step forward.

Indeed, it would not have been. That is not what a flipped classroom is, and this different understanding helped me to embrace it. Instead of recording whole lectures, one presents the main points in a shortened form with some accompanying text. All of the videos I recorded were about ten minutes long. Students can watch something for ten minutes and not get bored.

There was another reason for my interest. Last April I became the Director of the CTL and this meant that I needed to be more aware of and familiar with the use of technology in the classroom. I wanted to be able to speak to my colleagues knowledgeably, based on my own experience, about how one uses this technology

and, more importantly, to address the question of whether or not the technology was genuinely advancing educational goals or was just some kind of fad.

So, after some discussions with Ms. Kobayashi, the Assistant Director of the Center for Teaching and Learning and Prof. Miyagawa from MIT, I decided to try using CC Producer software to record some parts of my lectures in order that students could listen to them before class and use the class time for more discussion.

**THE SET-UP**

I want to walk you through the process. I will skip over the early failures and glitches. I will not tell you about how many times I had to record and re-record the first lecture. That is all part of learning a new way of doing things. Rather, I will lay out for you how it goes, when it all goes smoothly.

First of all, I was given an account for a software named CC Producer. This meant that I could log on to it from any computer and make the videos. All I needed was an internet connection and a computer equipped with a camera and microphone. After some initial experimentation, I settled on using the computer I have in my office, an iMac. Except for my voice being a little low in volume, it worked fine.

**THE PROCEDURE**

The process of producing a video went as follows. I began by making a Microsoft Power Point presentation. As Power Point presentations go, it was poor, having way too much text and not enough images or movement. But I was using it more as a textual summary of what I was saying in the lectures. I saved the Power Point as a PDF file and then imported it to CC Producer. I quickly found that seven to eight slides, including a title slide, was enough for a 10 minute lecture. Once the slides were there I would turn on the camera and mic and begin recording. I simply lectured on the text, explaining its main points and trying to help students understand the parts that were difficult. Once I reached around the 10 minute mark, I ended it. Most chapters took two videos and a few took three.

When I was done recording, I checked the

video and sound and then save the recording. I then uploaded it to Moodle as a SCROM package. (For anyone unfamiliar with SCROM packages, as I was, just click on the “Add an activity or resource tab on Moodle and you will find it.) Finally, I created a simple True/False quiz, consisting of five questions, also on Moodle. Students were to watch the video and take the quiz. They had one try at the quiz. I tried to make it as simple as possible. The quiz is, of course, graded automatically by Moodle, so there is no more work involved there.

From start to finish, making one 10 minute video took about one hour. In the course of the semester I made 29 of them. Once I figured out the workflow, that is, 1) make a Power Point, 2) save the Power Point file as a PDF and then import it to CC Producer, 3) record the lecture, 4) check it, 5) upload it on to Moodle and then 6) make a quiz, it got easier.

Let me make clear that once I got the basics down I did not need anyone else’s help to make these videos. It was just me and my computer working in my office. I never lost any work and there has not been one complaint from any student that something would not function.

### ***HOW IT GOT USED***

The course for which I did all this was the General Education course, “Introduction to Christianity” which had around 90 students enrolled. The students viewed the videos and had to take the quiz before class started if they wanted to receive any points. I was very nervous about what I would do for class, since so much of my “material” was now on the web. I need not have worried – one can always go more in-depth with a class. They more they know, the more they can learn.

It turned out that Comment Sheets became a very important part of my class. I got excellent questions at the end of each class from the students and was able to spend the first 30 to 40 minutes of the next class answering these questions or responding to comments.

It did not change my teaching in any dramatic fashion, but I did feel that I was talking more *to* the students and less *at* them. In a class this size it was not possible for me to get a good discussion going, so I would often break them up into small groups of four or five and let them wrestle with the questions that the text had raised.

### ***STUDENT RESPONSE***

Another assignment that many students do are Learning Logs. I have a series of questions that are designed to help them reflect on their

learning process during the course of the semester. Around the middle of the semester one of these questions asked about the videos and whether the students were finding them helpful. The response was overwhelmingly positive. Many said that they would not have understood the book without these video lectures. They appreciated the text part as well.

The most appreciative were those whose mother tongue was not English. They were happy to be able to view these lectures more than once and to have written text on the screen as I spoke. They could stop the video and take notes, or they could rewind it and hear a section again. All of this the students found very positive. The complaints centered on difficult of hearing my voice sometimes. They also admitted that the quizzes were an important tool in forcing them to listen carefully and not drift off. There were complaints that some of my questions were “unclear” or “tricky” and that this caused them to miss points.

### ***EVALUATION***

In one sense it is still too early and the sample is too small for me to give anything but some impressions. Also, my own evaluation may change when I use these videos a second time. This time they were a lot of work but next time they will be no work at all. Overall, I would have to say that I enjoyed it. As I wrote above, I felt like I was connecting with the class better. They had the basic information that they needed to ask questions. I also was pleased at how positive the students were, positively grateful in some cases to have this resource to help them get through a course taught in English.

I do hope that other faculty members will give this a try. I think it could be a valuable way to help our students make the adjustment from ELA to a course taught in English. I have a few recommendations.

First of all, if you are interested in doing this I recommend that you choose a course which you have already taught and material with which you are familiar. There is enough stress with creating a new course without throwing new technology into the mix. Second, it should be a course that has a strong “lecture” element in it so that you have the material you need to make the videos. Third, pick a time when you have some breathing space to learn the basics of how to make the videos. Once you learn it, it is easy but you don’t want to be trying to master it if you are under a lot of pressure with other classes, meetings, and projects.

## Teaching and Learning Support (2)

## Time Management Workshop

**Sayaka Oeda**  
Academic Planning Center

- “During term time, I feel that I am always being chased by assignment deadlines.”
- “I can’t say ‘no’ when my friends ask me to do something.”
- “I spend too much time using SNSs or LINE.”
- “I want to lead a more healthy and relaxed lifestyle.”

For students who were feeling like this, we organized a time management workshop. The workshop was held three times on June 23, 24, and 29, 2016. 15 students participated in the workshop (10 first-year students, 3 second-year students, 1 third-year student, and 1 fourth-year student).

Time management is a skill that is important for all university students. In academic advising,

great importance is placed on enabling students to develop time management skills. For example, the National Academic Advising Association (NACADA), which is a US-based association for academic advising, states that it is essential for students to acquire time management skills and argues that one of the important roles of an academic advisor is to enable students to develop such skills.

At the workshop, we first asked the participants to use the “Time Intelligence” Matrix to reflect upon their thought patterns and behavioral patterns.

People who wish to become a “highly effective person” must not engage in too many activities that belong to the 3<sup>rd</sup> quadrant (Distractions) or

## “Time Intelligence” Matrix (TIM)”

		Urgent	Not Urgent
Important		First Dimention Crisis	Second Dimention The Zone
		Urgent tasks that require immediate attention and are associated with important outcomes Examples: tasks that are close to the deadline, dealing with complaints, illnesses, accidents, natural disasters Example: Effects: feeling stressed, experiencing burnout, feeling exhausted	Investing in the future; genuinely important matters Examples: preparing and planning, studying, building relationships, saving money, maintaining health, engaging in recreational activities Example: Effects: can develop a vision for the future, can lead a balanced life, can stay healthy both physically and mentally, can build better relationships with others, can have a sense of being in control (self-esteem), can prevent anxiety, can reduce the number of “crises”
Not Important		Third Dimention Distractions / The Illusion of Productivity	Forth Dimention Escape
		Tasks that we believe are important but are actually not important Examples: maintaining relationships that are not important, setting goals and making plans but not implementing them, unproductive studying Example: Effects: can only see things in the short term, cannot find meaning in setting goals and making plans, always becomes busy but cannot achieve goals, is seen as a “Yes” person, becomes desperate to meet other people’s expectations and follows other people’s priorities	Avoidance; killing time Examples: surfing the internet, playing games, watching TV, using SNSs all the time Example: Effects: a feeling of falling behind, feeling guilty about putting things off

Covey, R.S. (2014) The 7 Habits of Highly Effective People 25<sup>th</sup> Anniversary Edition, Turtleback

Note: Some parts of the charts were changed by the author.

the 4th quadrant (Escape). These activities may be urgent, but they are not important. Instead, people who wish to become a “highly effective person” must invest their time in tasks that belong to the 2nd quadrant (The Zone) to minimize the number of tasks that end up appearing in the 1st quadrant (Crisis).

It seems that it was easy for the participants to understand what kind of tasks fall into the 1st quadrant (Crisis) and the 4th quadrant (Escape), but it was difficult for them to figure out which tasks fall into the 2nd quadrant (The Zone) and the 3rd quadrant (Distractions). For example, some students placed taking part in club activities, reading books, looking for a job etc., in the 2nd quadrant, and placed spending time with friends, going out, going traveling etc., in the 3rd quadrant, but they thought these activities fit equally well in both of the quadrants. They felt that it was impossible to judge where these activities should be placed in since they “do not know what is actually important for them,” and they “do not know which tasks they should prioritize.”

It can be inferred from this that university students may find it a little bit difficult to use the classification used in this matrix since they are still in the process of developing their personal value system. University is a time when people try new things and widen their horizons, so it is important for university students to try out things that appear to be just a waste of time at first sight. As such, sometimes engaging in tasks that belong to the 3rd quadrant may turn out to be useful and it is unnecessary to eliminate these tasks completely. What is important is balance – one should not become immersed in the tasks that belong to the 3rd quadrant. Furthermore, developing a personal value system is an activity that is included in the 2nd quadrant. Therefore, if students are able to develop a personal value system gradually, they will find it easier to prioritize. I conveyed these ideas to the students who participated in the workshop.

Next, by referring to a book called *SCARCITY Why Having Too Little Means So Much*, I discussed the traps that people who do not have enough time often fall into, and how to avoid those traps. Busy people who do not have enough time must consciously create “slack.” If we have “slack,” we are able to attend to urgent matters or deal with unexpected events. People who do not have “slack” are constantly under stress when

dealing with problems, but people who have “slack” have the space of mind to think and can make use of all the available resources to tackle problems, so they are able to deal with the problems appropriately. In addition, they are able to see things from a long-term perspective and prevent problems from occurring in the first place, and thus, they are able to minimize the number of tasks that end up appearing in the 1st quadrant (Crisis).

Many studies have shown the importance of engaging in activities that belong to the 2nd quadrant (The Zone) as we go about our daily lives since engaging in those activities is “investing in the future.” At the end of the session, I asked the participants to think about the activities that they would like to do to “invest in the future,” and the participants presented their ideas.

In the questionnaire that was distributed at the end of the workshop, all of the participants selected “It was very good that I participated in this workshop” or “It was good that I participated in this workshop.”

Below is some feedback that we received from the students who attended the workshop:

“It became clear why I was unsatisfied with my behavior during the spring term, so I am glad that I participated.”

“I had never learned about time management before, so I am very thankful for this opportunity.”

“Creating ‘slack’ was a new concept for me. I will make use of this concept.”

“By classifying my tasks into the four quadrants in the ‘Time Intelligence’ Matrix, I was able to prioritize.”

A video of the workshop is available on ICUTV.

[Workshop]

Time management Workshop 20160625

<http://icutv.icu.ac.jp/workshop/apc-20160625>

Category: Workshop

<http://icutv.icu.ac.jp/workshop/>

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(English translation provided by CTL)



## Good ICT Tools

## Using iPads as a Teaching Tool

Kaori Takashima

Center for Teaching and Learning

With the proliferation of smartphones and the growth of the Internet environment, digital video technology has become indispensable to our daily lives, and is increasingly being used as an educational tool. Videos are used by our university to deliver educational content to high school students, as well as for public announcements and notices. Videos are also helpful for students who have missed university seminars or workshops. In addition, videos are used to help students in selecting their major, for implementing flipped classrooms and as part of our OpenCourseWare project.

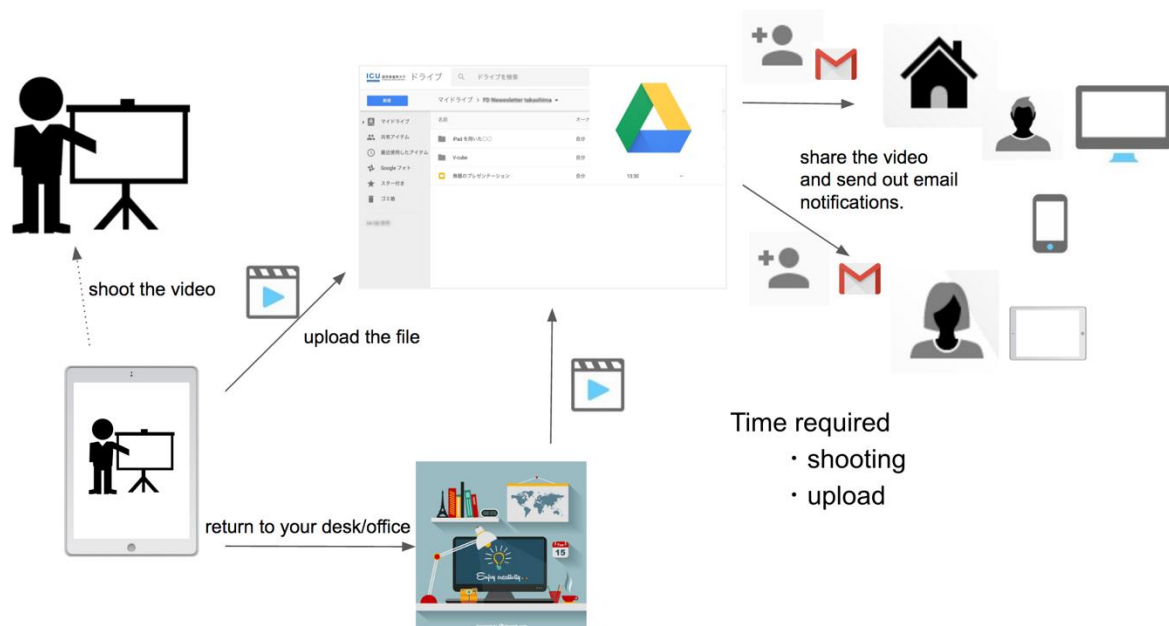
Until recently, videos have generally been filmed with video cameras, and we have often fielded questions about their use. For example: “How can I retrieve the files after filming?,” “Why do I have unknown file extensions?,” and “The files are hard to work with because they take up too much space.” These problems were caused by a lack of familiarity with video cameras, the large

files that result from filming a 70-minute class, and the length of time it takes to upload files to a PC or copy them to a USB flash drive.

At the Center for Teaching and Learning (CTL), we have been exploring ways to exploit the benefits of digital video technology. Video cameras will indeed capture high-quality images and are therefore most suitable for creating external promotional videos. However, there are many situations that do not call for videos to be of such high quality, such as student presentations, pronunciation exercises for language classes, and internal university workshops. In such situations, the priority would be for the videos to be shared with many people and viewed by them as quickly as possible. Tablet devices like iPads are ideal for this purpose.

The instructions in this article are designed to help you to record and share videos quickly and easily using your iPad and Google Drive.

## How to Record and Share Videos Using your iPad and Google Drive



For example, to share a student presentation:

1. Shoot the video using an app on your smartphone or tablet device (e.g. iPad).
2. Upload the video to Google Drive immediately or upload it after you return to your desk/office.
3. Share the email with other instructors and students via Google Drive.

4. The recipients can then view the file on their PC, smartphone or other devices.

\* We use a video compression app that reduces the size of the video file.

This method has four advantages over conventional methods:

1. The file size of your video is small.
2. The video can be uploaded to Google Drive immediately after it is recorded.
3. The video can be shared quickly with students, faculty, and staff.
4. The video can be viewed on any device.

For example, the file size of a 20-minute video of a student presentation recorded with a video camera will be about 1 GB, which would take a long time for you to upload the file and for others to download it. Ordinarily, you would shoot more than one presentation, so it would take even longer to deal with each file. In contrast, a 20-minute video shot with an iPad will only be about 200 MB in size. If you have Wi-Fi access, as you would on campus, you can upload the file immediately, without having to return to your office to connect your camera to a PC. In addition, Google Drive makes it easier for you to share all kinds of files with fellow instructors in a group or with your students. Moreover, other people can view the files you shared with them easily, anytime and anywhere, regardless of the device they use (e.g., Mac, Windows, iOS or Android).

Finally, in order to determine the best device with which to shoot your video, you simply need to consider two points:

- Does the video need to be shared quickly?
- How long will the video be?

As iPads are not good at zooming, a video camera is more suitable for shooting a video of an orientation session or workshop held in a large hall. However, an iPad is ideal for sharing a video quickly with others, such as immediately after a presentation or group activity. It can even be used for recording a small-scale or short orientation session if the video only needs to be shot at close range.

Please feel free to consult us at CTL if you have any questions or issues. In addition, we have installed digital video recording equipment in three Honkan classrooms (H-116, H-260, H-315), one Science Hall classroom (N-220), the International Conference Room at Dialogue House, and one of the meeting rooms in the Administration Building (A-206). You are welcome to use this equipment instead of your own device.

Videos can be used as a teaching tool in various ways. When shooting your own videos, we recommend that you choose the device that best suits your purpose.

### Which Device Should I Use to Shoot My Video?



Presentations



Pair work



Group work

Ideal device: Tablet



Orientations



Workshops



Seminars

Ideal device:  
Video camera



Tablets are recommended for recording short videos or videos you need to share quickly!



***Feedback from a Faculty Member***

After students in the Service-Learning Program complete their service activities, we record videos of their class presentations. Every year, we record about 50 to 60 student presentations. We have been looking for an efficient way to share these videos with the 20 or so Service-Learning Advisors who supervise and evaluate the students. It has been a process of trial and error. With the assistance of staff from CTL, we have tried various ways to distribute video footage, such as creating DVDs from videos recorded with a HD camcorder and different file-sharing methods.

This year, I tried using an iPad for the first time. I found it surprisingly easy to operate, and I was able to record videos and share the files easily on my own. Recording a video with an iPad felt similar to what I already do with my smartphone. We could upload a single video in an instant, immediately after it was recorded. Although the image quality is superior on videos shot with a HD camcorder, iPad videos are sufficient for internal use. We shared the video files with the advisors by email. This method was very popular because the advisors could watch their students' videos with just one click. In order to protect personal data, the permissions [on Google Drive] are set to "View only," and the sharing setting is set to expire at the end of the term. These tasks are also very simple. I am very pleased that I can not only shoot my own videos, but also share and manage the video files by myself so quickly and easily.

(Atsuko Kuronuma, Program Coordinator/Lecturer, Service Learning Center)

(English translation provided by CTL)

## Editor's Note

We would like to thank all those who contributed to this issue of the FD Newsletter. In this issue, we are pleased to present informative articles that offer valuable insights into aspects of teaching/classroom support and learning support.

Especially our two feature articles, “Using Your iPad as a Teaching Tool” and “Flipping’ a Classroom,” describe the practical integration of information and communications technology (ICT) in education, including the use of tablets, digital teaching materials and resources, and the Internet. They illustrate how learning can be achieved effectively and efficiently through the addition of ICT-related skills to those of the traditional classroom.

From “point and line to plane” (as Kandinsky once wrote), the sharing of our specific knowledge and experience will certainly lead to an improvement in the quality of teaching and learning in general. It is our hope that the FD Newsletter will serve as a useful tool to further enrich education and learning opportunities at ICU.

We look forward to receiving your submissions for our next issue. If you have any comments or suggestions about our newsletter, please do not hesitate to email us at [ctl@icu.ac.jp](mailto:ctl@icu.ac.jp).

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