FD Newsletter

Vol.22 No.2 February 2018

Contents:

A New Faculty Development Program for Liberal Arts Education

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Background

Faculty development (FD), which started in the United States, was brought to Japan in the late 1990s, and officially promoted by the Japanese government when the Standards for Establishment of Universities highlighted the importance of FD in 2007 (Yuan and Shimizu 2007). Many studies have revealed positive effects of FD programs on students' satisfaction (Shea et al. 2003), students' achievement (Naeem, van der Vleuten, and Alfaris 2012), and faculty wellbeing (Jung, Nishimura, and Sasao 2016).

Baker, Lunsford, and Pifer (2015) state that faculty members in liberal arts colleges need special FD training that reflects the organizational missions and their own needs. Especially in small liberal arts colleges where undergraduate teaching is considered most important, it is imperative to offer orientation programs for new faculty who were trained mainly in large research universities. Such faculty often face difficulties in understanding teaching for liberal arts education; this is particularly pertinent in the East Asian context, where many faculty are research-oriented (Jung, Nishimura, and Sasao 2016).

Despite the increased need for FD programs in Japan, especially in the areas of innovative teaching methods and ICT utilization, the rate of implementation of such programs has not been improved (Taguchi et al. 2006). This has also been the case at ICU. As of 2016, ICU implemented a few hours of its FD program for new faculty, instructors, and other teaching staff at the early stage of their employment. The program covered university rules and regulations, and the members' duties and responsibilities, but did not fully cover effective teaching strategies or innovative methods and technologies to promote liberal arts values. A recent survey conducted among ICU faculty members reveals that they strongly agree with the internationalized liberal arts curricula at ICU, but do not implement them in their classes (Jung, Nishimura, and Sasao 2016). A lack of appropriate teaching skills is, without doubt, one of the main

reasons for this mismatch. Thus, there existed a visible gap between needs and reality. Consequently, an urgent need was identified for the design and implementation of an FD program at ICU, specifically for new faculty.

Program Overview

To address the need for new faculty development at ICU, a project aiming to design, implement, and evaluate a new FD program for liberal arts education was proposed by a team composed of Institute for Educational Research and Service (IERS) members (Professors Insung Jung, Toshi Sasao, Mikiko Nishimura, and Allen Kim, and research assistants from the Education and Psychology program) to the United Board (UB). Two-year funding was granted with a matching grant from ICU.

Objectives: The new FD program aims to enable participants to: (1) develop a better understanding of the core values of liberal arts education in relation to their respective subject areas; (2) apply a systematic / systemic instructional design model in developing a syllabus, which integrates innovative teaching methods and technologies for liberal arts education; and (3) clarify and balance their professional responsibilities (teaching, research, and social and administrative services) and personal wellbeing while working in a small liberal arts college.

Content Modules: To achieve the objectives listed above, a new FD program has been created based on the results of needs assessment with members of the ICU community. The program consists of 20 modules: 5 R-Modules, 5 I-Modules and 10 T-Modules.

R-Modules (Reception Modules) are sessions in which administrators invite new faculty members to their office, offer welcome messages, and explain the major functions of their office. The offices of the President, VPAA, CLA Dean, GS Dean, Center for Teaching and Learning, Library, Special Needs Support Services, and Center for Research Planning and Service has led the R-modules.

Figure 1. Reception module - Center for Teaching and Learning (Sept. 26, 2017).

I-Modules (Information Modules) are sessions in which administrators and/or general staff explain the roles of different offices, faculty duties, promotion and tenure, teaching effectiveness, faculty support, student counseling, human rights, and other ICU rules and regulations.

Figure 2. Information module - ICU students and counseling (Oct. 17, 2017).

T-Modules (Teaching Modules) are sessions in which ICU's liberal arts education values and various teaching strategies are discussed. The content includes ICU's history and mission, teaching strategies, communications, innovative media/ technologies, and syllabus development. T-modules highlight effective and appealing teaching strategies in accordance with the key values of liberal arts education: critical and creative thinking, problem-solving, ethical and moral approaches, and community services. In addition, they focus on empowering new faculty and teaching staff with communication in English, and the integration of innovative methods and technologies such as Moodle, Google tools, active learning, open educational resources (OER), and flipped learning.

Most of the T-module content will be offered as OER for the public. Liberal arts colleges/programs in Asia and beyond, as well as UB members, will

be able to revise and reuse our website and mobile content for T-modules.

Figure 3. Teaching module - Discussion on Christianity (Sept. 19, 2017).

Delivery Modes: To ensure that new faculty can access various FD resources at a time and place convenient for them, three delivery modes are employed: 1) blended (face-to-face [f2f] sessions supported by the Moodle system), 2) online (new faculty website providing reading and video resources), and 3) mobile (mobile app providing text, audio, video, and website materials).

In the blended mode, 20 f2f sessions are offered over 10 weeks and the Moodle system is used to post resources, send facilitator messages and reminders, and upload participants' reflection notes. In each of the sessions, one or more facilitators (experienced ICU teaching staff) are assigned to lead small group discussions and activities.

Figure 4. A face-to-face session on technology and flipped learning (Oct. 17, 2017).

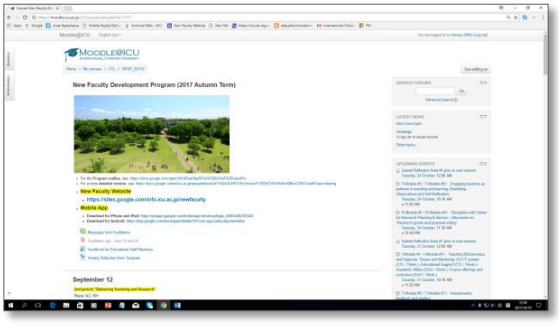

Figure 5. The Moodle system for the new FD program.

In the online mode, the new faculty website (https://sites.google.com/info.icu.ac.jp/newfaculty) is used to provide various resources for the FD program's session facilitators and new faculty members. Most of the website content is open to the public through a Creative Commons license. The website contains all the teaching and learning resources in the form of webpages, e-books, and PDF files. It is grouped into resources for teaching support, research support, and administration.

Figure 6. Front page of the new faculty website.

In the mobile mode, a mobile app that has been developed to be used with Android and iOS mobile devices offers features like "Audio" and "Videos," which are audio versions of the articles and video clips used in the new faculty website.

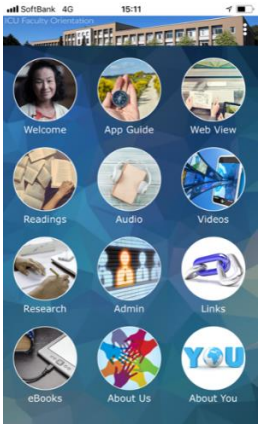

Figure 7. Front page of the mobile app.

Project Procedure

In developing the new FD program, the project team has adopted the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model, a macro instructional design model that allows a systematic cycle of analyzing, designing, developing, implementing, and evaluating/revising. In the first year of the project (July 1, 2016 – June 30, 2017), the team carried out

analysis, design and development activities, and in the second year (July 1, 2017 – June 30, 2018), the team has been carrying out activities related to implementation and evaluation/revision.

Analysis Stage: The project team conducted a needs assessment to identify specific needs for the new FD program. Specific needs for the content and format of the program were identified through surveys and individual and focus group interviews with ICU's experienced and new academic and general staff members and policy makers.

Design Stage: The project team designed the program, which included content, materials, activities, strategies, media/technology, and the online and mobile components. All those design details were reviewed by ICU faculty and staff members, as well as internal and external reviewers of the project, and improved based on their comments.

Development Stage: The project team, in collaboration with CTL, developed the blended (f2f sessions with Moodle component), online (the new faculty website), and mobile (app) modes. Several rounds of revisions were made based on comments from ICU faculty and staff members, as well as internal and external reviewers of the project.

Implementation Stage: CTL implemented the new FD program with five new faculty members in fall term 2017, and invited other teaching staff who were interested in participating in some of the sessions. CTL will implement the revised new FD program again in fall term 2018.

Evaluation/Revision Stage: The project team, in collaboration with CTL, plans to evaluate the results, assess the achievement of the objectives, and identify the weak and strong points of the program. This evaluation will be based on six types of data gathered by the project team during the implementation period: (1) observation notes taken by at least two team members during every session of the program; (2) video recordings of every session; (3) weekly reflection notes written by the participants; (4) a short survey given at the end of the program; (5) observations of the new CLA faculty members' classes, made by their mentors at the beginning and end of the FD program; and (6) final interviews conducted with the new faculty members and session facilitators. All these data will be used to revise and improve the new FD program.

Reflection and Future Plans

Tentative Evaluation Report: Based on the project team members' observations and the reflection notes of the five participants in the first round of the new FD program in fall term 2017, the flipped learning type of program (participants were asked to read relevant materials from the website and mobile app before attending each session, and were engaged in discussion and Q&A during each f2f session) was found to enable session facilitators to share and discuss their theoretical and experiential knowledge with the new faculty members. In addition, active discussion sessions and sessions conducted as tours were found to be particularly attractive to the participants, as they facilitated interaction, deeper thinking and experiential learning. The participants also enjoyed the practical discussions on how Christianity, liberal arts education, technology, and bilingual education can be applied in their own classes. As for the website and mobile resources, the participants mostly appreciated the availability of online learning materials on the website. Areas for improvement include: (1) integrating more practical examples and experience-based discussions in each T-module session; (2) providing an English interpretation service for participants who have limited understanding of Japanese in some sessions; and (3) allowing some time to reflect on and ask questions about the online learning materials.

Future Plans: The project team will analyze the data collected from the first and second round (fall term of 2017) of the new FD program, identify areas for strengthening and improvement, and revise the program by the end of June 2018. The revised website and mobile content will be open to the public as OER. CTL will continue to update the program after the project is over and implement it every year. It is hoped that new faculty members at ICU and other liberal arts colleges find these materials useful for a better understanding of liberal arts education and teaching strategies in accordance with its key values.

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Report on FD Activities (1)

Reflections on the EMI Course for University Lecturers at Oxford University Teachers

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Department of Natural Science

Hi, my name is Chika Minejima from the Department of Natural Sciences. I feel very privileged to have been given the opportunity to participate in the EMI Course for University Lecturers at the University of Oxford this summer.

The course was held over five days in August 2017. Our instructors were Dr. Julie Dearden, the Founder and Director of Oxford EMI Training, and EMI consultant and senior trainer Mr. Tom Spain. The objective of the course was to teach effective teaching methods for content lecturers who teach college subjects in any field, such as literature, political science, biology, and chemistry, in English. In universities around the world, English as a medium of instruction (EMI) is rapidly increasing in classrooms where English is not the first language of the students or the teachers. Dr. Dearden described this phenomenon as a "pandemic" (an epidemic of serious infectious diseases spreading over a wide area). All the participants were surprised by her use of this term, which has such negative connotations, but Dr. Dearden stressed that it was crucial to understand both the advantages and disadvantages of teaching a subject in English, before one chooses to use EMI. Then, she and Mr. Spain introduced us to various teaching strategies for using EMI more effectively. (Please see the reference list for Dr. Dearden's detailed report on EMI).

I have summarized the main topics covered in the course below.

The course began with an overview of the use of EMI in universities around the world and the changes in teaching methods that are necessary for EMI classes. There are two difficulties associated with teaching a subject in English: the content itself and the language. Consequently, it is essential to regularly collect evidence of understanding, as it is highly likely that students will encounter difficulties in keeping up with the lessons. The most common method to confirm students' understanding is to ask them questions. However, when we ask our students a question in English, they might not understand it correctly. They will also probably need time to translate the question into their mother tongue, to think and to formulate an answer in their mother tongue, and to translate that answer into English. This means the teacher must be prepared to wait longer than usual for a response. We were advised to count for three seconds (e.g. by counting "one elephant, two elephants, three elephants" to ourselves). There is also a psychological barrier for students when they are asked to answer in English. In addition to their anxiety that the answer might be incorrect, there is also an anxiety that the English could be incorrect, and they might be nervous about speaking in front of the class. These problems can be mitigated by utilizing pair work or group work. After working with others in a small group, students can phrase their answers in the form "We think ....," which helps to lower the psychological hurdles. Furthermore, by walking around during the small group discussions and listening carefully to their students, the teacher can gauge how much they have understood and where they might be stumbling. Thus, the course emphasized the importance of frequently collecting evidence of understanding. If you would like to know more about the different types of group work and question formats that we learned, please feel free to ask me.

A view of the café and river near our classroom.

Next, when teaching a subject in English, if we want to improve the communication skills of our students, it is necessary to give them plenty of opportunities to speak. This is important because, in many countries, students only have a chance to practice English during class. I think that applies to

the Japanese university context as well. Moreover, if teachers have to cover a great deal of lesson content within a limited time, they might find it difficult to wait for students to answer questions. Although teachers might be tempted to answer the questions themselves, we were advised to be patient and find other ways to deal with this situation.

In order to check the students' level of understanding, it is important to create an environment where students can talk easily. We were introduced to the use of Kahoot!, a game-based learning platform for online quizzes. When using Kahoot!, students should work in pairs with a fictional group name and include both serious and fun questions. They will then find it easier to participate and will not be afraid of making mistakes because they are anonymous. They will also be able to express their opinions more freely.

Furthermore, to promote interaction in class, we learned techniques for facilitating smooth learning and providing appropriate feedback. The basic formula for feedback is to praise 70% and to critique 30%. The teacher should begin with two or three positive comments, before explaining one important aspect for improvement. The feedback should end with another positive comment. This will help the student feel like continuing to participate and make it easier for them to accept the critique. We also learned some useful phrases for positive feedback in English.

Next, there was a lecture on how teachers should use English, which emphasized the need to understand the level of the students' English language skills. We learned about the Europass Language Passport (see http://europass.cedefop.europa.eu/documents/european-skills-passport/language-passport/templates-instructions), which is a self-assessment tool for English language proficiency. It measures understanding, speaking, and writing proficiency based on the six levels of the Common European Framework of Reference for Languages (CEFR). With self-assessments, however, we should also be mindful of the fact that many people tend to underestimate their own abilities. In practice, I think that teachers will usually gauge their students' English proficiency during class. In class, teachers should try to remember to speak slowly, explain the same things using different words, and paraphrase with simple words where possible.

A view of a street in Oxford.

The course was highly interactive. We had to teach content in English to our fellow participants, teachers from other universities. In one exercise, we were asked to provide simple explanations of the terms "naming word," "process word," and "concept word" within a set timeframe, and then have our partner explain what they had understood from our explanation. The level of understanding was surprisingly low, leading to much laughter in the classroom. It made me realize how difficult it is to understand new things in one's second language, when even our group of motivated university lecturers had such difficulties in understanding each other. It highlighted the importance of checking students' comprehension, that is, to collect evidence of understanding.

One problem I noted was that the pace and progress of lessons will inevitably be slowed down when we attempt to gather evidence of understanding by making our lessons more interactive. The instructor's answer to my question about this was "It's not about what we teach, it's about what THEY learn." There is not much use in teaching all the required content in a lesson quickly, if our students only understand about 10% of it. Even if we are able to reduce the amount of content to be covered, it is still better to focus on improving students' understanding.

Another potential strategy is to give students homework, such as having them read the parts that could not be covered in the lesson. I have listed some useful tips that we learned about this below:

· When assigning homework, ask each student to read specific paragraphs or pages for discussion in the next lesson. Students are more likely to do the required reading if they are given specific tasks like explaining particular paragraphs.

· In addition, identify the points you want the students to understand and present them in the form of questions for discussion in the next lesson.

This will increase the probability that your students will do the reading. The more interesting the questions are, the more enthusiastic the students will be in reading the required passages.

· Ask students to take turns creating quizzes in Kahoot! and provide quizzes on the reading assignments for the next lesson. EMI inevitably increases your workload as a teacher, owing to the greater support required, but you do not need to do everything by yourself. You can get students to become more engaged and contribute to the lessons, by designing their own quizzes for example. Remember that the objective is for students to learn – how they learn (e.g. whether it is the teacher or the student making quizzes) is not so important.

An important point to note about reading assignments is not to require unrealistic quantities of reading. If English is not their first language, students will have to check words and phrases in a dictionary, so even one page may be too long. If you assign impossible amounts of reading, it is more likely that your students won't read anything at all. Thus, it is essential to be flexible and adopt strategies such as giving your students a list of keywords or an outline, and limiting the reading sections to about one or two paragraphs. Again, it is necessary to gauge the students' English level.

Lastly, the possibility of cooperation between ESL teachers (English teachers) and content teachers was proposed. Even though ESL and content teachers work in different fields, they have the students they teach in common. ESL teachers can observe the lectures of content teachers and provide advice on how to use more simple language. Conversely, content teachers could ask ESL teachers to teach their students particular vocabulary. I found this course very enlightening. I had thought that I had to be really fluent in English to teach in English, but according to Dr. Dearden and Mr. Spain, fundamental teaching skills and flexibility can help to achieve successful lessons. I also understood that this is not something that can be achieved overnight, as it requires experience. So I realized that I must continue to further my understanding in this regard, such as learning about good practice at ICU. Moreover, I was encouraged by their comment that as a non-native English speaker myself, I have a certain advantage in teaching content to students who are also non-native English speakers, as it is easier for me to know what students find difficult to understand. I also now see that native English speakers have their own difficulties in teaching non-native English speakers.

This course highlighted the rapid growth of EMI in education worldwide and the need to adjust our usual teaching methods for EMI classes. It also taught me useful tools and strategies that I can implement in the classroom. I am deeply grateful for having been granted this valuable learning opportunity. I was also very happy to meet one of the talented assistants in the course, and felt proud to find that he is an ICU graduate who is now studying at Oxford. I hope to make best use of what I have learned in this course so that I can teach my own students more effectively and help them to graduate with confidence in the knowledge that they have had an excellent education at ICU.

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(English translation provided by CTL)

Report on FD Activities (2)

Report on the 2017 Conference on ICT Strategies for Educational Reform

Maki Ichisawa
Center for Teaching and Learning

The 2017 Conference on ICT Strategies for Educational Reform, sponsored by the Japan Universities Association for Computer Education (JUCE), was held from September 5th to 7th, 2017. I participated in the General Assembly on the 5th and in Session B on the 6th. In Session C, which was titled "Guidelines on the Utilization/ Construction of Learning Portfolio Systems and Utilization Issues at Universities," I delivered a presentation on ICU's use of academic planning essays.

What struck me most at the General Assembly was Professor Motohisa Kaneko's (Research Center for University Studies, University of Tsukuba) point that we should use information with the aim of better understanding our own position, rather than focusing only on the information itself. He stressed the necessity of using information with fixed intentions, premises, and a certain "belief." Although we tend to work hard to gather information, there is not much value in the information itself if we don't think about what it is that we want to find out by using that information.

Dr. Atsushi Hamana, President of the Kansai University of International Studies, discussed the teaching system at his university. I was particularly interested to hear about their "Reflection Day" before each new semester. This is a day when papers and reports are handed back to students, who then discuss the results with their advisors and set new goals. These reflections and goals are recorded in an e-portfolio. I thought that e-portfolios could also potentially be an effective tool at ICU, used in conjunction with our advisor interviews on Registration Day.

Dr. Motoshige Yumoto, Vice President of Tokyo City University, explained how his university issues a pre-diploma supplement at the end of each year level, in addition to the diploma supplement issued at the time of graduation. I was struck by their use of a grade point sum (GP Sum), which is an accumulation of grade points, rather than the standard grade point average (GPA). The university's reasoning was that averages are affected by low grades, so using a cumulative system helps to keep students motivated. It might be worth considering the adoption of a similar system at ICU to help motivate students with poor grades.

For Session B on September 6th, participants from Waseda University, Osaka Prefecture University, and Sophia University made case presentations on the topic "IR Initiatives and Issues for Visualizing Learning Outcomes."

In her presentation on institutional research (IR) initiatives at Waseda University, Professor Kyoko Anegawa explained that the university holds monthly IR staff liaison meetings, consisting of midlevel university staff in their 30s and 40s. Reports are presented by representatives from each department to understand IR in practice and to facilitate information sharing among the departments.

In his presentation on IR for teaching and learning, Professor Kai Hatano described Osaka Prefecture University's use of student surveys and e-portfolios for the "check" part of the plan-do-check-act (PDCA) cycle. While student surveys provide evidence regarding self-assessment, evaluation, and accreditation, it can be difficult to translate that information into concrete educational reform measures. Conversely, e-portfolios record the learning outcomes of individual courses, but it can be challenging to persuade students of the significance of keeping such records (the input rate fell to about 10% in the second semester of the first year). There are also variations among the faculty in their use of e-portfolios. I thought that the e-portfolio was very well designed. However, it cannot be used effectively as evidence if the students don't find it meaningful. This reflects the problems associated with not only introducing a new tool but also establishing it in practice.

I found that all three universities in Session B faced

common challenges, such as the lack of human resources, obtaining the understanding of faculty and staff, and sourcing various types of data for IR.

Session C was also held on September 6th. Professor Hiroshi Iwai of Tezukayama University, who is the chairman of JUCE's University Information System Research Committee, began the session by outlining the committee's "Guidelines for the Introduction and Use of Learning Portfolio Systems" (May 2017). Presenters from Showa University, Nara University of Education, and ICU reported case studies. The session was attended by more than 130 people, reflecting the high level of interest in this topic.

Professor Iwai pointed out the lack of understanding regarding the significance, purpose, and benefits of learning portfolios, as well as failures to continue documenting learning outcomes and the difficulty of establishing effective study skills. He also noted that faculty can find it difficult to assess the validity and reliability of the portfolio records and there is a lack of understanding about how to use the portfolio effectively to improve learning outcomes. Other problems include insufficient financial support, equipment, and human resources.

Following case reports from Showa University and Nara University of Education, I delivered a presentation outlining the icuMAP and academic planning essays at ICU. ICU undergraduate students submit five academic planning essays online on icuMAP at various stages of their degree, until graduation. There is a high submission rate because each essay is limited to 150 words in English, and three of the five essays are compulsory. In the first essay, before matriculation, students write about their study goals at ICU. When they reach the stage of choosing a major, they are asked to state the reasons for their choice. Another essay is required with the application for a senior thesis advisor, in which students are asked to state their senior thesis topic and outline their career goals. Thus, the essays can be helpful for identifying long-term study goals and facilitating reflection. Teachers can also read and provide feedback on these essays. I mentioned the difficulty of measuring their reach since they are not official course components. Moreover, while the format enables students to write with a high degree of freedom, it also makes data analysis more difficult.

During the Q&A session, someone asked whether it was necessary for teachers to provide feedback on learning portfolios. Mr. Iwai emphasized that prompt feedback such as comments from teachers relates to the continued use of the portfolio by students. There is no need to write lengthy comments, and some universities have even incorporated a stamp function. (Please note that in ICU's academic planning essays, the teacher can click the "Read" button when reading an essay, and it will be reflected in the student's comment field)

There was also a discussion about the importance of teachers adopting a supportive approach to prevent students from feeling like passive subjects who are being forced to learn. This reminded me of one of the questions on the questionnaire that ICU students submit with the essay at graduation, "How could the essay be used more meaningfully?" Many students ticked the answer option "Comments and other feedback from advisers." I think this suggests that feedback from teachers can help to motivate students.

The various presentations at this conference highlighted the many issues and challenges that ICU and other universities have in common. I hope to find ways to apply some of the insights from this conference at ICU in future.

For details of the conference, see
http://www.juce.jp/LINK/taikai/taikai2017.htm (in Japanese)

(English translation provided by CTL)

Report on FD Activities (3)

Report on the 2017 NACADA International Conference

Sayaka Oeda
Academic Planning Center

Outline of the 2017 NACADA International Conference

The 2017 NACADA International Conference was held from July 10th to 13th, 2017, in Sheffield, England. The National Academic Advising Association (NACADA) is an academic advising society and professional organization that mainly sponsors conferences and training seminars in the US. In recent years, NACADA has focused on building a global network of academic advising experts and promoting the field of advising worldwide. With the aim of fostering what it calls the "Global Community for Academic Advising," NACADA has held annual international conferences outside the US since 2013. This year's conference was titled "The Future of Academic Advising: Connecting and Consolidating Students' Experiences and Education." More than 200 university staff from 19 countries, including participants from the UK, Europe, and the US, gathered together at Sheffield.

Coming Together

A pre-conference workshop was held on the first day, with time for networking in the evening. As NACADA conferences focus on the sharing of information and experiences among the participants, we were afforded plenty of opportunities to make new friends and get to know each other better in a relaxed environment – for example, during morning and afternoon tea times and stand-up buffet lunches.

The morning of the second day featured a general assembly and a keynote lecture delivered by Dr. Mehvash Ali (American University of Sharjah in the United Arab Emirates). Dr. Ali introduced various theories and concepts pertaining to advising, while reflecting on his own student years and how he had become a psychologist. At the conference, I frequently heard the words "student success," but I realized that the meaning of success differs for each person.

Academic Advising in the UK

There was also a presentation on academic advising in the UK context. In the UK, advising had mainly taken the form of personal tutoring by faculty for many years, but advising is now increasingly becoming a specialized profession. UK Advising and Tutoring (UKAT), which was founded two years ago, is the first allied group of NACADA to be established outside North America.

Challenges that are Unique to High Achievers

From the afternoon of the 2nd day to the 4th day, various 60-minute sessions were held concurrently, and we were free to participate in the sessions we were interested in. One session that was particularly enlightening for me was a presentation on high achievers by Hayley Jensen and Phillip Rash of Brigham Young University. In academic advising, the focus of support is overwhelmingly on students who have poor grades or those who have trouble adjusting to college life. So I found it interesting to learn about challenges that are unique to high achievers, students with good grades who might not appear to be struggling but who may also benefit from the support of advisors.

First, the presenters explained the key characteristics of high achievers. While high achievers are highly academically motivated with excellent grades, they tend to have an all-or-nothing mindset, as well as a strong resistance to change and a fear of failure. They are fine if they can continue achieving in the ways they have in the past, but they can run into problems when faced with the increasing responsibilities of college life or when their tried-and-tested methods can no longer be relied upon. They are prone to burnout, unable to ask for help. As high achievers are accustomed to being academically gifted, when their belief in their own academic abilities is threatened, they are faced with a crisis of identity.

The presenters explained that the earlier and more frequently an advisor intervenes with such high achievers, the better the outcome is. It is important that advisors acknowledge the efforts of high-achieving students, alleviate their excessive fears of failure, and encourage them to take risks. For many high-achieving students, failure is a shameful thing. They believe that they will disappoint their teachers and other people around them. By fostering a growth mindset that sees failure as a learning opportunity, an advisor can encourage students to take on new challenges and facilitate further growth.

The opposite of a growth mindset is a fixed mindset. People with a fixed mindset see ability and skills to be fixed traits – humans are born with certain natural talents, and failures lower your value and should be avoided. Conversely, those with a growth mindset see that new skills can be acquired through effort, and failure is only a temporary setback and food for growth.

Many high-achievers harbor a limited image of success. Advisors can play a crucial role in helping to guide such students to draw more holistic images of success through dialogue.

While I have discussed the session on high achievers in detail, there were also many other sessions covering a wide range of topics, such as one that featured model coaching conversations and another on academic advising for students with mental health concerns. I found in addition to learning more about advising, the sessions also enhanced my understanding of the needs of young people and the development of effective communication skills.

Conclusion

At NACADA conferences the majority of the participants are academic advisors, and many of the sessions involve practical examples. There is little distance between presenters and participants, and there are lively discussions among the participants. This promotes mutual understanding and the exchange of ideas, resulting in an enriching and fulfilling experience for all the participants. At this year's conference, I enjoyed meeting fellow advisors from different countries and cultures, and felt inspired in the knowledge that despite our differences we are all striving to overcome similar challenges in our daily work.

Since academic advising is still not a well-established profession in Japan, it is difficult to exchange knowledge and expertise with staff at Japanese universities. I hope to participate in future NACADA conferences, making best use of what I have learned, to help achieve the mission of the Academic Planning Center to "keep abreast of the latest theories and practices and acquire advanced knowledge of academic advising" and "disseminate knowledge about academic advising on campus and improve our support of faculty as well as students."

For more information, please see the NACADA website: https://www.nacada.ksu.edu/

(English translation provided by CTL)

Teaching and Learning Support

Reports on Tutorials in Practice

Two reports on tutorials in practice are presented below as examples of measures to promote the continuous improvement of teaching practices to enhance student learning outcomes: “Introduction to Linguistics I Tutorials” and “Tutorials at the Office of Special Needs Support Services”

Introduction to Linguistics I Tutorials

Tomoyuki Yoshida
Department of Psychology and Linguistics

From the fall term of 2017, we have been trialing a student tutor system in “Introduction to Linguistics I, “a Foundation course in the Linguistics major. We appointed two fourth-year undergraduate students and two graduate students as tutors. The basic responsibilities of each tutor are: (1) to attend each lesson and the content covered; (2) to offer up to 15 hours per week of tutorial sessions to answer questions about the lesson content and practice exercises; and (3) to meet with the lecturer once a week. Tutorial sessions are mainly held in the CTL office, but ILC lounges are also used outside CTL office hours. Students must use the system set up by CTL to reserve tutorial sessions in advance. There are 64 students registered in "Introduction to Linguistics I" this term, and many of them have been making use of the tutorials.

The tutor system by which high-achieving senior undergraduate students provide support to junior students has been implemented in many liberal arts colleges in the US. It has been found to help students achieve higher learning outcomes. One reason why we decided to trial the tutor system for “Introduction to Linguistics I” was to support students who find it difficult to keep up with the lessons. In previous years, we have had quite a few students who have dropped the subject because they were unable to keep up for various reasons. We hoped that the support of these tutors would help to enable students to enjoy learning throughout the course.

At this stage, when we have just finished the midterm exam, we can observe a number of patterns in the use of the tutorials. First, many of the students who achieved excellent results in the midterm exam are regular users of the tutorials. Second, some high-achieving students tend not only to use the tutorials frequently but also to ask advanced questions. Third, most students with poor grades do not appear to be utilizing the tutorials. To some extent, these trends are not surprising, but we must admit that the tutorials are unlikely to significantly reduce our dropout rate. We intend to reflect on the results of the midterm exam and consider ways to encourage more students to use the tutorials.

A tutorial session for the Introduction to Linguistics I course.

The most positive outcome of introducing the tutor system has been the creation of an atmosphere in which everyone is learning together. “Introduction to Linguistics I” is taken by intellectually curious students who are intending to major in linguistics. In the past, questions about the lesson content and homework were mainly fielded by the lecturer, as there were no tutors. Since introducing the tutor system, I feel that we have made it easier for students to ask questions and deepen their knowledge, leading them to ask more advanced questions. When an interesting question is asked in the tutorial session, the tutor reports it to the lecturer, who shares it later with the rest of the class. This is also beneficial for tutors, as they enhance their own understanding of the complexities of the field by learning together with the students they are tutoring.

Successful implementation of the tutor system depends on a number of factors. The tutors, who play the central role, not only need to be excellent students but also have a solid understanding of the field. They must also be passionate about supporting their peers. Their passion and

enthusiasm will inspire the junior students to reach higher and attend tutorials frequently. When students fully understand the lesson content, they start to become more curious about advanced topics. The tutors can play a positive role in responding to this interest, resulting in effective tutorials. Ideally, this could also inspire some students to become tutors themselves in future. There are also considerations in assigning homework. For example, this course requires four sets of practice exercises (5 to 10 questions each). Distributing the exercises evenly throughout the course helps to balance out the workload in the tutorials. Cooperation with the staff who administer and manage the tutor system, cooperation between the tutors and the lecturer, and collaboration between tutors are also important factors to consider.

Tutorials at the Office of Special Needs Support Services

Tomoya Suzuki
Center for Teaching and Learning

At the Office of Special Needs Support Services (SNSS), we have implemented a tutor system for students with disabilities since the spring term of 2017.

In principle, tutorials are provided once a week per student, and each tutorial is one hour long. In the initial tutorial session, we try to gauge the student's academic level and needs by having them fill out a Study Skills Questionnaire on study skills, which was created by CTL. The questionnaire asks students to provide a self-evaluation about their ability to understand lecture content and their processing ability of various tasks.

As the students who use our tutorials face diverse learning difficulties for different reasons, the support and guidance we provide are adjusted to meet their needs. For example, for students who have difficulty in formulating and implementing a study plan, the tutor will formulate a plan with them and regularly check their progress. For students who find it difficult to write papers, the tutor will discuss with them about setting a topic and constructing arguments. For students who have writing difficulties, the tutor will encourage them to discuss their ideas verbally, and help them to organize the ideas into an outline that can be used as the basis of their paper.

A tutorial at the Office of Special Needs Support Services.

So far, 13 students have used the tutorials, of which about 8 are continuous users. The results that have been observed, such as successful completion of units and improvement of grades, vary depending on the user, but the continuous users certainly seem to be finding the tutorials helpful.

Currently, we only have one tutor. In addition to increasing the number of tutors in future, we are working towards designing a manual on tutorial methods, and raising awareness of our services to students.

The two case studies discussed here – classroom support for a specific subject and academic support for struggling students – differ in terms of their targets and methods of support. However, they both highlight the need for the provision of learning support by means of tutorials at ICU. The Center for Teaching and Learning will continue to explore ways to introduce and expand the tutor system throughout the university.

(English translation provided by CTL)

Report on FD Seminars

Report on Global Liberal Arts Alliance Workshop for Science and Engineering Faculty

Julian Koe Department of Natural Science
Chika Minejima Department of Natural Science

What: Global Liberal Arts Alliance Workshop for Science and Engineering Faculty
When: June, 2017
Where: American College in Greece, Deree, Greece

From left to right, Prof. Minejima and Prof. Koe

We attended a workshop for science and engineering faculty, organized under the auspices of the Global Liberal Arts Alliance and held at the American College at Deree, Greece. The goal of the workshop was to build an international community of science faculty at liberal arts colleges to share ideas, resources, and enthusiasm about teaching and learning in the sciences.

Topics covered were:

1. "Backward" design in curriculum development (*Understanding by Design*, Wiggins and McTighe, Assn. for Supervision & Curriculum Development)
2. Writing student learning goals
3. Matching assessment of student learning to goals
4. Using rubrics for assessment
5. Developing literature discussions (teaching fundamental concepts through current research examples)
6. Active learning and other evidence-based practices
7. Action research - Scholarship of Teaching and Learning
8. Collaborative Learning Object development

We experienced all the topics above through active learning. We were divided into different groups for each activity and made student learning goals, rubrics for assessment, and carried out various activities. We also experienced literature discussion guided by leaders and created literature discussion activities ourselves by making questions and accompanying assessment rubrics. We experienced action research through a fun and active periodic table exercise. Learning objects were introduced and then developed individually.

Topics 1~4 and 6, 8 will be explained together. The key idea is that educators should have clear goals of what students need to learn and achieve *before designing activities or course contents*. Once there are clear goals, then instructors may proceed to choosing activities or books to read. The next step is to make rubrics for assessment. This helps both the educators and also the students, since they will be able to see the instructor's expectations, and the quality of their assignments should improve. Lastly, we put together activities and contents. We learned about Bloom's taxonomy verbs to describe students learning goals and rubrics. "Students will understand…" is not acceptable!! We applied it to create a "lesson plan" and "learning object" (LO). The lesson plan should be for 1-2 activities around a specific topic with clear aims and assessment. A learning object is a small piece of curriculum with clear learning goals and teacher/student instructions and assessment. It can be an in-class activity, problem set, homework or exam question, literature discussion etc.

Topic 5 was about developing literature discussions. We first read an article 'Revisiting "Is the scientific paper a fraud?" by Howitt and Wilson, EMBO reports, 2014) and prepared answer keys to the assigned questions the leaders had prepared. Rubrics were developed for assessment.

Then we picked a paper of our choice and created questions, answer keys and assessment rubrics.

Topic 6 was about action research. We experienced an active learning periodic table exercise in which people were designated as particular elements of the periodic table. The people-elements had to line up according to the instructor's orders, such as according to size, electronegativity, charge etc. It strengthens the understanding of the periodic table and the physical action led to strong memory. We also experienced a course development exercise which aims for motivating changes in students' engagement in that topic in and out of class. For example, if it is an environmental science class, the course design can be so that students will care about, and act to protect, the environment as a result of taking the course. We created such a teaching plan as an exercise.

We also talked about *action plans* as follows:

9. Talk to Administrative staff (What will you tell them? What do you want?)
10. Teaching plan
11. Talk to colleagues (in or out of science), talk to your department/program
12. Get colleagues to join Trellis
13. Set up future conversations with someone from the workshop (invite them to join a class virtually so students can "Ask an expert")

It was a very intensive workshop. It was focused on the STEM field and also liberal arts colleges, so the knowledge we gained here is directly applicable to us and very useful. We are very happy to share what we learned from this workshop with our colleagues. It was also a good opportunity to know how ICU is doing in terms of teaching approaches. Some fields at ICU are ahead and some are behind.

Here is a list of useful links to STEM teaching which were shared at the meeting.

Communities of Practice Examples

1. CAE: Improving Astronomy Education: https://groups.yahoo.com/neo/groups/astrolrner/info
2. Faculty for Undergraduate Neuroscience: funfaculty.org (Harry Itagaki)
3. EREN: Ecological Research as Education Network - http://erenweb.org/
   In May 2010, our group was awarded a $495,000 grant from the U.S. National Science Foundation's Research Coordination Networks (in Undergraduate Biology Education) program for this five year project.
4. NASA Astrobiology Institute: https://astrobiology.nasa.gov/education/
5. Analytical Sciences Digital Library: http://home.asdlib.org/ (Analytical Chemistry) (organizers)
6. IONiC: http://home.asdlib.org/ (Inorganic Chemistry)(organizers)
7. SERC (geosciences and others): https://serc.carleton.edu/index.html (organizers)
8. Project Kaleidoscope (STEM): https://www.aacu.org/pkal
9. Network for Integrating Bioinformatics into Life Science Education (NIBLSE): niblse.org As with EREN, supported by a 5-year NSF-RCN grant.
10. BioQUEST bioquest.org (problem posing, problem solving, peer persuasion) One of the things they do (and there is more information about this on the SERC site) is creative "investigative case studies."

Links to Visible Teaching articles (organizers): http://dx.doi.org/10.1021/ed800104t
Timer Cube: https://www.datexx.com/product-p/df-33.htm
Dance Your Thesis (through *Science*): http://www.sciencemag.org/news/2016/10/and-winner-year-s-dance-your-phd-contest

Good ICT Tools

iJapan: Flipping the classroom, interactive learning and Japan Studies

Christopher Bondy
Department of Society, Culture and Media

As coordinator of Japan Studies, I oversee teaching the "Introduction to Japan Studies" course every year. This course always presents a challenge. While it is an interdisciplinary course, and thus fits nicely within our liberal arts goals as an institution, it is also difficult to share the depth and breadth of Japan with the students in 10 weeks. To try to expand the student's knowledge and to stimulate their interest in Japan, I have made use of technology as a pedagogical approach and as a way of engaging students. I do this in two broad ways: using iBooks and PechaKucha presentations.

Often our interaction with students work takes place in a somewhat closed relationship: students write papers, submit them to us, and we return the papers directly to the students with comments. To combat this, the primary assignment for my Introduction to Japan Studies (JPS 101) class is to have the students write something that is shared with each other, me and even the broader community: an iBooks that the students write and then "publish" for the world to see (www.apple.com/lae/ibooks/). To get the students out of their comfort zone, I place them in random groups (2 to 4 students, depending on the enrollment) and then have them randomly select a ward in Tokyo (this is done by having cards with ward names listed and the students select the card without knowing what the ward will be). While I recognize that Japan is much more than Tokyo, this approach does at least allow the students to make use of their location. The books are separated into chapters which focus on the following broad themes: economics, history, the arts (broadly conceived), and society and culture. Each student writes his or her own chapter/s, while the group writes the introduction and conclusion to the iBooks together.

In addition to the text, by using the iBooks software that is available in the apple computer labs on campus (or free from the app store), the students can imbed images, videos, interactive maps and much more to highlight the diversity of their specific ward. This approach, I feel, provides them with a different way of sharing their knowledge and experiences. In addition, I have found that because the students know that it can be shared with a wider audience, they are much more committed to an aesthetically pleasing product as well as seeming to be more aware of concerns such as plagiarism and ethical research.

While I had done the iBooks project for several times, this past spring I included another element of technology to the course: a PechaKucha video (www.pechakucha.org). PechaKucha videos are based on the idea of quick presentations 20 PowerPoint slides, with each slide being primarily images and shown for 20 seconds. I did this project with a professor at Kenyon College (one of our Global Liberal Arts Alliance partners), where he had his class share PechaKucha videos they made in an Asian Studies class with us, and then my class introduced various elements of Japan with his class. The topics we covered ranged from "Instructions on Japanese Culture" to "Yuru-Kara" to "Sugamo: Harajuku for an Aging Society" and a number of other ones as well. The PechaKucha videos were then shared with each other, allowing students from both schools to comment and reflect on the work they had done, and give and get feedback directly on the work.

To prepare the students for the PechaKucha assignment, I worked closely with the Center for Teaching and Learning both before the term started and during all the stages of this project. Before the term started, we talked about what types of instructions we could provide the students and the amount of time necessary to do the assignment. To start with, we "flipped" the classroom, by having the students watch instructional videos on how to make PechaKucha videos, then watching the PechaKucha videos from the school in the US. Doing this allowed for much

more effective use of the classroom time for the actual engagement with the project.

This assignment was also done in pairs, and each student was responsible for 10 slides and a corresponding narration. Again, working with the CTL staff, we could then record audio that went along with the presentation, giving the students a chance to give a presentation but in a different form and to a different audience than they would have within a typical classroom.

While this was done for a Japan Studies class, I believe this could be easily implemented in virtually any class across the curriculum. The iBoooks project is another way of providing a paper assignment, but one that allows for a greater degree of creativity in how the students collect and share information. The PechaKucha project too was a novel way of having students give presentations. In this case, I worked with another GLAA institution, but I could see this working within a stand-alone class.

I would be remiss if I did not mention some of the challenges of these approaches. The iBooks project requires a bit of computer time (in the past I did not make use of the computer lab during class time and the work clearly suffered because of that). In addition, while the computer lab has iBooks Author (the program used to create the iBooks), the software seemingly cannot be updated to publish through the ICU computer labs. As a result, if you want to publish the works, you would need to go through it on your own Apple computer (and this software is only available on Apple). It is free from the app store, but again, the ICU computer lab cannot update their software to allow for this project to be done entirely through the lab. For the collaborative work on the PechaKucha project, I would recommend doing this in fall term, as you would have more time for collaboration. Because the academic calendar does not line up well, we had to rush to get this project done in the first few weeks of the term before the other school ended their academic year.

Editor's Note

September 2017 has seen five new teaching staff joining our faculty and the launch of a new FD program.

In this issue's special feature, Prof. Insung Jung, who led the project to develop a new FD program, writes about the new FD program. Also included in this issue are contributions from the five teaching staff members who have newly joined ICU. They have written articles introducing themselves that hopefully you will find interesting.

I feel a sense of contentment that the enriching 10-week FD program has come to an end. I would like to say thank you to all project team members, research assistants, and facilitators who have contributed to this program. In subsequent years, CTL will be responsible for organizing this program, but this cannot be done without the support of many teaching staff members. I look forward to working with you again in the future.

Prof. Chika Minejima became the second faculty member from ICU to participate in the EMI Course for University Lecturers held at Oxford University. Preparations are being made for ICU to host this program in the summer (August); this will be something to look forward to.

"Reports on Tutorials in Practice" introduces "CTL Tutors," a tutor system that is being trialed this year. I hope that the information and ideas presented in these reports will be useful in considering how the TA system and learning support should be in the future.

Finally, I would like to say thank you to all those who have contributed to this issue of the *FD Newsletter*. If you have any thoughts or comments about the articles in this newsletter or about CTL, please do not hesitate to email ctl@icu.ac.jp. Of course, contributions to the *FD Newsletter* are always welcome.

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