

# Case Studies of High-Impact Practices

## Contents

<b>Kansai University of International Studies</b> .....	<b>1</b>
Global Studies II (Thailand / Bangkok in summer 2016) .....	1
Global Studies II The Philippines / Cebu in summer 2015 .....	7
<b>Shukutoku University</b> .....	<b>11</b>
Case Study and Workshop (Chiba-demo Project) .....	11
1. Food Service Management Practicum A/B ,	
2. Gerontological Nursing Theory II .....	14
School Volunteer .....	17
Coordination of Health Care and Welfare I.....	20
Short-term Overseas Training .....	24
Learning Assistant .....	26
Historical Survey Practicum I • II (second-year students) .....	28
Research-based Study of Expression and Culture (Seminar course for the first term of the 3rd year) .....	31
<b>Hokuriku Gakuin University</b> .....	<b>33</b>
Active English A .....	33
Active English B .....	45
Introduction to Career Design I (MIP) .....	54
Universal Tourism in Kanazawa.....	58
Baby Salon .....	65
<b>Kurashiki Sakuyo University</b> .....	<b>71</b>
Course (program) title: Practical Contribution Via Music.....	71

March 2017

Kansai University of International Studies

Shukutoku University

Hokuriku Gakuin University

Kurashiki Sakuyo University

**Program for Promoting Inter-University Collaborative Education :**

***“Formulation of Teaching and Learning Management for Active Learning”***



# Kansai University of International Studies

Course (program) title: Global Studies II (Thailand / Bangkok in summer 2016)

Instructors: Koji Abe and Hajime Ito

Term: August 2016 ~ September 2016

Number of students: 25 from Kansai University of International Studies

12 from ACP Member Universities (Thammasat University, Gadjah Mada University / Universitas Lampung, University of Yangon)

## 1. Course Objectives and Goals (knowledge/skills, etc. to gain = learning outcome)

The program is designed for Japanese students and their counterparts from member universities of the “Asian Cooperative Program Consortium” to cooperate with each other so that they can learn about preparatory measures for safety and security in Thailand. Students also deepen their understanding of diversity, a crucial issue in our global society, by making comparisons with their home countries.

In Thailand, disasters such as landslides and floods frequently occur, due to rapid urbanization and localized heavy rains caused by global warming. The necessity of preparing for such disasters is recognized in Thailand. However, preparedness on the part of local residents is not sufficient; damage due to disasters occurs repeatedly.

For this reason, our program is centered on fieldwork with Thammasat University, which is located in the central part of Bangkok, Thailand. Along with students of member universities in Southeast Asian countries that sustain similar damage, we compare disaster preparedness of local administrations and people on the international level. We make proposals with students from each country for new measures that their country should take, based on Japanese knowledge and experience with regard to preemptive measures, early alert, early evacuation, and the reduction of disasters.

## 2. Course description and methods (activities)

### Pre-learning

- Lecture on disasters (by Masahiko Murata, Research Fellow, Professor, Research Department, The Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution (DRI))
- Summarizing the current situation and challenges Thailand is faced with by using knowledge gained through the lecture and previous research
- Formulating research questions and methods
- Formulating and discussing concrete research scope and items (a list of questions) based on the above.
- Studying of the Thai language, culture and history (with invited external lecturers)

### Field activities

Activities in the field consisted mainly of lectures on natural disasters and disaster preparedness by professors from Thammasat University, the host institution. In addition, we went on a field trip to get information about people’s lives in the riparian

areas, and visited a village where people are working towards becoming a sustainable society (through forest conservation).

All activities were group-based. Each group was made up students of different nationalities, so they were obligated to speak English when sharing ideas with each other and giving presentations. (Please refer to Table 1.)

### 3. Evaluation methods (Evaluation of achievement)

(1) Pre-learning: Worksheet 10%

(Filled out in Japanese by means of “Reflection College”

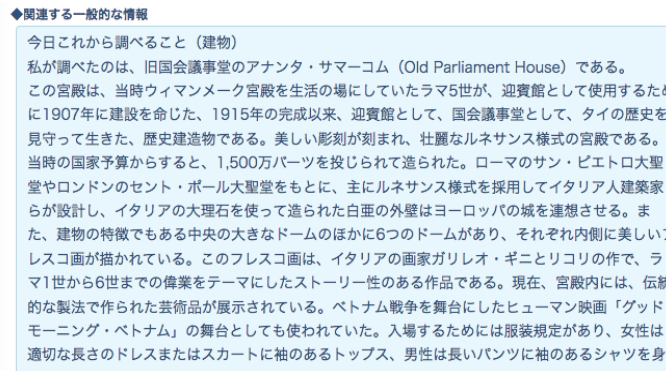


Table 1. Program Schedule

date		schedule	
		AM	PM
8/27	Sat	Departure of KUIS students	Arrival
8/28	Sun	KUIS: walk around the university	Arrival of ACP university students
8/29	Mon	Program overview / orientation	icebreaking /group work welcome party
8/30	Tue	Lecture1: Water Management and Flooding Disasters in Thailand Overview of natural disasters in Thailand, with a focus on flooding there in 2011	Discussion /reflection
8/31	Wed	Lecture2: Environmental Disasters and Management Disaster prevention and crisis management from a political point of view	Discussion /reflection
9/1	Thu	Field work2: Bang Krachao Trip	
9/2	Fri	Lecture3: Safety in Engineering Lecture on crisis management	Discussion /reflection
9/3	Sat	Field work : Amphawa Village (riverside village) Field trip to find out about life in Thailand with a close connection to	

9/4	Sun	water (floating markets, etc.)	
9/5	Mon	Field work: Visit to elementary school	Discussion / Reflection
9/6	Tue	Prepare for presentation	Prepare for presentation
9/7	Wed	Prepare for presentation	Prepare for presentation Final presentations by all groups
9/8	Thu	ACP conference	Presentation and reception Final presentation by the best group



(2) Pre-learning: Report 10%

(Filled out in English by means of “Reflection College”

記入期間：2016/06/01～2017/

②学修目標の設定と活動計画

◆学修目標の設定

I went to the center with a person in the disaster prevention future and was able to know how important what's called disaster prevention was.  
It is that the nation raises awareness of the disaster prevention that I felt most important by having learned this time.  
At first the first is enlightenment of the disaster prevention awareness. Social various main constituents such as an individual and home, an area, a company, an affiliate cooperate to improve a disaster prevention power of the Great Society, and to reduce the damage by the disaster, and it is necessary to plan the development of the people's social campaign to raise all power, and to reduce disaster damage.  
And the second is the spread of disaster prevention knowledge. Disaster prevention education is important that each one understands natural disaster definitely and can take disaster prevention, disaster mitigation under own precise judgment. By the East Japan great earthquake disaster, there was the example of the elementary school which was able to take the appropriate refuge action by disaster prevention education and the fire drill based on a past disaster lesson, and the effect was confirmed some other time. I am enriched by the disaster prevention education in a school and the area still more, and it will be important that I cultivate right disaster prevention awareness in future. In addition

(3) Field activities: Worksheet 30% (Reflection sheet to fill in after the day's learning)

(4) Field activities: Preparing for presentation 10%

(5) Field activities: Final presentation (Group) 10% (Plenary session 10/23, 11/20)

(6) Final report 30% (Fill in e-portfolio / Deadline: end of November)

We measured and assessed how much the students achieved in preparation for their presentation during the field activities by using “Teamwork” and “Presentation” rubrics (Please refer to the attached materials 1 and 2).

#### 4. Outcome (Results of activities, evaluation by stakeholders, serendipity effects on students, etc.)

The objectives of this program were 1) to deepen the students' knowledge about various systems for making society safe and secure in our country and 2) to develop the students' ability to communicate with people from other countries, and their ability to help solve regional problems, while enhancing their understanding of diverse cultures.

Regarding 1), we learned about efforts to make society "safe and secure," which can be seen in Japan's disaster recovery process, from Professor Masahiko Murata, Director and Research Fellow at The Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution. In addition, we visited the institution and obtained the latest information about anti-disaster measures in Japan.

Based on that, we made a comparison with the knowledge gained from the lectures on flood damage in Thailand and fieldwork, and we discussed each country's situation and challenges with the students of ACP Consortium member universities. Thus, we were able to learn how advanced Japan's disaster management system is, and what the status quo is in Japan.

At the same time, it became clear that Japanese students, who must have gone through a lot of natural disasters, regard disasters as "something that happens to other people" and that they expect somebody to take cutting-edge disaster-mitigating measures if they should be affected by such an event. In that sense, Japanese students seem to have been motivated to raise their awareness of disaster prevention.

Regarding 2), 12 students joined us from the member universities of "ACP Consortium" in Thailand, Indonesia and Myanmar. They dined and stayed at the same accommodation, had a lot of discussions focused on the key words "safe and secure." They also learned about different cultures and values, and took more interest in studying abroad, including in the relevant countries.

My personal comment as a leader and as the writer of this report is that our second objective has borne by far more fruit than the first one. The students were obliged to carry out activities in groups of various nationalities, which forced them to communicate with each other in English. The presentations, which were given four times during their activities, were all in English.

The Japanese students came into direct contact with various cultural practices, including Muslim prayers at the accommodation, and searching for restaurants that provide halal dishes. The students seemed to be at once perplexed and intrigued by a lot of different perspectives during the discussions. Two of the Japanese students, during the process, began to seriously consider studying abroad. Thus, this program had a lot of influence on the students in terms of their plans for the future.

#### 5. Future tasks and points to be improved upon

There are no major points to be improved upon in terms of activities or program composition. Rather, the program exceeded our expectations; it was so fulfilling that the students learned a lot and became more aware of various issues.

The only issue to address is the English proficiency level of the Japanese students. The 12 foreign students from the ACP Consortium universities were highly capable of communicating in English; they could engage in sophisticated discussions. On the other hand, there were only five Japanese students who could barely keep up with that level, and they had difficulty in fully expressing their opinions. Moreover, the

other Japanese students tended to rely on them, which seemed to impose a psychological burden on them. However, the situation of “being relied on” and “having to do it” helped them break out of their shell. Until then, they had not been confident enough to communicate in English, even though their English proficiency had reached a certain level.

One way of improving this situation might be to provide intensive language training for a certain period of time for the students whose English proficiency level is not sufficient, or for those who want to take it before the two-week program. It is true that the Japanese students are not proficient enough in English, but what matters more is that lot of them are not used to speaking the language. It seems that the students would settle more quickly into the program and learn more smoothly if it started once they have acquired the necessary mindset for communicating in English.

## Attached materials 1

### Presentation Rubric

**Instructions:** There are 5 criteria to evaluate the presentation. Each criterion has a 6-level description.

Choose the level for each criterion by encircling the description which you think represents the presentation.

	5	4	3	2	1	0
<b>Clarifying arguments</b>	Arguments or main points are very clear, well organized and very impressive.	Arguments or main points are well organized and clear enough.	Arguments or main points are organized, and easy to understand.	To some extent, arguments or main points are organized, so they are understandable, yet some parts still need to be improved.	Arguments or main points are not well indicated, and not easy to understand.	Arguments or main points are unclear, and not understandable.
<b>Logical sequence</b>	Introduction to conclusion is structured in effective way, and its logic is coherent and convincing.	Introduction to conclusion is structured, following the basic parts of presentation (introduction, body and conclusion), and its logic is coherent and understandable.	Process to conclusion is structured following the basic parts of presentation (introduction, body and conclusion)	There is logical presentation sequence, yet its order or structure needs to be improved.	Difficult to follow the presentation because it is disorganized	There is no sequence of information.
<b>Support data, proper documentation/citation</b>	Provides adequate information from reliable sources to effectively support ideas.	Provides adequate information from reliable sources to appropriately support ideas	Provides information/data to support ideas in a correct way.	Provides information/data to support ideas, and the choice of information is appropriate or correct to some extent.	Provides some information/data to support ideas, but not related, also the sources are unclear.	Fails to provide information/data to support ideas.
<b>Delivery</b>	Choice of words and expressions are effectively used. Tone, speed and use of fillers are carefully considered which contribute to effective presentation.	Choice of words and expressions are correctly used as well as tone, speed and use of fillers	Seldom use of incorrect choice of and expressions. Tone, speed and use of fillers are good.	Sometimes choice of words and expressions are incorrectly used. Tone, speed and use of fillers need to be improved.	There are mistakes in the choice of words and expressions. Tone, speed and use of fillers need to be improved.	Use of wrong choice of words and expressions is frequently evident. Voice is not clear and presentation is monotonous
<b>Eye contact, body language, attire</b>	Effective use of eye contact. Effective body language, posture, and attire, which contribute to attractive presentation.	Eye contact to audience is established, seldom returning to notes. Body language, posture, and attire are good enough for the presentation.	Eye contact is used, but often returning to script. Body language, posture, and attire are appropriate for the presentation.	Eye contact is sometimes established, but frequently returning to script. Body language, posture need improvement.	Eye contact is rarely established, reading most of script. Body language, posture and attire are not good for the presentation.	No eye contact, reading the entire script all the time. Body language, posture and attire are not appropriate for the presentation.

## Attached materials 2

### Teamwork Rubric

**Instructions:** There are 4 criteria to evaluate the presentation. Each criterion has a 4-level description. Choose the level for each criterion by encircling the description, which you think represents the presentation.

	4	3	2	1
<b>Participation in team discussion</b>	Leads the discussion with constructive remarks.	Joins and leads the discussion and gives remarks about the topic.	Joins the discussion and gives remarks about the topic.	Joins the discussion.
<b>Encouraging others' participation during the discussion</b>	Listens to others' remarks, puts them together well and gives remarks which enables others to join the discussion.	Listens to others' remarks, puts them together well, which promotes others' participation in the discussion.	Listens to others' remarks, nodding, showing understanding to others' remarks, which promotes others' participation in the discussion	Listens to others' remarks.
<b>Contribution to group work</b>	Participates in a group work and highly contributes to completing the specific assignment.	Participates in a group work and contributes to completing the specific assignment.	Participates in a group work and contributes to completing the tasks.	Participates in a group work and helps when being asked.
<b>Creating positive atmosphere in the team</b>	Joins the team and supports other members with positive remarks and conduct, and eases a tension if it occurs.	Joins the team and supports other members with positive remarks and conduct.	Joins the team with positive attitude or remarks.	Joins the team without negative attitude or remarks.



# Kansai University of International Studies

Course (program) title: Global Studies II The Philippines / Cebu in summer 2015

Instructor: Hideki Yamamoto

Term: August 2015 ~ September 2015

Number of students: 20

## 1. Course objectives and goals

(Knowledge, skills, etc. to gain = learning outcome)

### (1) Objectives

This program consists of service learning for second-year students and above. In this program, students will visit communities in the mountainous area of Cebu, Philippines. Through various contribution-type activities, the students are expected to understand the facts and backgrounds with regard to globalization and disparities, and explore their own roles and responsibility in society, as well as potential opportunities for contribution.

### (2) Expected achievements

#### Goal

- To understand the facts and backgrounds with regard to globalization and disparities through life-supporting activities in a mountainous community
- To think about our own roles, responsibilities and contribution potential as global citizens

#### KUIS Academic Benchmarks

- Understanding of diversity: Meeting face to face with the members who have selected this program and those with whom the students get acquainted in the field. Based on active, flexible communication, empathetic understanding, and a receptive stance, students will build a collaborative relationship with each other.
- Social activeness: Being motivated to engage in constructive contribution-type activities, identifying what the problems are and who needs what support through field activities.

## 2. Course description and methods (activities)

Before starting the program, the students worked on “pre-learning,” which increased their readiness and motivation for going abroad. The whole program was made up of “pre-activity learning,” “activities” and “post-activity learning,” each with an opportunity for reflection. (Please refer to tables 1 and 2.)

A total of 20 students participated in the program: 14 second-year students majoring in Child Science and two second-year students majoring in Social Welfare in the Department of Education and Social Welfare, one first-year student studying in the Department of Human Psychology, and three third-year students from the Department of Business Management.

### 3. Evaluation methods (Evaluation of achievement)

The evaluation covered achievements made by “individuals” and “teams” at each phase of “pre-activity-learning,” “activities” and “post-activity-learning.” (Please refer to table 3.)

### 4. Outcome (results of activities, evaluation by stakeholders, serendipity effects on students, etc.)

I had the students evaluate themselves both before and after the program by using the “Global Study Benchmark Check Sheet.” Table 4 shows the results: there were more students who answered “No change” or “Down” rather than “Up” after the program when asked about “Active stance in society,” and “Understanding of diversity.”

On the other hand, careful observation of the students throughout the program revealed that every one of them learned a lot, judging from how they were involved in their activities, how their behaviors changed, and the results they produced either individually or in group activities. In other words, the students are now in limbo, with no clues to identify their growth. Our task now is to decide which criteria to adopt in order to evaluate the students’ growth in a hands-on learning program, particularly in service learning.

Table 1. Activity details of “Global Studies II The Philippines / Cebu in summer 2015”

	Contents
Pre-learning	Video review of poverty and slums in the Philippines
	Learning about overseas travel and life over there
	Learning about the Philippines and Cebu
Pre-activity learning (1st to 13 <sup>th</sup> class) *with extra learning time other than classes	Learning about risk management
	Presentation on pre-learning
	Planning cross-cultural activities (class planning for elementary school / senior high school)
Activities (12 days)	Classroom cross-cultural activities for elementary and senior high school students
	Cooking school meals for malnourished children
	Visiting households in the community and helping with household chores
Post-activity (14 <sup>th</sup> to 16 <sup>th</sup> class) *with extra learning time other than classes	Summing-up activities (individual)
	Summing-up activities (team)
	Activity report at the university festival (two times)

Table 2. Reflection list for “Global Studies II The Philippines / Cebu in summer 2015”

	Contents	Notes
Pre-activity learning	Reflecting on preparation	Posting articles on e-portfolio before departure and submitting the printout
	Reflecting on pre-activity learning	
Activities	Reflecting on daily activities	Keeping a log after daily activities and submitting it the following day
Post-activity learning	Summing-up activities (individual)	Posting articles on e-portfolio and submitting the printout
	Summing-up activities (team)	Submitting what you have produced (slides) in a data format

Table 3. Evaluation list for “Global Studies II The Philippines / Cebu in summer 2015”

	Contents	Allocation of Marks	
Pre-activity	Reflecting on preparation / pre-activity learning	Individual	10%
	Planning cross-cultural activities (Classroom activities for elementary school / senior high school)	Team	20%
Activities	Activity log	Individual	20%
Post-activity	Summing-up activities (individual)	Individual	20%
	Summing-up activities (team)	Team	30%

Table 4. Self-evaluation with benchmarks

Change in self-evaluation before/after the program	Active stance in society (number of students)	Understanding of diversity (number of students)
Up	4	3
No change	9	11
Down	5	4

Global Studies Benchmark Check Sheet used

#### 5. Future tasks and points to be improved upon

- When rubrics were used for self-evaluation, the results were inconsistent. However, it was clear that something had changed in all students; they seemed to be awakening to something when the instructor continuously observed them; it could be seen in the way they focused on what they produced (activity logs, reports, etc.), and in their behaviors and attitude toward others.

- The fact that the students' self-evaluation looks biased suggests that the descriptions of the benchmarks designed as an indicator of generic skills and attitudinal characteristics are abstract, and that someone that observes the students continuously is indispensable for their standing relative to the benchmarks to be evaluated objectively.
- It is assumed that human development is not linear; rather, it goes back and forth, repeatedly passing through growth and plateau phases. It takes time. If that is the case, it seems that the benchmark to be reached is not the goal for the students, but just a foothold to take the next step.
- As a better measure to make the students' growth visible, and to make them feel it themselves, there should be a mechanism that makes it possible to grasp the whole cycle of the students' growth and plateau phases, and to identify the process behind the changes in cooperation with teachers.
- More specifically, portfolios that include the students' introspective journals and their achievements should be used, and there should be interpretation of the context and self-redefinition through dialogue between the students and their instructors.
- Teachers are expected to be capable enough to bear a great burden. However, I want to tell myself that the optimization of education is at the opposite end of the spectrum of efficiency and streamlining.

# Shukutoku University

Course (program) title: Case Study and Workshop (Chiba-demo Project)

Instructors: Shunpei Yaoita

Term: April 2015 ~ March 2016

Number of students: 20

## 1. Course objectives and goals

(Knowledge, skills, etc. to gain = learning outcome)

Practical courses provided by the College of Community Studies at Shukutoku University include “Case study” and “Workshop,” which are described as follows.

### (1) Case Study

Students are expected to learn about methods of discovering general rules and theories in pursuit of principles and regularities behind various challenges communities are faced with, by examining specific cases. In addition, this course is designed to develop the students’ basic attitude toward research, as well as their research skills, through reading literature and analyzing material related to those cases. Moreover, the students are expected to develop their thinking by giving presentations and participating in discussions.

### (2) Workshop

The instruction method is consistent: throughout Workshop I and Workshop II, the students are engaged in experiential learning with the aim of putting the knowledge they have gained in lecture courses into practice. In the process of community decision-making, an emphasis is put on consensus building in the community. The students are expected to develop their recognition of community issues together by sharing their experiences and ideas, showing their creativity, and compiling their ideas. Not least, the students learn how to give a workshop, an effective instrument for consensus-building in the community.

Case Study is a practical course for third-year students. Their goals to achieve in class can be summarized as follows: to gain knowledge and skills with regard to methods for practical case studies, to raise their basic awareness of research, and to acquire research skills. Workshop, however, is designed for students to gain knowledge and skills with regard to the workshop approach as a way of consensus building, and to learn basic problem-solving techniques.

## 2. Course description and methods (Activities)

In the “Chiba-demo Project,” a case study and service learning were carried out in collaboration with the Chiba Prefecture Election Administration Commission and its counterpart of Chiba City, focusing on increasing the voting rate among young people.

In the Case Study course for third-year students, a questionnaire survey (“Questionnaire Survey of Political Engagement among Young People”) was conducted in collaboration with the Chiba office of the Asahi Shimbun Company between August and November 2015. Young people’s involvement in politics and their voting behaviors were analyzed. About 1,000 young people aged 16 to 29 in prefectures such as Chiba, Tokyo, Saitama and Kanagawa responded to the questionnaire. As part of

the case study, we did research on youth participation policy in Sweden, too. Both results were compiled in the “What is necessary to raise young people’s voting rates? - In consideration of the attitudes of voters based on the attitude survey of youth political participation” and we gave a presentation at the 18th meeting of the Japan Public Choice Society.

In the Workshop course for fourth-year students, an “educational program to foster the skills and attitudes required of sovereign members of society” was carried out through activities including a campaign to raise awareness of elections, mock voting, and the World Café. The results of the questionnaire survey conducted by third-year students were taken into account in the designing of the program.



At the time of the nationwide local elections in April 2015, we had interviews with Chiba city council members in order to design a policy comparison website and released video interviews with them on the Internet. We also organized an open forum with the candidates and ran a campaign to raise voter awareness in front of the station. In addition we did fieldwork on election campaigns.

After September 2015, we conducted mock voting events as part of the “educational program for sovereign members of society” at high schools in collaboration with the Chiba Prefecture Election Administration Commission. University students played the role of candidates and officials in charge of election management. In addition, we created teaching materials for the program.

### 3. Evaluation methods (Evaluation of achievement)

Academic achievement is assessed along with confirmation of the levels achieved by the students relative to the goals set for the course. More specifically, evaluation with measures such as rubrics is done based on the results of collaborative group papers and service-learning activities. Moreover, contributions to paper writing and service-learning activities is reflected in the evaluation.

### 4. Outcome (results of activities, evaluation by stakeholders, serendipity effects on students, etc.)

There are two categories of outcomes for this course. One is contribution to the individual student's growth. The other is social impact.

As for the former, the students were able to raise their basic awareness of research and acquire research skills, judging from what they achieved: third-year students' collaborative group papers and fourth-year students' service-learning outcome. They also became more competent in problem-solving. In addition, it is conceivable that the students became better at communicating with others.

As for the latter, the project in this course was featured on the NHK TV show "Ohayo Nippon" and was covered widely in newspapers such as Asahi, Yomiuri, Sankei, Tokyo and Chiba Nippo.

In February 2016, the Chiba City Assembly approved the budget for setting up an early voting station on the Chiba Campus of Shukutoku University, which had originally been proposed by the students. In July 2016, the first early voting station on campus was set up in Chiba Prefecture for the House of Councilors election. (It was the very first time that such a station had been set up on a university campus in an ordinance-designated city).

### 5. Future tasks and points to be improved upon

This project was launched in Academic Year 2013. The Public Offices Election Law was revised in 2013, which made it possible to run an election campaign on the Internet. That was when a policy-comparison website was produced. In Academic Year 2014, there happened to be a general election of members of the House of Representatives in December 2014, when the policy-comparison website was upgraded to a video interview website. In collaboration with the Chiba Prefecture Election Administration Commission, we held workshops and mock voting events at elementary schools. Following this, we proceeded to do collaborative work with the Chiba Prefecture Election Administration Commission and its counterpart of Chiba City.

As a result of this project, it was decided that there would be an early voting station on the university campus. Right now the "18-year-olds' voting right" is in the spotlight. What matters is that people should "be able to make choices for the future independently" before they turn 18 years old. For that purpose, it is considered important to have opportunities to "make choices" on their own starting from childhood.

For Academic Year 2016, I want to further explore the project from the viewpoint of not only "elections" but also "community engagement of children and young people," while considering how their opinions should be reflected in the policy-making process.

As for the specific projects, a discussion is underway with Chiba City. We are going to decide on specifics for the next academic year and beyond.

# Shukutoku University

Course (program) title: 1. Food Service Management Practicum A/B

2. Gerontological Nursing Theory II

Term:

1. School of Nutrition: 3rd year

2. School of Nursing: 3rd year

Number of students:

1. approximately 70 (divided into two classes)

2. Approximately 100

## 1. Course Objectives and Goals (knowledge, skills, etc. to gain = learning outcome)

The School of Nursing and School of Nutrition offer curricula that prepare students to obtain the national license for nurses, public health nurses, and registered dietitians and dietitians, respectively. All students are required to earn credits from practicums (out-of-classroom programs), so there is no new out-of-classroom program planned for this course. Therefore, this report is about active learning methods adopted in class. At the College of Nursing and Nutrition, the FD Committee has played a central role in facilitating the sharing and discussing of active learning methods by introducing classes where such methods are used. To be more specific, it has made classes open for observation by other teachers. Currently, all instructors adopt some sort of active learning method for all courses; some examples are “group discussions to elicit thinking,” “planning/conducting of skill practices and education content/methods with mock patients,” “mini-tests for reinforcement of knowledge (quiz format or with clickers)”. Following are reports on the Food Service Management Practicum and Gerontological Nursing Theory II.

## 2. Course description and methods (activities)

### (1) Food Service Management Practicum A/B

#### Course contents

1. Pre-learning for food service (nutrition planning, diet planning, food purchase planning, production planning, trial cooking of scheduled menus)	4 classes
2. Food service Four groups: “dietitians,” “planning/preparing,” “researching/recording,” and “cooking”	4 classes
3. Evaluation of the first half and revision of the plan for the second half	1 class
4. Food service Four groups: “dietitians,” “planning/preparing,” “researching/recording,” and “cooking”	4 classes
5. Preparation of the general evaluation meeting	1 class
6. General evaluation meeting	1 class

#### Method

- One hundred or more servings will be provided on the assumption that the student cafeteria is a specific food service facility designated by the government.



- The students will be voluntarily involved in the whole plan-do-check-act process.
- Sampling and evaluation of the meals will not only be carried out by third-year students who are not in the practicum on the relevant day; faculty members will also sample and evaluate the meals.



Food Service Management Practicum: Students in class

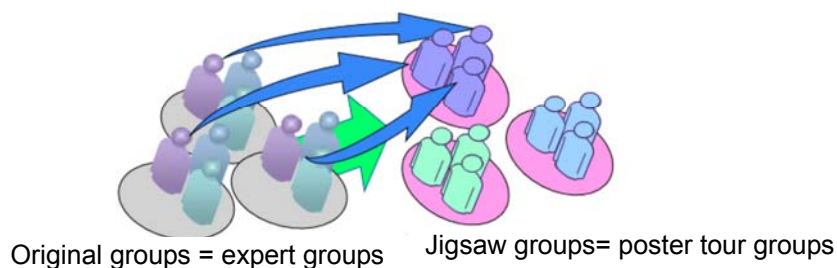
## (2) Gerontological Nursing Theory II

### Course contents

1. Developing model plans (explanation and think-pair-share)	2 classes
2. Organizing/integrating information about simulation cases in line with practicum facilities	Post-learning
3. Experiencing care needed for simulated cases [practice with student assistants and DVDs: oral health and denture care, swallowing exercises and eating assistance]	3 classes
4. Care plans / action plans / developing project proposals / simulation / creating posters for presentations by practicum facility groups	3 classes
5. Poster tour: 15-minute presentation per person and 5-minute discussion in the jigsaw group	2 classes

### Method

#### Poster tour groups





Gerontological Nursing Theory II: class in session

3. Outcome (results of activities, evaluation by stakeholders, serendipity effects on students, etc.)

(1) Food Service Management Practicum A/B

This course is designed for the students to learn not only how the PDCA management cycle works in reality, but also the importance of teamwork, communication and leadership by continuing the plan-do-check-act process with group members. The students had opportunities to learn that support from a lot of people is crucial in food service management, and that registered dietitians are required to have leadership skills. They were able to receive direct feedback on what they had cooked by watching people sampling meals, and by reading their questionnaire responses. Many of the students felt that “it was the most demanding but at the same time the most rewarding class.”

(2) Gerontological Nursing Theory II

This is a seminar course offered to third-year students in their second semester, before they participate in the practicum program. Using simulation cases that are appropriate for their practicum facilities, the students experienced providing care, developed care plans and organized action plans. As a result, they said, “I can imagine how our practicum program will go.” In addition, the jigsaw approach gave all students opportunities to make presentations about the posters they had created in their original expert groups. Their comments on the method are as follows: “It was really good that everyone was enthusiastic about the program because of the presentations they had to make,” and “It was really inspiring to listen to other groups’ presentations, because the same case was presented from different perspectives.” The students experienced active learning in class. Moreover, fourth-year students joined the group learning session as student assistants, which gave rise to a positive comment: “The words they said based on their experience were really convincing.” The advice given by someone close to the students, rather than by the teachers, was effective.

# Shukutoku University

Course (program) title: School Volunteer

## 1. Overview

The College of Education was established in Academic Year 2013 and is in its fourth year as of Academic Year 2016. It offers students kindergarten, elementary school and nursery school teaching programs. Based on our education principle, which emphasizes practical studies, we prepare curricula aimed at equipping the students with the practical leadership skills required of educators and pre-school teachers.

Under our curriculum, students engage in “school volunteer” activities to develop their practical leadership skills as part of the extracurricular programs in the elementary education course. This is a report on those “school volunteer” activities.

## 2. Course description and methods (Activities)

The curricula for the elementary education course at our college are designed to give students a strong impetus for their learning. Based on our principle, which emphasizes practical studies, students have opportunities to learn in real school settings to develop their practical leadership skills from the first year through the fourth. The overall curriculum sequence is shown in Table 1. In the overall curriculum, the “school volunteer” activities are conducted from the first through the fourth year.

Incidentally, the course timetable allows students to participate in the school volunteer activities once a week, although they are voluntary-based rather than compulsory. Twenty to thirty students on average participate in this program every year.

The main activities of the program include “play-time support before class, during recess and after school,” “safety guidance support for children commuting to and from school,” “Support for school lunch and cleaning time,” and “support for preparing for class and putting things away.”

Table 1: Curriculum for practical leadership development

	Practicum (credit given)	Long-term School Internship (extra-curricular activities)
First year	<p><b>Field Study I (required)</b></p> <p>Learning educational activities at school Learnig about real-life children</p>	<ul style="list-style-type: none"> <li>• Volunteers for summer make-up classes and others</li> <li>• Volunteers for summer homework workshop</li> <li>• Volunteers for neighborhood kids' room</li> <li>• Volunteers at the request of the Board of Education and schools</li> </ul>
Second year	<p><b>Field Study II (elective)</b></p> <p>Learning about special needs education Learning about disabilities</p>	<p style="text-align: center;"><b>School Volunteer</b></p> <p style="text-align: center;"><b>Objectives of School Volunteer activities</b></p> <ul style="list-style-type: none"> <li>• To know about teachers' work</li> <li>• To learn about ingenious ways of teaching / classroom management</li> <li>• To learn how to instruct each student in accordance with his/her needs</li> <li>• To clarify the type of teacher that students aim to become</li> <li>• To have direct contact with schools, children and teachers</li> <li>• To have students think about their own future</li> </ul> <p style="text-align: right;">etc.</p>
Third year	<p><b>Preliminary Teaching Practice (required)</b></p> <p>※ Students who meet certain criteria do practice teaching in their third year instead of fourth year.</p>	
Fourth year	<p><b>Teaching Practice (required)</b></p>	<p>Only students eligible for School Internship</p>

### 3. Evaluation methods (Evaluation of achievement)

Reflection is done in the School Volunteer program in reference to the “experiential learning model” suggested by Wakimoto (2015). This model is composed of four stages: “Concrete Experience,” “Reflective Observation,” “Abstract Conceptualization,” and “Active Experimentation.” Repeating the cycle leads to the acquisition of practical wisdom. A 15-item questionnaire survey was conducted to evaluate the outcome of the program.

### 4. Outcome (results of activities, evaluation by stakeholders, serendipity effects on students, etc.)

Regarding the outcome of the School Volunteer program, some students responded to the questionnaire with these comments: “I was able to have the good manners required of a member of society when it comes to greetings, choice of words, appearance and how to behave toward others”, “I was able to interact in a friendly way with children, while considering their stage of development, and actively talk to them and give them advice”, “I listened to opinions and advice from my boss and colleagues (school teachers), and I was able to tackle problems with their understanding and cooperation.” Thus, they made some progress in some areas.

### 5. Future tasks and points to be improved upon

In order to build a system that will enable the smooth continuation of the School Volunteer program, we need to make university-school-government collaboration a reality. On the part of the university, it is crucial to identify in the curriculum of the teacher-training course the significance of reflection on the School Volunteer program, and to raise awareness among the students.



School Volunteer in action

# Shukutoku University

Course (Program) title: Coordination of Health Care and Welfare I

Term: 4th year

Number of students: approximately 250

## 1. Overview

The College of Integrated Human and Social Welfare is comprised of the School of Social Welfare, the School of Education and Welfare, and the School of Practical Psychology. With undergraduate courses at their core, each of them provides its own curriculum to prepare students for obtaining a license or going on to graduate school. The School of Social Welfare and the School of Education and Welfare offer practicum courses that students must take to obtain a license. The schools' top priorities have been to provide better practicum courses and to make students' achievements visible. At the School of Practical Psychology, improvements are being made mainly to the evaluation of the fourth-year students' achievement in both basic and professional training, and presentations of general project studies.

This report covers two topics; what is done in "Coordination of Health Care and Welfare I" for fourth-year students majoring in social welfare, and the project to develop a rubric commonly used for practicums at the School of Education and Welfare.

## 2. Course description and outcome

This class is made up of fourth-year students from the School of Social Welfare and the School of Nursing who aim to become social workers or psychiatric social workers, and nurses or public health nurses respectively (about 250 students) and 10 instructors from both schools. They are mixed and divided into groups of five to ten people to learn using case studies. In the 2015 academic year, the class dealt with the case of "support services for the discharge of elderly patients who have only their elderly spouse left in their family." Group discussions and presentations were held in class. The course provided a good opportunity for students across schools to experience "team care." The class really was typical of Shukutoku University, where students with a wide variety of career goals assemble.

The students gave us feedback as follows. "Although we had different perspectives, we shared the same feeling for our 'clients.'" "In order for people of different professions to cooperate in their work, they need to listen to others, first of all, and respect one another. That's what I learned." They seemed to become more motivated to prepare for national license examinations after a mock experience that gave them a sense of what it is like in reality. We would like to try harder to make the courses richer in content, so that only Shukutoku University can offer them.





Group discussion



Group presentations

### 3. Development of a shared rubric for practicums at the School of Education and Welfare and the School of Social Welfare

At the School of Education and Welfare, students can earn nursery teacher qualifications, and first-class certificates for teachers at kindergarten, elementary school, junior high / senior high school (Health and Physical education) and special needs school, as well as for school nurses. At the School of Social Welfare, they can obtain first-class certificates for teaching at junior high school (social studies) and high school (civics). After some preparation periods, we launched the development of a rubric to use for students of both Schools in the 2015 academic year, so that they can reflect on their learning outcomes in the practicum course and bring themselves to learn more. A working group made up of instructors representing each course was set up. They met three times to discuss what students are expected to learn through their practicum, and compiled a tentative rubric, which has been used experimentally since the practicum of the 2016 academic year. The rubric is “experimental” because it should be updated according to the actual situation, with a diversity of certifications or qualifications taken into account. In addition, we thought it would be more desirable for the rubric to reflect feedback from students and part-time instructors, as well as teachers in classrooms. The inter-university joint project is in its final year this current academic year. We hope that improvements will be made to the rubric, so that it will be easier for students to understand and use.

**Tentative rubric for teaching practice for both nursery and school education (not for training at facilities)**

※Thick-bordered boxes apply to all courses for teacher's license. Only Major item 4 is divided into 2 courses: nursery and kindergarten, and elementary, junior high, senior high and special support schools)

	Major items	Sub-items	Level 3	Level 2	Level 1
1	Sense of mission, responsibility and affection required of a childcare worker / teacher	Attitude toward teaching practice	Can earnestly participate in activities with a humble attitude, and learn on his/her own initiative, asking for guidance/advice voluntarily.	Can participate in activities with a humble attitude, understand guidance/advice and work better on tasks.	Finds his/her own tasks and is willing to learn actively.
		Attitude as a childcare worker / teacher	Can understand the mission and responsibility of a childcare worker / teacher, and can be there for children and actively engage with them affectionately to fulfill his/her responsibility.	Can think about the mission and responsibility of a childcare worker / teacher again, be there for children and engage with them affectionately.	Can learn about the mission and responsibility of a childcare worker / teacher, be there for children and engage with them affectionately.
2	Social and interpersonal skills	Social skills necessary for a childcare worker / teacher	Can always and flexibly behave appropriately in accordance with the situation as a childcare worker / teacher, including how he/she greets, appears, speaks and responds to phone calls.	Can basically behave appropriately in accordance with the situation, including the way he/she greets, appears, speaks and responds to phone calls, which is required of childcare workers / teachers.	Knows that childcare workers / teachers should behave appropriately in accordance with the situation, including how they greet, appear, speak and respond to phone calls.
		Communication skills required as an adult member of society	Can not only cheerfully and respectfully interact with his/her advising teachers and other instructors at the university and the host educational institution, but also properly report to, communicate and consult with them. Furthermore, can proceed smoothly with teaching practice, maintaining good relationships with others.	Can not only cheerfully and respectfully interact with his/her advising teachers and other instructors at the university and the host educational institution, but also report to, communicate and consult with them if necessary.	Can not only cheerfully interact with his/her advising teachers or other instructors at the university and the host educational institution, but also always do the minimum reporting of information and communicating with them.
		Collaboration with guardians / the community	Can recognize that nurseries, kindergartens and schools take care of children together with the community as a whole, and understand more about a strong collaboration between childcare workers / teachers and children's guardians, people in the community and medical / welfare and other relevant organizations.	Can take interest in how childcare workers / teachers at nurseries, kindergartens and schools communicate and collaborate with children's guardians, people in the community and relevant organizations.	Can take interest in how nurseries, kindergartens and schools collaborate with children's guardians or the community
3	Understanding and consideration of children, and engagement with them	Understanding of children	Can understand individual children's traits and situation based on required basic psychological/developmental knowledge, and support children according to their understanding.	Is trying to understand children's traits and situation based on required basic psychological/developmental knowledge.	Can try to understand children's behaviors based on required basic psychological/developmental knowledge.
		Engagement with children	Can interact with children cheerfully and warm-heartedly as a childcare worker / teacher, supervise them according to the situation, and build a relationship of trust with them.	Can interact using an appropriate way of speaking as a childcare worker / teacher and is trying to build a relationship of trust with children.	Can interact using an appropriate way of speaking as a childcare worker / teacher.
		Ethical consideration	Paying attention to children's rights, consideration of gender, and "reasonable accommodation" for children who need special support, can engage with each of them as a childcare worker / teacher who can give necessary ethical consideration.	Knows about children's rights, consideration of gender and "reasonable accommodation" for children who need special support, and can try to give ethical consideration necessary as a childcare worker / teacher.	Can respect each child as a human being and pay basic attention to health, hygiene, environment, etc. which are necessary for childcare or education.
		Group grasp / management	Understands about points to remember and methods in terms of group management when creating norms or the classroom environment and instructing as to cleaning or school lunch etc. and can make a group of cheerful and active children closely bonded with each other.	Is trying to understand more about points to remember and methods in terms of group management when creating norms or the classroom environment and instructing as to cleaning or school lunch etc. and to make a group of children closely bonded with each other.	Knows about effectiveness of groups in terms of learning, and points to remember in terms of group management when creating norms or the classroom environment and instructing as to cleaning or school lunch etc.



	Major items	Sub-items	Level 3	Level 2	Level 1
4	Practical skills for childcare / class teaching	(Nursery and Kindergarten) Childcare observation	Can understand the aim of childcare, observe childcare with a specific focus, and learn about the interaction between childcare workers and children before his/her very eyes.	Can observe childcare workers and children with specific childcare goals in mind and take advantage of the record of the observation later.	Can observe childcare workers and children, and keep a record of the observation for future reference.
		(Elementary, Junior High, Senior High and Special Support schools) Class observation	Can observe the class, wondering what he/she would do if he/she were teaching the class, and be aware of what he/she has to make further efforts for, by associating with the class before his/her very eyes.	Can observe teachers and children in class, focusing on specific points, take notice of a lot of useful points, and take advantage of the record of the observation later.	Can observe teachers and children in class and keep a record of what is needed for future reference, including how the class proceeds and part of what is said in class.
		(Nursery and Kindergarten) Knowledge and skills related to each field, etc.	Can enjoy linguistic, musical, artistic and physical expression with children.	Can generally demonstrate, in front of children, activities with linguistic, musical, artistic and physical expression.	Can partly demonstrate, in front of children, activities with linguistic, musical, artistic and physical expression.
		(Elementary, Junior High, Senior High and Special Support schools) Knowledge and skills related to each subject, field, etc.	Can take advantage of his / her expertise in each subject and field, and flexibly put into practice the basic knowledge and skills he / she has and explore further depending on children's actual situation.	Can understand the learning unit or content in each subject and field and be sure to put the basic knowledge and skills he / she has into practice.	Is equipped with basic knowledge and skills in each subject and field.
		(Nursery and Kindergarten) Understanding of Kindergarten Teaching Procedures and Nursery School Childcare Guidelines and study of childcare	Can get equipped with research methods in terms of childcare programs, taking into account Kindergarten Teaching Procedures and Nursery School Childcare Guidelines, and develop childcare programs and teaching materials depending on children's actual situation.	Understands the aims and contents of each part of Kindergarten Teaching Procedures and Nursery School Childcare Guidelines and knows how to design childcare programs depending on children's actual situation.	Understands the aims and contents of each part of Kindergarten Teaching Procedures and Nursery School Childcare Guidelines
		(Elementary, Junior High, Senior High and Special Support schools) Understanding of Curriculum Guidelines and study of teaching materials	Taking into account the goals and contents of Curriculum Guidelines, can get equipped with research methods for better class teaching, which enables exploring diverse styles and contents of class sessions, and develop teaching materials depending on children's actual situation.	Can study teaching materials with the goals and contents of Curriculum Guidelines in mind, deepen understanding of the Guideline and diverse teaching materials to put to use.	Understands the goals and contents of Curriculum Guidelines, and the significance and necessity of studying teaching materials.
		(Nursery and Kindergarten) Making instruction plans (instruction designs)	Can independently develop an idea about child caring depending on children's actual situation, and make an instruction plan that includes tangible actions of children.	Under the guidance of childcare workers, can develop a specific idea about child caring and make an instruction plan.	Understands the meaning of childcare plans and the procedures and methods for making instruction plans
		(Elementary, Junior High, Senior High and Special Support schools) Making lesson plans	Focusing on studying teaching materials appropriate for the actual situation of children or their classes, can make lesson plans with details that include specific expectations in terms of children's learning, activities and responses.	Focusing on the study of teaching materials, can make lesson plans with details of lesson sequencing.	Can write about necessary contents and make lesson plans in the designated format.
		(Nursery and Kindergarten) Practicing childcare (abilities to explore child caring)	Can create the classroom environment and give support appropriate to the actual situation of children at kindergarten or nursery school.	Can understand the basics of creating the classroom environment and supporting for childcare and put them into practice.	Understands the basics of creating the classroom environment and supporting
		(Elementary, Junior High, Senior High and Special Support schools) Classroom practice	Not only be equipped with basic instruction skills for giving lessons appropriate for characteristics and contents of each field and subject, but also adopt active learning. Thus can give lessons, putting emphasis on children's spontaneity and willingness to learn.	Can get equipped with basic instruction skills including the way to go on with lessons or to talk or to use the chalkboard and give lessons appropriate for the characteristics and contents of each field and subject.	Can give lessons in accordance with characteristics or contents of each field and subject.

# Shukutoku University

Course (program) title: Short-term Overseas Training

Term: Second Semester of the Second Year

Number of students: 87 (39 from School of Business Administration and 48 from School of Tourism and Management (implemented in Academic Year 2015))

## 1. Course Objectives and Goals (knowledge, skills, etc. to gain = learning outcome)

The Short-term Overseas Training implemented by the College of Business Administration is an elective program that students can take only in the second semester of their second year. Its objectives are the acquisition of social common sense through gaining an understanding of overseas societies and cultures, so as to be able to address globalization in the business world and to learn what knowledge and skills are required in international companies and organizations.

The program is made up of three stages: pre-learning, learning overseas, and post-learning. Pre-learning (8 classes or so) is done between September and February, learning overseas is done during the spring break at the end of second year (between late February and early March), and post-learning is done after coming home. Students' final reports are submitted and evaluated in March. Singapore is the destination for the 4 nights and 5 days program, which includes lectures by local economic organizations and Japanese companies, visits to factories and tourist facilities, and free time for observation.

## 2. Course description and methods (Activities)

This course is for students of both schools (School of Business Administration and School of Tourism and Management) of the College of Business Administration, so one instructor from each school is in charge. The two instructors share responsibilities for pre-learning (explaining the history and current situation of the overseas training site, Singapore, lecture attendance and overviews of companies and facilities to visit, etc.) With the assistance of the travel agent that organizes the study tour, the instructors make arrangements for study in Singapore (searching for appropriate companies, making appointments, etc.).

## 3. Evaluation methods (Evaluation of achievement)

Our grading policy is based on rates of attendance at pre-learning/post-learning classes, submission of required travel documents, submission of assignments (reports) for pre-/post-learning, and on how the students were engaged in the training overseas. Those who have not participated in the training overseas or submitted the reports are not given any credits.

## 4. Outcome (results of activities, evaluation by stakeholders, serendipity effects on students, etc.)

The students' final reports show that many of them became aware of the fact that their English speaking ability was not adequate for their independent activities. By listening to lectures given by Japanese companies that have entered into the local market over there, the students learn about the objectives of their business expansion

abroad and how they operate with regard to locally specific situations, and obtain information about the latest cases.

In addition, the students of the School of Tourism and Management, in particular, have opportunities to reconsider what the Japanese tourism industry and tourism-related companies should be like, by visiting tourist facilities that cannot be found in Japan (such as a swimming pool on the 57th floor) and staying abroad as “foreigners”.

#### 5. Future tasks and points to be improved upon

There are some students who do not (cannot) take this course because for financial reasons. Although the university pays part of the travel expenses (half of total travel expenses or up to JPY100,000), the students have to pay about JPY120,000 for extra costs before travelling (passport fees, insurance premium, transportation fees to the airport, etc.) and personal expenses during their stay overseas (for some meals, communication, transportation, souvenirs, etc.).

We would like a lot of students to take this course so as to meet the graduation requirements of the College of Business Administration (it is necessary to earn 6 credits from elective subjects of practical courses). On the other hand, too many students would cause some difficulty in organizing overseas learning (air travel and hotel bookings, restrictions on the number of students that can be received by local companies that give lectures, etc.)



Lecture by a Japanese owner of a Japanese restaurant

# Shukutoku University

Course (program) title: Learning Assistant

## 1. Course Objectives and Goals (knowledge, skills, etc. to gain = learning outcome)

The College of Business Administration of Shukutoku University offers “Teamwork and Leadership” (first semester) and “Communication Theory” (second semester) as part of the Learning Assistant (LA) program. In these courses, students who are one or two years ahead (LAs) are involved in student education as teaching support. It is assumed that not only the students, but also the LAs will grow through the lecture courses.

## 2. Course description and methods (Activities)

The instructors are responsible for their expertise input, and the LAs play the role of supporters for group work and learning. We make it a rule to spend at least 90 minutes on an after-class meeting to reflect on the LAs’ performance in the class. The instructors and LAs cooperate with each other to build the program.

## 3. Evaluation methods (Evaluation of achievement)

Grades are given to students in accordance with their level of achievement. This includes consideration of their enthusiasm and contributions when tackling assignments, submission of papers and homework, as well as their quality, and business ideas at the end. With regard to students’ growth, we do not have enough materials in terms of quantitative evaluation, because this course only started in Academic Year 2016. The following examples stand out in terms of qualitative evaluation.



Students, eight LAs and four instructors

4. Outcome (results of activities, evaluation by stakeholders, serendipity effects on students, etc.)

It has been observed that LAs have gained self-confidence through opportunities to speak in front of other students in class, and that they have learned steadily what to do to enable others to take action. This course runs for six months, from April to October. During such a short period of time the LA students show remarkable progress. It seems that the method works well; both instructors and LAs get together every week after class and take the time to point out what needs improvement. The students make the necessary changes in their next class.

As for the other students, they seem to become highly motivated to grow as people when they see the growth of their seniors. I believe it is worth mentioning that they actually say, "I want to grow as a person."

5. Future tasks and points to be improved upon

The outcome above is impressive. On the other hand, it is true that students have different levels of motivation. It is rather difficult to identify the target group we should focus on in class.

## **Shukutoku University**

Course (Program) title: Historical Survey Practicum I · II (second-year students)

Instructors: Kikuo Morita, Toshihiko Miyake, Yuriko Endo and Yohei Tanaka  
School of History, College of Humanities

Term: April 2015 ~ January 2016

### 1. Course Objectives and Goals (knowledge, skills, etc. to gain = learning outcome)

The main features of education offered by the School of History include a fieldwork program involving activities such as the survey of historical documents and sites. Exploration of historical sites is carried out at history departments of other universities too, but our school tries to avoid classroom sessions on Fridays as much as possible, so that fieldwork can be done on that day.

In the Historical Survey Practicum course, students not only participate in classroom lectures and seminars, but also get a direct feel for historical sites with their five senses by visiting archives and museums with old historical documents and archaeological materials, as well as historical sites and remains. Thus, this course is designed in such a way that students spontaneously feel like learning more. The role the Historical Survey Practicum should play in specialized subject courses is to make use of the information gained through exploring fields when interpreting historical documents and literature.

### 2. Course description and methods (Activities)

This is an omnibus course given by four instructors. The fieldwork program of the 2015 academic year covered Itabashi Historical Museum, Saitama Prefectural Archives, Yokohama Museum of Eurasian Cultures and the Marunouchi business area.

This course is offered in two formats: 180-minute sessions for fieldwork and 90-minute sessions for orientation lectures given before the fieldwork. This is because the usual 90-minute session is not appropriate for fieldwork carried out outside of school.

After their fieldwork, students compiled and presented the survey results in groups. The discussions in class were mostly based on group presentations. The students evaluated each other by means of the rubric of the School of History, which was a customized version of the common rubric provided by Kansai University of International Studies.





### 3. Evaluation methods (evaluation of achievement)

Student performance is not evaluated only based on written examinations. Specifically, the assessment is broken down as follows: 30% for class participation (reporting, discussions, etc.), 30% for submitted work (each assignment) and 40% for report exams.

### 4. Outcome (results of activities, evaluation by stakeholders, serendipity effects on students, etc.)

Japanese History and World History, which are taught up to senior high school are considered to be so-called “memorization-focused subjects.” However, students in the history course at university have to interpret historical documents left by our predecessors, and build a complete picture out of them on their own. To do so, they need to read documents written in Chinese characters and characters written in a cursive style. A lot of Japanese-history-loving students who attend the School of History first took an interest in history through historical TV drama series, novels, games, animated TV shows, etc.

In other words, students have been familiar with history presented by somebody else, such as historians, novelists or whoever. As a result, many students have difficulty when they find a gap between the history of their own image and the history they study at university. The Historical Survey Practicum course is effective in filling that gap. Students who have completed the practicum seem to have taken a first step toward forming a historical image on their own by fully taking advantage of their five senses in their fieldwork.

**School of History, College of Humanities Rubric  
(Task-oriented study of history and specialized seminar on history, for presentations)**

Name of presenter:

Name of evaluator:

Student ID No.:

	3	2	1	0
Clarity of main points	Main points are clear. Message is organized. What the presenter wants to tell the most is clear and leaves a positive impression on the audience.	Main points are clear to some extent. Has made efforts to organize the message. What the presenter wants to convey the most gets across to the audience to some extent, but there is room for improvement.	Main points are hard to understand. Message is not well organized. Nor does it reach the audience well enough.	Main points are not clear. Message is not organized. Message is not conveyed to the audience at all.
Logical structure and progression	The structure leading up to the conclusion (introduction, body and conclusion) is well organized. It is coherent, easy to understand and convincing.	The structure leading up to the conclusion is composed of basic elements (introduction, body and conclusion), but needs improvement. Pays attention to coherence, but there is room for improvement. Is not very convincing.	The basic structure leading up to the conclusion (introduction, body, conclusion) is not clear. Needs improvement. Not logically organized. Hard to understand what the presentation is all about.	The basic structure leading up to the conclusion cannot be recognized. How the conclusion is reached is not mentioned. The presentation is not logically organized. Impossible to understand what it is all about.
Usage of data (charts, statistics and literature citation)	Effectively presents data necessary for argument (explanation, examples, charts, statistics and analogy). Appropriately chooses multiple sources of information and quotes properly.	Uses data necessary for argument (explanation, examples, charts, statistics and analogy). Choices and citations from sources of information (books, papers, web sites) need improvement.	Uses data necessary for argument (explanation, examples, charts, statistics and analogy), but they are not so helpful.	Doesn't use any data necessary for argument. There are no citations.
Presentation skills (Oral delivery)	Word choice is appropriate. So are voice volume, pitch, articulation, rate and pause. Pays attention to listeners and uses effective techniques to make his/her message easy to understand.	Should partly improve on the following elements: word choice, voice volume, pitch, articulation, rate and pause. Endeavors to pay attention to listeners.	There are word choice errors. There are problems with vocal elements: volume, pitch, articulation, rate and pause. The listeners don't seem to be taken into consideration.	There are many word choice errors. Cannot use oral delivery skills mindfully. Voice is indiscernible and flat or monotonous from beginning to end.
Presentation skills (Non-oral delivery)	While checking the listeners' response, effectively uses eye contact, gestures, posture, etc. Pays attention to the listeners rather than looking at data or notes. Is properly dressed.	Tries hard to make good eye contact with listeners and to effectively use gestures, posture, etc. Speaks to listeners with his/her eyes directed towards them, although looking at data or notes. Is properly dressed for the situation.	There are several points to improve on with regard to eye contact with listeners, gestures, posture, appearance, etc. Looks down at data or notes too often.	Doesn't look at the listeners or use any non-vocal elements at all. Speech and attitude are hard to understand for the third party from beginning to end. Is not dressed appropriately for the situation.

Comments:



## Shukutoku University

Course title (Program title): Research-based Study of Expression and Culture  
(Seminar course for the first term of the 3rd year)

Instructor: Hiroko Nomura Term: April ~ July 2016

### 1. Course description and methods (Activities)

The revision of the Public Offices Election Law enabled, for the first time, 18-year olds to cast ballots in the Upper House election on July 10th 2016. In the wake of that, students worked on creating booklets “for youths to raise awareness of voting” in the Nomura seminar, where they learn about editing and expression. In PBL format, students produced A5-size eight-page booklets to distribute to high schools and universities in Itabashi Ward, in collaboration with the ward’s Election Administration Commission.

Students put forward their own ideas, and did planning, interviewing, writing and editing on their own, according to the following steps.

#### **STEP 1 Have a critical mind and bring problems to light**

The voting age was lowered to 18. What do you think of this? Are you interested in the election yourself? Why is that? Students had in-depth discussions. Some made comments such as: “Nothing will change even if young people participate in the election.” “Political issues are too difficult to understand. I don’t think they have anything to do with me.” We went on to discuss why they felt this way.



#### **STEP 2 Think of solutions to the issues**

We further discussed what to do and what information to disseminate in the face of the issues of “young people not going to vote and not being interested in politics.” We envisioned the kind of future society there would be if young people did not participate in politics.

### **STEP 3 Work on better editing**

Students wondered what information would be effective in making youth feel like going to vote, and what would be the best way to convey it to them, and discussed specific editing plans. What information should be included in the eight pages? Who should they interview? All students got together with their ideas and decided what would be in the eight pages. They got a rough idea about designing at the same time.

### **STEP 4 Collect information**

Students interviewed representatives of NPOs that run campaigns to raise awareness about voting, as well as third-year students of Shukutoku High School. They improved their skills with regard to selecting and prioritizing information in the process of writing letters to request informational interviews and deciding on questions. They also improved their interview skills by asking their interviewees appropriate questions to solicit relevant answers.

### **STEP 5 Work on writing and editing**

Students reworked on editing of the booklet configuration after collecting information through interviews. At the same time, they selected photos to put in and placed an order for designs. In parallel, they engaged in writing. Each student revised around seven times on average, and gained the ability to write a compelling, easy-to-understand manuscript.

### **STEP 6 Ordering of design modification, proofreading**

Students ordered the modification of the original designs, and did proofreading at the same time. They changed written characters by means of the graphic design software “InDesign” themselves.

### **STEP 7 Distribution of finished booklets at AEON STYLE, Itabashi Maeno-cho, the venue of an election-related event**

Students distributed the finished booklets at the election event, where they received people’s direct responses to them. On the same day, the students were interviewed by two newspaper companies and a cable TV provider. Thus, they had a valuable opportunity to clearly tell reporters what they had learned through their experience.

- **Note:** The booklets were distributed to all of the high schools and universities in Itabashi Ward. Yomiuri Shimbun, Sankei Shimbun, and Tokyo Shimbun in the Metropolitan Area, as well as the education page of the national edition of Nihon Keizai Shimbun ran articles about the election event and our booklet-creating program at the university. Those students were introduced in A J:COM TV show, too. The great response from others seemed to give the students a sense of accomplishment.

## **2. Summary and future tasks**

Exploring the issue of “young people’s participation in politics” was a first step toward learning to “find themes and solve problems.” Students developed their planning skills, creativity, interview skills, information literacy, writing skills, etc. I would like to develop our own rubric to assess such skills in the future.

It was the instructor that set a theme for the students’ activity: creating booklets for youths to raise awareness of voting. I would like to lead students to spontaneous learning and taking action, so that they can find their own themes and work on them.

# Hokuriku Gakuin University

Course (program) title: Active English A

Instructor: Sakiko Yoneda

Term: Sep. 12 ~ 15, 2016

Number of students: 11

## 1. Course Purposes and Goals (Learning outcomes: Knowledge, skills, etc. to be gained)

### 1.1 Course Classification & Overview

This course is classified as a language education course belonging to the university-wide common course category. It is an intensive one-credit course offered during the first semester. Introduced to Academic Year 2016 new curriculum as an elective course, it is counted toward the fulfillment of graduation requirements.

Overview: Being immersed in English will allow students to recognize what they have learned so far as real knowledge and skills. They will identify what they want to convey, summarize their thoughts and opinions, and ultimately obtain the presentation skills necessary for effective communication of their ideas. The course consists of two parts (learning on/off campus). Students will gain the knowledge and skills necessary for giving English presentations through pre-program learning activities, and then, while immersing themselves in English at British Hills (hereinafter referred to as BH), they will learn through experience, complete their presentation document, and give a presentation.

As post-program learning activities, students will write a report and present it.

### 1.2 Course Purposes

This course was designed with the following purposes:

1. Students will learn to effectively express their ideas/opinions.
2. Students will acquire English presentation skills.
3. Students will gain experience in using English as a communication tool, and will realize how important it is.
4. Students will improve their command of English.
5. Students will find out about cross-cultural and cross-language communication.
6. Students will gain skills for overcoming cross-cultural and language barriers.
7. Students will discover the excitement of cross-cultural communication through experience.

### 1.3 Participation: Eligibility, Course Prerequisites, Academic Skills and Reasons for Taking the Course

Students of all years (1st through 4th year of the university and 1st & 2nd year of the junior college) are eligible to participate. As the purpose of the course is for students to immerse themselves in English without going abroad, there is no prerequisite; in principle, any student can gain this experience. It is clearly written in the syllabus that if a student causes a problem, e.g. a student has problems being part of a group,

the student may not be allowed to take the course, and the course itself may be cancelled, depending on the situation.

A total of 11 students participated in the course offered in Academic Year 2016: five first-year students and one fourth-year student of the Department of Education for Infants & Children, and five first-year students of the Department of Community Cultural Studies of the Junior College. In terms of English skills, it was a mixed class aiming for A1 through B2+ of CEFR mainly based on the participants' results of the basic academic skills test taken when they entered the university/junior college.

Using a questionnaire with open-ended questions during the orientation, we asked the students to write why they wanted to take this course. The responses demonstrated that the students were very interested in English and culture: e.g., "I wanted to participate because of the opportunity to experience a different culture without going abroad," "I am interested in British culture," "I can experience life in England during the Middle Ages," "I want to see the building," "I want to sit on the chair," "I want to learn English," "I'm interested in studying abroad, but I'm still afraid to actually go abroad," "I want to feel the excitement of speaking English." Furthermore, the responses showed that the students were eager to learn through experience; for example, many wrote that they "want to learn British table manners" and "look forward to the dance class." Based on these results, the following keywords were identified with regard to the motivation for taking this course: "British culture", "experience", "English communication", and "environment".

As shown by the above responses, no student was motivated to take this class based on a desire to learn to give presentations. The instructor had presumed that all participants would have a computer to be able to use PowerPoint for presentations. However, only two students owned a computer at the beginning of the course, and only four more students purchased a computer prior to the off-campus training program and brought it to BH. Thus, there were challenges regarding the ICT environment and skills that students must have in addition to English skills.

## 2. Description of Classes and Teaching Methods (Description of Activities)

### 2.1 Course Description

The instructors (credit providers) of the course were Sakiko Yoneda, Professor of the Department of Human Arts and Sciences, and Krystal Lankheet, Assistant Professor of the Junior College. According to the initial plan, both instructors were to be involved in all activities related to pre- and post-program learning and the off-campus training program. However, because the number of participants for the simultaneously held Active Learning English B was unexpectedly large, Krystal Lankheet served as an additional instructor to accompany those participants during the study-abroad program. Because of this, her participation was limited to the pre- and post-program learning activities and student evaluation. The pre-program sessions were conducted in English as much as possible, based on discussions held between the two instructors.

The overall schedule was planned as shown in Table 1. The orientation and credit registration were implemented in April. Subsequently, three pre-program classes were held in accordance with the informal agreement within the university to start classes after June 15, when the number of students for each class would be confirmed. As one of the purposes of this course was to give students a mock study-abroad experience, one of its features was an assignment that involved making a travel plan while ensuring their own safety, by researching travel prices and methods. Once the assignment was given, the need arose to respond to a wide range of issues, and it

became clear that additional instruction time was necessary, mainly because the planned learning objectives could not be covered within the scheduled class time. Since the students went on their summer break between the off-campus training program and the pre-program classes, e-mails were often used for instructor-student contact. Once again, many problems arose due to the lack of a computer and/or computer skills; for example, students were unable to open Excel, Word, and PowerPoint files, unable to use a computer, or unable to attach a file.

In addition to on-campus sessions (pre- and post-program learning activities), an off-campus training program was held from September 12 to 15, 2016 at BH (1-8 Shibakusa, Tarao, Tenei-mura, Iwase-gun, Fukushima, 962-0622 Japan). BH is a training facility operated by Kanda Institute of Foreign Languages. Its rooms are dark and have no TV, because the entire building was designed to reproduce England during the Middle Ages; the dining hall reminds visitors of the world of Harry Potter. The language training classes are implemented based on a training plan created with the advice of Mr. Kensaku Yoshida, a professor of Sophia University, which is famous for its English education. All BH instructors undergo training before teaching at this educational facility. BH uses theme-based training materials and provides language training for a wide range of people from elementary school students to university students to corporate employees. One theme is covered per class, and generally the teachers focus on experience-based learning. In terms of the university instructors, there were several points to learn from BH's active-learning methods.

## 2.2 Off-Campus Training Program Activities

Our university's request to have BH instructors make the final evaluation of our students' presentations was a "special order" in the eyes of BH. We were impressed by the consideration, passion, and professionalism demonstrated by Mr./Ms. A, the Instructing Director, as the Director spent a lot of time changing the contents of all classes to match the themes our students chose by fusing our course's purposes and the features of BS. The students enjoyed active learning and participated in the activities enthusiastically.

The contents written by the students in their Learning Journal (100-150 words), a daily assignment, were positive; despite problems with English word selection, grammar, consistency, etc., many students wrote long entries that overflowed into the margins. Many classes were experience-based and creatively designed. The students participated in the class activities enthusiastically, and there was no apparent difference in their level of English skills. However, students had significant difficulties with writing the English document for their presentation. For example, there was a student who was praised for giving a presentation that went beyond expectations at the first presentation session, but the second presentation document returned to this student had many corrections in red along with a comment that read, "It is hard to grasp what the writer is trying to say." This made the student feel despondent. The students seemed to have discovered that they cannot create a good presentation just by using on-line translation tools, or give a good presentation simply by making it dramatic. Since the BH instructor told the students to memorize their presentations, members of all groups gathered in the lounge of the accommodation building the night before the presentation day and worked very hard to prepare for their presentation. Upon the students' request, the accompanying instructor provided guidance and support to the students of the groups that were unable to solve problems no matter how hard they tried.

At the final presentation session, the group that gave a performance-focused presentation was voted by students as the best group, and another group that gave a

presentation characterized by good English skills and effective use of slides was selected as the best group by the instructors. This difference in evaluation viewpoints was interesting.

Only five of the 11 students were able to participate in the activity offered outside the classes called the English Adventure, and they enjoyed using English to talk to staff members and shop in English. Furthermore, one student commented that upon seeing elementary and junior high school students who were at BH communicating in English outside of classes, she realized that our students' motivation for studying English is low. It seems that an unexpected outcome was achieved; students made new discoveries by interacting with highly motivated trainees from other schools.

Table 1. Schedule

Pre-program learning activities (on campus)	Sept. 12	Sept. 13	Sept. 14	Sept. 15	Post-program learning activities (on campus)
April: First session Orientation (Mandatory for registered students)	14:40 Meet at Shinshirakawa Station on the Tohoku Shinkansen Line	Breakfast	Breakfast	Breakfast	Turn in summary report (create a booklet) On-campus report session
				Check Out Before 8:45	
		9:00-10:30 Interview Orienteering*	9:00-10:30 Presentation 1	9:00-10:30 Presentation 3	
Mid-June or later: Second session Class rules, etc.	14:45 Shuttle bus departure	11:00-12:30 Travel in UK	11:00-12:30 Culture & Manners	11:00-12:30 Presentation 4	
		Lunch	Lunch	Lunch	
		14:00-15:30 World of Food	14:00-15:30 Dance*	Depart from BH	
Third session – Research on BH and British culture – Study methods for expressing in English	15:30 Check in & Orientation -Transfer to Rooms-	16:00-17:30 British Wedding	16:00-17:30 Presentation 2	Part at Shinshirakawa Station (Participants return home on their own)	
Fourth session – Preparation of presentation – About traveling to Fukushima	Dinner	Dinner	Dinner		
	Free Time Activities Pool – 21:30 Gym – 22:00	Free Time Activities Pool – 21:30 Gym – 22:00	Free Time Activities Pool – 21:30 Gym – 22:00		

\* Due to bad weather, the students had a British Board Game Class instead of the planned Interview Orienteering.

\* Students can have an English learning experience any time during their free time by participating in the stamp collecting program called BH Adventure. Overview: Accomplish 5 missions (1. Ask eight instructors / staff members questions, 2. Read an English book and answer questions, 3. Go to the place shown in the picture and answer questions, 4. Read the image on the poster put up inside the building using a smartphone or a tablet and take a quiz, 5. Ask Pepper questions), collect two stamps (use the worksheet at the end of the booklet), and go to a shop to receive a product.

\* Students can shop at a store called Tuck Shop using BH pounds from 19:00 to 19:30. We arranged for the store to stay open for our students during those hours on all three nights.

3. Evaluation by Students

Students were given a questionnaire survey regarding the classes at BH to determine how they felt with regard to the activities of the course. The author created the questions based on the Post-Implementation Questionnaire for the Training Recipient Organization survey conducted by BH involving the accompanying instructors.

3.1 Survey

Period: October 2016

Participants: 11 students (five first-year students and one fourth-year student of the Department of Education for Infants & Children and five first-year students of the Department of Community Cultural Studies of the Junior College)

Methods: Students were asked to rate the classes, facilities, staff members, etc. of BH using a five-point scale (5: I agree through 1: I disagree), enter the reasons for their ratings in an Excel file, and send the file to the instructor.

The average score for each question was calculated from the collected data and the comments were analyzed to find out the reasons for the scores. Although in principle the comments are reproduced word for word in this report, obvious typographical errors were corrected by the reporter. Although their sentences were clumsy, some students attempted to write their comments in English.

3.2 Results

First, students were asked to evaluate the classes using a five-point scale in terms of whether or not the class was useful to them, and to describe the reasons for their rating. The rating results are shown in Figure 1 and the reasons are listed below the figure. The responses revealed that the students found the Presentation Class to be the most useful, based on the fact that the class was rated the highest, and that they also rated the Wedding Class highly as they found it useful because it was related to their presentation theme.

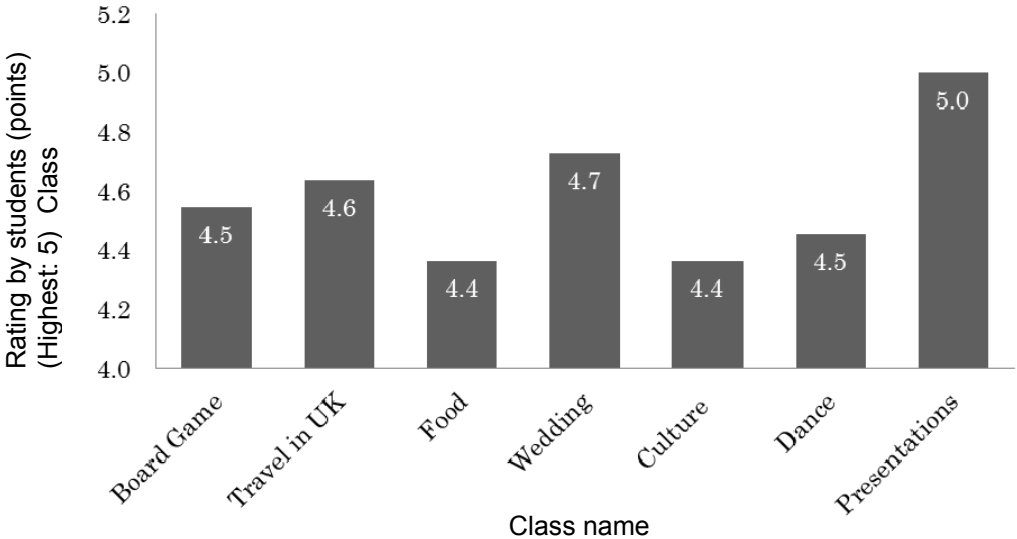


Figure 1. Did you find the class useful?

### Reasons for the class ratings

#### 1. Board Game Class

– Because it was fun.

#### 2. Presentation Class

– I felt that I wasn't good at giving presentations until taking this class, but I gained knowledge about presentation methods and feel that they will be useful from now on.

– I got somewhat used to giving presentations.

– I will be able to leverage what I learned from the Presentation Class in daily life.

– I became immune to speaking in front of people.

– I gained presentation skills.

– It was a valuable experience to make speeches in English.

#### 3. Wedding Class

– I learned many new things, such as the weddings of other cultures.

– We were able to learn through experience.

– The theme of the class was also the theme of my presentation, so I gained actual experience and I was able to learn new things in addition to what I had researched in advance.

Next, the students were asked if the class they took was fun (if they liked the class). As shown in Figure 2 and the reasons listed below, all classes scored 4 points or higher and the Board Game and Dance classes scored the highest, with 4.9 points. With a score of 4.3, the Presentation Class was ranked second to last.

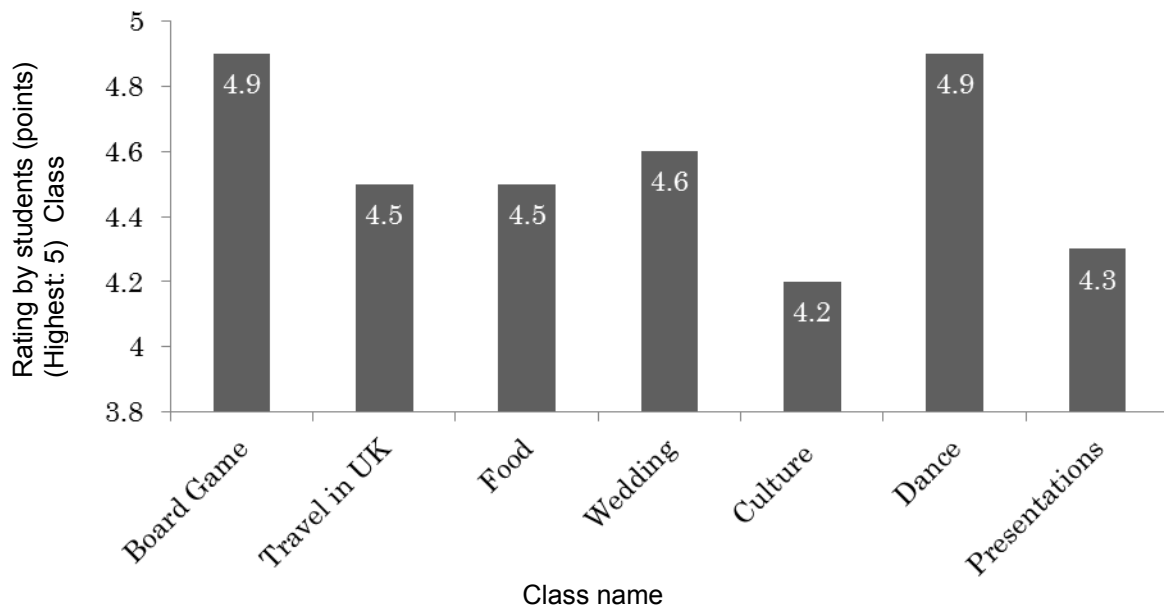


Figure 2. Classes that were fun for (liked by) students



Reasons for the class ratings

1. Board Game Class

- I got to experience games that I had only seen on TV.
- I played darts for the first time. I got high scores.
- We did nothing but play games.
- I played darts for the first time and it was a lot of fun.
- I got to play games that I had never played before.
- I was able to communicate with the teacher the most in this class.

2. Dance Class

- The dances were fun because they were lively.
- I got to experience traditional British dances by actually dancing them.
- I felt more relaxed in this class compared to other classes because I could move freely.
- The dances were physically hard but just the right difficulty.
- We became very close in this class through dancing and playing tag together.

Assuming that the elements that are useful and the elements that are fun for the students would differ, the students were asked which class was the most useful/fun. As shown in Figure 3, the Presentation Class was rated as the most useful while the Board Game Class was rated as the most fun. These results demonstrate that the classes students find useful and the classes in which students have fun are not the same.

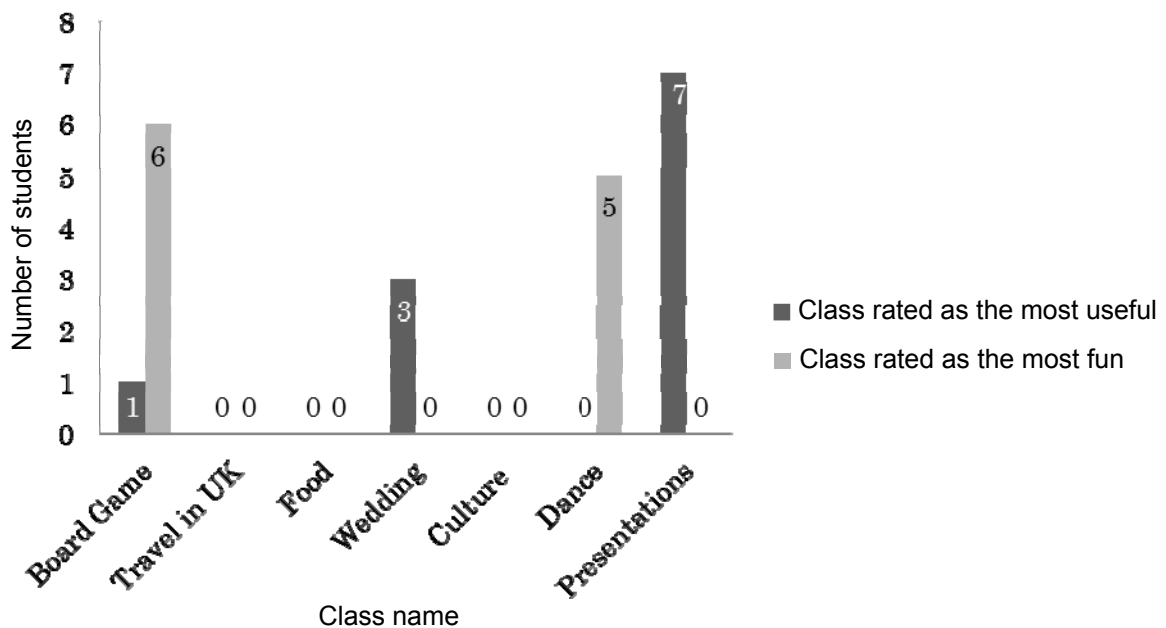


Figure 3. Classes rated as the most useful/fun

Subsequently, the students were asked if they felt that positive effects or outcomes had been achieved as a result of their English speaking experience while at BH. One gave a blank answer. Seven students responded that they felt or somewhat felt that positive effects/outcomes had been achieved. One student responded that no effect/outcome had been achieved, and two responded that they couldn't say whether or not positive effects/outcomes had been achieved. The reasons for these responses are shown below. While many students commented that they felt their English skills had improved because classes were conducted exclusively in English, one student commented that he/she felt there was a lack of interaction with native speakers and another student commented that he/she relied on Japanese.

#### Reasons for each response

##### 1. My English skills improved.

– While listening to the teachers, I started to understand what they were saying from around the second day. This was because all classes were taught in English.

– My English skills improved significantly. REASON: I began to understand what the teachers were saying in English and I started to speak some English because all classes were taught in English and I was hearing English outside the classes as well.

– My English skills improved significantly. REASON: I understand the English spoken by teachers at the university English classes better now.

– My English skills improved significantly. REASON: I was able to try to understand English and to think and speak in English because the classes were taught by foreign teachers.

– My English skills improved. REASON: As I was in an environment in which I could use nothing but English, I naturally memorized words.

– My English skills improved somewhat. REASON: In addition to hearing natural English, I gained knowledge about various conversational expressions (fillers and reactions) because the classes were taught in English by native speakers.

– My English skills improved slightly. REASON: BH adventure and presentation.

##### 2. My English skills did not improve.

– I kept relying on using Japanese so my English skills did not improve at all. REASON: Although there were many chances to speak in English, my English vocabulary was inadequate, so I ended up speaking in Japanese.

##### 3. I can't say whether or not my English skills improved.

– REASON: All explanations were given in English.

– I gained hardly any English-speaking experience (especially with native speakers) so it doesn't seem like my skills have improved. But now I have the urge to speak in English or think how to express a certain phrase/word in English more often.

REASON: Instead of utilizing the opportunities to talk with the teachers, I was mainly trying to pick up what the teachers were saying (this may be a habit of Japanese people). Also, there weren't many opportunities to speak in English with the BH staff members.

Next, the students were asked to write their requests regarding classes and activities held outside of classes. The following opinions were obtained. The responses revealed that students wanted more opportunities to speak English.

#### Student opinions

- I want to practice writing and pronunciation. I want to learn English grammar from the perspective of native speakers.
- I want the activities to have more fun elements.
- I wanted to have more opportunities to listen to English and try to pick up what is being said.
- I wanted to experience afternoon tea.
- I think it would be better if the participants had more opportunities to speak with native speakers.
- I wanted more opportunities to speak with native speakers.

The students were asked to rate the teachers' instructing performance and give their impressions. The average score of the teachers was 4.5 (highest score: 5). According to the results, this high level of satisfaction was obtained mainly due to the teachers' good/positive guidance, ability to give easy-to-understand classes, and encouraging/friendly behaviors.

#### Student opinions

- The teachers made the experience fun.
- The teachers were kind and proactively started conversations with us.
- All teachers were kind and the classes were fun.
- The classes were easy to understand because they included many short games.
- All teachers were friendly and easy to talk to.
- The teachers made it easy to understand by using easy words and gestures.
- All teachers were friendly and the classes were a lot of fun.
- All teachers were casual, fun, and taught us in a kind manner.
- The teachers pronounced words in a way that was easy to understand, and they talked at a speed that was easy to understand.
- All teachers taught classes in a way that was easy to understand.
- Although the classes were fun because they included many activities, I felt a little tired because we played more games here in comparison to our usual classes. The teachers answered my questions in a way that was easy to understand.

Finally, the students were asked to rate their impressions of the food, facilities, and staff of BH. All items were highly rated and the results demonstrated that these elements increased the motivation of students.

Average score for food: 4.7

Average score for facilities: 4.8

Average score for staff performance: 4.9

#### Student opinions

- I want to thank everyone I met here. The experience I had during these four days made me want to leverage the English skills I gained here from now on. This was a very fulfilling experience.
- Thank you for enabling me to have a wonderful experience.
- All classes were fun and I gained very good experience through them. I hope I can go to BH again.
- I spent such a fulfilling time during this four-day/three-night trip that I didn't want to go home on the last day. Thank you very much.
- Although I had a lot of difficulty because I'm not good at English...(incomplete response)
- The time I spent at British Hills was more fun and fulfilling than I had expected.
- The smiles of the staff members and their performance/services were wonderful.
- I spent a very fun and fulfilling four days. I felt that I wanted to further improve my English skills.

#### 4. Course Outcomes, Challenges, and Points for Improvement

##### 4.1 Learning outcomes in light of language abilities and attitudes

The students' journals, actions, comments, presentations and so on demonstrated that the purposes of this course were mostly achieved. The students were appreciated so much by the BH staff members that they commented that their experience with our group was the most rewarding so far, and that they felt sad to part with our students.

As demonstrated by the results of the post-program evaluation, students rated the training program highly. Furthermore, we were able to add significance to various activities by focusing on presentation skills. By implementing this course, the students' motivation was improved, and it was observed through the course that the students had a proactive attitude with regard to communication. These results demonstrate that a certain degree of success was achieved. Furthermore, there were many skills and experiences that could not have been gained without undergoing training at BH. The format of learning English from the entire environment had a strong impact on the students, and some students commented that they would not have participated in this program if it hadn't been held at BH. By exposing students to other Japanese trainees (of various ages, ranging from elementary students to adults) speaking with each other in English instead of using Japanese, it seems that we were able to give the message to the students that they needed to make an effort on their own.

This course has no requirement as far as academic ability is concerned. Indeed, students belonging to F through A classes of the new curriculum (CERF level: A1 through B2+) participated in this course. Under these circumstances, it is my impression that the students strongly felt that they were learning in classes designed in accordance with their themes. This is because the Instructing Director of BH organized the classes in a flexible manner after inquiring in detail about our university's classes designed in accordance with our textbooks and learning goals.

Most of the classes that were highly rated by students were related to their presentation themes. Accordingly, it was useful to make presentations the focus of the course, as the learning goals were made clear for the students.

Challenges were also identified. One of the issues was that there were many students who were not able to fully utilize the learning environment, as they interacted only with their friends during the opportunities for communication outside the classes at BH. Another issue was that it was not possible to evaluate whether or not the students had mastered the words and contents they learned in the classes taught at BH, because each class was designed as a self-contained unit. Although students were assigned to write a diary entry in English every day, as well as a final essay, the accompanying instructor did not have the time to go through those assignments while at BH because of various duties including observation and evaluation of class activities, responsibilities regarding students who became ill, and meetings with BH staff. Basic-level mistakes were observed here and there when the assignments were checked after the students' return to the university; this made us feel strongly that there had been a need to provide writing guidance at BH.

There is a need to measure the students' English skills in order to confirm the outcome of this course by, for example, utilizing external tests in April and September. There is also a need to evaluate methods and standards for measuring other learning outcomes of this course.

#### 4.2 Additional Issues Identified through Course Implementation (Challenges)

This was the first time we tried meeting at and departing from the site (the train station nearest to BH). This part of the course was unrelated to English skills; it was about gaining arranging and planning skills. As we experienced unusual weather this year, such as more typhoons than usual, the students originally had different travel schedules, but all students ultimately traveled together according to the same schedule. Some students were completely unaware that the prices of JR train tickets differ depending on the ticket type and the method of purchase. The less research a student had done, the more the student tended to complain; however, this experience seemed to have served as an opportunity to become aware of social rules, as students who complained were admonished by other students.

Although we were able to keep this year's training fee down to about 70,000 yen, the cost exceeded 100,000 yen when the transportation fee was included. Indeed, there were some students who took other courses, commenting that they would rather go abroad than spend 100,000 yen for a domestic program. While the satisfaction level of many students who participated this year was high, we will not be able to offer this course at the same price from now on unless at least 15 students participate, according to the latest estimate. Since the value of the course cannot be understood without participating, the following challenges exist: rising fees, recruitment of an adequate number of participants, and actualization of learning outcomes.

The nature of post-program learning activities must also be evaluated. Regular classes begin immediately after the students return to the university, and their lives become busy. The process would go smoothly both for the students and instructors if the students reported at the reporting session and created reports while they are still feeling elevated and motivated.

Finally, I would like to take this opportunity to express my gratitude to all of the people who provided support and advice with regard to the implementation of this course, and to Assistant Prof. Lankheet who, despite practically having to serve as the instructor of two courses, provided presentation guidance to the students of this course, checked their written English, and evaluated them.

# Hokuriku Gakuin University

Course (Program) Title: Active English B

Instructor: Takeshi Amano

Term: Sep. 1-16, 2016

Number of students: 20

## 1. Course Purposes and Goals (Learning outcomes: Knowledge, abilities, etc. to be gained)

### 1.1. Course Classification & Overview

This course involved staying in America for 16 days in September 2016 in Grand Rapids, Michigan and having a homestay experience, engaging in volunteer activities, and undergoing language training at Cornerstone University. As pre-program learning activities implemented prior to leaving for America, students learn the basic English conversation skills necessary for communicating with their host family, learn about and discuss American culture/society and carry out volunteer activities, as well as prepare for a presentation to be given at the program completion ceremony held in the US. During the stay in the United States, a daily review session is held in which students share what they have discovered and learnt during the day. As post-program learning activities implemented after returning to Japan, students submit a report, and report at an outcome report session. This course is classified as a language education course belonging to the university-wide common course category. It is a two-credit university-wide elective course newly offered as part of Academic Year 2016 new curriculum, and counted toward the fulfillment of graduation requirements.

### 1.2 Course Purposes

As listed in the syllabus, this course was designed for the following purposes:

1. Students gain the ability to proactively communicate in English.
2. Students will discover various cultural differences between Japan and the US.
3. Students will develop an open attitude for understanding foreign cultures.
4. Students will gain the ability to introduce Japanese culture in English.
5. Students will experience and understand hospitality through their homestay experience.
6. Students will experience university education in the US and discover the differences between Japanese and American university educations.
7. Students will learn about social issues in the US with interest through volunteer activities.

### 1.3 Participating Students

Students of all years (first through fourth year of university and first and second year of junior college) are eligible to participate. In principle, any student who wishes to take this course (participate in the training) is allowed to participate. While no prerequisite is set for this course, it is clearly stated in the syllabus that the student will not be allowed to participate if the course instructor judges that the student's behaviors with regard to academic activities and student life may cause difficulties in the implementation of course group activities.



Twenty students participated in the course held in Academic Year 2016: four second-year students, one third-year student, and three fourth-year students of the university's Department of Education for Infants & Children, two third-year students of the university's Department of Sociology (a total of 10 students from the university), and nine first-year students and one second-year students of the junior college's Department of Community Cultural Studies (a total of 10 students from the junior college). The students had a wide range of English abilities; according to the results of the basic academic skills test taken when the students entered the university / junior college, their abilities ranged from CEFR A1 to B2+.

We conducted a questionnaire survey during the orientation regarding the reasons for participating in this course. According to the responses, many students participated for the purpose of going abroad; e.g., "I want to go to America (a foreign country)," "I want to experience a foreign culture," "I want to have a homestay experience (instead of merely traveling as a tourist)," "I feel reassured because I will be traveling in a group instead of traveling alone." Meanwhile, only a few students responded that they were participating for the purpose of improving their English skills; e.g., "I want to try speaking English in an English-speaking country to see how good my skills are," "I want to improve my English skills."

## 2. Description of Classes and Teaching Methods (Description of Activities)

### 2.1 Course Schedule and Accompanying Instructors

The training program was implemented for 16 days from Sept. 1 to 16, 2016 in Grand Rapids, Michigan, U.S.A. The program had two accompanying instructors from the Department of Community Cultural Studies of the Junior College: Takeshi Amano (course instructor), a full-time instructor, and Assistant Prof. Krystal Lankheet. The schedule of the training program in the US is shown in Table 1.

### 2.2 Course Description

#### 2.2.1 Pre-program Learning Activities

Six pre-program sessions including an orientation were held prior to the departure for the US. Students learned about the US in advance – e.g., geography (of Grand Rapids and Michigan), American families, religion, education, poverty, culinary culture – and participated in group discussions based on what they had learnt about the country. Moreover, the students gained additional knowledge from supplementary explanations given by Mr. Amano, the course instructor. Each session also included an English conversation lesson geared towards homestays given by Assistant Prof. Lankheet. In addition, students were divided into groups that shared tasks for the preparation of presentations on Japanese culture to be given at the program completion ceremony and the facilities where the volunteer activities were to take place.

All students worked on the assignments of every session and were able to gain sufficient background knowledge. The students' expectations rose through these preliminary study activities; they became very eager to actually experience the US.

**Table 1. Academic Year 2016 Active English B Schedule**

	Date	Time	Location	Event
1	Sept. 1	10:05 AM	Komatsu Airport	Depart (NH754)
		11:20am	Haneda Airport	Arrive □ Transfer by shuttle bus (12:20)
		16:25pm	Narita Airport	Arrive at Narita Airport (13:45) Go through immigration □ Depart (DL616)
		1:20pm	MPLS Airport	Arrive □ Go through immigration
		5:35pm	MPLS Airport	Depart (DL4651)
		8:05pm	GR Airport	Arrive □ Transfer to host family residences
2	Sept. 2	Morning	Silver Lake State Park	Mac Wood's Dune Rides
		Afternoon	Big Rapids	Adams Acres Farm: Making apple cider
3	Sept. 3	All day		Time with host family
4	Sept. 4			
5	Sept. 5			
6	Sept. 6			
6	Sept. 6	Morning	CU	English lesson, English test, campus tour, lunch
		Afternoon	Rockford	Volunteer activities at North Kent Community Services
7	Sept. 7	Morning	CU	English lessons, church service, lunch
		Afternoon	GR	Tour NorthPointe Christian Schools
8	Sept. 8	Morning	CU	Special classes (linguistics & American history)
		Afternoon	Georgetown Township	Lake party at Georgetown Shores
9	Sept. 9	Morning	CU	Attend regular classes, church service, lunch
		Afternoon	CU	Sports/recreation activities at the university gym
		Afternoon	GR	Experience walking through a maze and shopping at Robinette's
		Early evening	Cannon Township	Progressive dinner at Lake Bella Vista
10	Sept. 10	All day		Time with host family
11	Sept. 11			
12	Sept. 12	Morning	CU	Attend regular classes, church service, lunch
		Afternoon	GR suburb	Facility tour and volunteer activities at David's House
13	Sept. 13	Morning	CU	Special classes ( <i>haiku</i> poetry & Spanish)
		Afternoon	GR downtown area	Lunch (Slow's Bar BQ) and shopping at Downtown Market, Grand Rapids Public Museum, walk through downtown
14	Sept. 14	Morning	CU	English lessons, church service, lunch

		Afternoon	CU	Preparation for program completion ceremony
		Early evening	CU	Program completion ceremony
15	Sept. 15	7:20am	GR Airport	Depart (DL1842)
		7:48am	MPLS Airport	Arrive/Transit
		11:24am	MPLS Airport	Depart (DL615)
16	Sept. 16	1:55pm	Narita Airport	Arrive □ Go through immigration
		6:40pm	Narita Airport	Depart (NH3119)
		7:55pm	Komatsu Airport	Arrive □ Part

[Abbreviations] MPLS: Minneapolis, GR: Grand Rapids, CU: Cornerstone University

### 2.2.2 Training in the US

The training program held in the US consisted of four main elements; each element is reviewed separately in the following section.

#### 1) English language training at Cornerstone University

The first element is English learning activities provided at our partner university, Cornerstone University (Grand Rapids, Michigan). There are three types of learning activities: 1) English as a Second Language (ESL) lessons, 2) special classes taught by the Faculty of Humanities of Cornerstone University, and 3) regular classes taught at the university that our students take together with local students. The 1) ESL Lessons were taught by the following three instructors who took turns teaching the lessons: two instructors (Dorothy and Brandy) with a TESOL master's degree obtained from the Graduate School of Cornerstone University and one university student (Rachel). In these lessons, the students practiced pronunciation and were given instructions in preparation for the special classes. As for the 2) Special Classes, students took the following four classes: "President Lincoln and the Gettysburg Address" by Prof. Mike Stevens, "Haiku Poem Translation" by Assistant Prof. Jason Stevens, "Beautiful English and Ugly English" by Prof. Mike Pasquale, and "Spanish Greetings" by Assistant Prof. Leticia Espinosa. Every year the classes taught by Prof. Mike Stevens have been the most popular, as he uses exaggerated gestures and talks passionately. Once again, his class seems to have left a strong impression on students this year as a class they "would like to take again." The Spanish class was also popular, because it was regarded as "a fresh and fun experience" as Spanish was a completely new language for the students. This year was the first time we were able to offer a Spanish class. As for the experience of participating in the 3) Regular Classes, our students were very stimulated by being exposed to American students who thoroughly prepare for each class and proactively speak up in classes and participate in group discussions. At the program completion ceremony held on the last day of classes (Sept. 14) with host family members as invited guests, all students dressed in a summer kimono (*yukata*) and gave presentations in English to introduce Kanazawa City and Hokuriku Gakuin University, as well as Japanese culture (calligraphy, origami, and *hanafuda* playing cards).

#### 2) Homestay

The second element is the homestay experience with a hospitable American host family. In addition to the mornings before going to school and the weekday evenings

after returning from school, students spend time with their host family throughout the day on weekends; they get the opportunity to experience English used in daily life by going shopping, going to a home party, or going on a short trip with their host family. Although the students had been concerned about whether people would understand their English before leaving Japan, they recognized the importance of communicating on their own initiative after being reassured that their host family members were trying hard to understand what they were attempting to convey. Descriptions of host families accounted for the largest portion of the reports submitted by students after returning to Japan; this indicates that among the various experiences gained through the training program, the homestay experience left the strongest impression on the students. Moreover, many host families commented that they would like to host again the following year. It seems that the students and the host families shared a good time together.

### 3) Activities

The third element is the various activities unique to West Michigan, which has a lush natural environment: e.g., an apple cider making experience at a farm, a walk through a corn maze, a sand-dune ride, tubing, and a **progressive** dinner at a lake. Students were extremely satisfied with these unique activities that they could not have experienced if they had visited the area as a tourist.

### 4) Volunteer activities

The last element is volunteer activities and facility tours. As we did last year, we visited a facility for supporting people in poverty (North Kent Community Services) and a facility for disabled people (David's House). North Kent Community Services is operated by a non-profit Christian organization, and provides dietary supplements as well as everyday items for the poorest segment of the population. Students were divided into two groups: one stuffed dietary supplements (cans and mixes) into bags and the other organized clothing. Arrangements were made for the students to be able to ask the staff questions about the facility during the tea break. David's House is also operated by a non-profit Christian organization. At this residential care center for disabled people, time was allotted for our students to interact with the residents by introducing calligraphy and origami. Subsequently, students went on a tour of the facility given by a staff member, during which they observed, for example, the most advanced bathing equipment for people with severe disabilities. In addition to these visits, we were blessed with the opportunity, for the first time, to visit a local kindergarten and an elementary school (NorthPointe Christian Schools). In addition to the regular English program, these schools have a Spanish immersion program; we were astonished to see American children learning in Spanish. Students were exposed to the similarities and differences between American and Japanese education in terms of classroom atmosphere, class format, school building design, and much more. This experience must have helped to expand the outlook of students planning to become a teacher. After touring these schools, our students introduced traditional Japanese culture to about 30 preschoolers and students in a special extra-curricular program. They sang the song "Under the Chestnut Tree" in Japanese and English using different gestures for each version, and then introduced the difference in non-verbal communication between Japan and the United States ("you" and "me"). Subsequently, a calligraphy and origami booth was set up after the performance of a Japanese dance (Ishikawa Samba). In addition, four students dressed in *yukata* interacted with the children by, for example, taking pictures together. This extra-

curricular program was very popular; it had been scheduled to last one hour, but there were still children at the site after 90 minutes had passed.

### 2.2.3 Post-Program Learning Activities

After returning to Japan, students were assigned to write an approximately 2,000-character report in Japanese on a theme of their interest. The students were allowed to select a theme for their report from among several options, such as the homestay experience and volunteer activities. In addition, training program report sessions were held in November through the use of in-school church services (held on weekdays from 12:10 to 12:30). Report sessions were held three times (by dividing students into three groups) on Nov. 4, 8, and 10. The students cooperatively prepared PowerPoint slide shows for their group, and were told that each group member had to present a part of the group report. All groups rehearsed their report the day before the report session and gave a 10- to 15-minute report at the report session. Each report session was held in front of an audience of about 150 to 200 people. While the students looked tense in front of the large crowd, they spoke loudly and clearly, and reported on their experience and the outcomes of the training program confidently.

## 3. Evaluation by Students

### 3.1 Rubric

In the Active English B program held in Academic Year 2016, students were asked to make a self-evaluation using the rubric shown below (Table 2) at the first class (June 20) and during a set period following the training program (Nov. 4 through 10). Valid responses were obtained from 17 of the 20 participating students.

**Table 2.** Active English B Self-Evaluation Rubric

	IV	III	II	I
1) Engagement in English language learning	I arrange occasions for getting used to English (reading/listening/ speaking/writing) periodically in addition to the classes taught at the university.	I arrange occasions for getting used to English (reading/listening) periodically in addition to the classes taught at the university.	I sometimes arrange occasions for experiencing English (reading/listening) in addition to the classes taught at the university.	I do not arrange any occasion for studying English in addition to the classes taught at the university.

2) English communication	I can start a conversation and actively communicate by providing topics in English on my own initiative.	I can start a conversation and enjoy communicating in English by proactively interacting in English.	I can start a conversation by exchanging greetings or introducing myself in English and asking questions.	I can engage in English conversations at the level of exchanging greetings and introducing myself if I am urged to do so by people around me.
3) Intellectual curiosity regarding foreign cultures	I have detailed and specific questions and a broad interest regarding foreign cultures based on what I have learned so far. Furthermore, I make efforts to obtain deeper knowledge regarding my questions and interest by, for example, expanding the additional interest and questions that arise from actual experiences and research.	I have detailed and specific questions and a broad interest regarding foreign cultures based on what I have learned so far. Furthermore, I expand the additional interest and questions that arise from actual experiences.	I have detailed and specific questions and a broad interest regarding foreign cultures based on what I have learned so far.	I have simple questions and a basic interest regarding foreign cultures.
4) Knowledge about the USA	I can analyze the causes of America's problems and issues based on a sufficient understanding of the country's society, culture, history, recent trends, etc.	I am aware of America's problems and issues based on a sufficient understanding of the country's society, culture, history, recent trends, etc.	I have a sufficient understanding of American society, culture, history, the country's recent trends, etc.	I have a vague understanding of American society, culture, history, the country's recent trends, etc.

5) Knowledge about hospitality	I can share the sense of satisfaction from the standpoint of both the guest and the host in an actual setting based on a sufficient understanding of the definition, characteristics, elements, and so on of hospitality.	I can share the sense of satisfaction from the standpoint of the guest in an actual setting based on a sufficient understanding of the definition, characteristics, elements, and so on of hospitality.	I can share the sense of satisfaction from the standpoint of the guest in an actual setting based on a vague understanding of the definition, characteristics, elements, and so on of hospitality.	I have a vague understanding of the definition, characteristics, elements, and so on of hospitality.
--------------------------------	---	---	--	--

### 3.2 Rubric Analysis

The results of the self-evaluations made by students are shown in Table 3.

The results of 1) Engagement in English Language Learning demonstrated that prior to the training program there was a gap between students that were routinely engaged and those that were completely unengaged in English learning outside of school. Hardly any change was observed in this trend following the training program; the average increased by only 0.18 points. Some students developed motivation for actively studying English after returning to Japan – e.g., one started to participate in an on-campus English group while another started to study English on the side by using commuting time – yet the results demonstrate that, unfortunately, the experiences the students gained in the USA did not directly lead to the development of motivation for routinely studying English. However, a better response was observed from the results of 2) English Communication; the post-training average increased by 0.65 points in comparison to the pre-training average. One student commented, “I intensely felt that when you are in a country where your native language isn’t spoken and there is something you don’t understand, you need to use every possible method to convey the fact that you don’t understand.” Another commented that “I was able to share feelings because there were many things that I could understand from the person’s gestures and changes in facial expressions.” These and other comments indicate that, through their homestay experience, the students became aware of the need to proactively communicate, and began to start conversations without being afraid of making grammatical mistakes or pronunciation errors. Meanwhile, the students assessed themselves as having achieved the highest level of personal growth with regard to 3) Intellectual Curiosity with Regard to Foreign Cultures. The post-training average for this item increased by 1.12 points from the pre-training average, and it was demonstrated that the students’ intellectual curiosity led to various discoveries and deliberation. Among the elements of the American lifestyle, students showed a particularly strong interest in religion (church service on Sunday and saying grace before meals), family life (e.g. meals, showers, residences), and the family bond. Partly due to the pre-training learning activities, most of the students’ post-training self-rating scores for 4) Knowledge About the USA increased by 1 point. It seems that they were able to think about American society in a multifaceted manner after, for example, visiting welfare/educational facilities and being exposed to the reality of the economic disparity in the US. Finally, the results of



5) Knowledge About Hospitality demonstrated that many students were impressed by the hospitality of Americans they encountered through the homestay experience, and that this led to the development of a desire to gain deeper knowledge.

**Table 3.** Results of Self-Evaluation Using the Rubric

		IV	III	II	I	Average (difference)
1) Engagement in English language learning	Pre-training	2	0	6	<b>9</b>	1.71
	Post-training	2	2	<u>5</u>	<b>8</b>	1.88 (+0.18)
2) English communication	Pre-training	0	3	<b>10</b>	4	1.94
	Post-training	2	6	<b>9</b>	0	2.59 (+0.65)
3) Intellectual curiosity with regard to foreign cultures	Pre-training	0	2	<b>10</b>	5	1.82
	Post-training	1	<b>14</b>	2	0	2.94 (+1.12)
4) Knowledge about the USA	Pre-training	0	2	2	<b>13</b>	1.35
	Post-training	2	3	<b>10</b>	2	2.29 (+0.94)
5) Knowledge about hospitality	Pre-training	0	0	5	<b>12</b>	1.29
	Post-training	0	1	<b>14</b>	2	1.94 (+0.65)

The highest value is shown in **bold** and the median is underlined.

#### 4. Course Outcomes, Challenges, and Points for Improvement

The results of the self-evaluation using the rubric revealed that, among the goals stated in the syllabus, students assessed themselves as achieving significant personal growth in the fields of *understanding foreign cultures* and *understanding the USA*. On the other hand, the course was not able to generate lasting outcomes at the previously expected level regarding *engagement in English language learning*. If the main goals of this course for the next fiscal year and onward are to be set, in accordance with the title and contents of this intensive course “Active English B,” as effectively refining English skills within a short period of time and developing a lasting motivation for learning, the contents of this course must be revised.

# Hokuriku Gakuin University

Course (Program) Title: Introduction to Career Design I (MIP)

Instructors: Masashi Kobayashi, Kimi Tawara, Sakiko Yoneda, Yoichi Nishimura,  
Masamine Wakayama, Takeshi Matsushita

Term: April through July 2015

Number of students: 35

## 1. Course Purposes and Goals

(Learning outcomes: Knowledge, abilities, etc. to be gained)

### – Course Purposes

The purposes of this course are 1) to recognize the abilities and skills required by our society and to find out how to apply them and 2) to deliberate on how to learn in university in order to gain those abilities and skills required by our society, and to take actions based on the ideas and conclusions obtained from such deliberation. In accordance with these purposes, students find out about the real world issues facing our society and work on solving problems as a team. Specifically, employees of two companies present students with a mission with regard to problems that a company is actually facing, and the students work to solve those problems as a team. The students give an interim presentation and a final presentation on the outcomes of their problem-solving efforts, and are subsequently given feedback from the company employees.

### – Course Goals

This educational program has the following three goals:

- (1) Students will be able to identify the abilities and skills required by our society.
- (2) Students will be able to identify the abilities and knowledge they lack, as well as their interests, their personality, and the strengths of their abilities.
- (3) Students will be able to think about how they should go about obtaining the skills and knowledge they require prior to joining the workforce during the time that remains before their graduation.

## 2. Description of Classes and Teaching Methods (Description of Activities)

This educational program consisted of the following 15 classes:

- (1) Guidance: Students gain understanding of the purposes, flow, policies, and assessment methods of this course and the rules for contributing to a team as a team member.
- (2) The nature of issues/problems: Students gain understanding of the nature of issues/problems and learn basic discussion methods required for working on issues/problems.
- (3) Receiving a mission: Students are given a mission from employees of Hokuriku Electric Power Company. Students accurately grasp the issues/problems and goals.

- (4) Preparation for interim presentation: Students work in teams. They gain understanding of the interim presentation's purposes as well as of the required frame of mind and preparatory work. Each team develops a discussion plan.
- (5) Interim presentation: Students give an interim presentation in front of employees of Hokuriku Electric Power Company. Subsequently, students restructure their discussion based on the feedback received from the company employees and the presentations of other teams.
- (6) Preparation for final presentation: Students work in teams. Students gain understanding of the rules for giving a clear and concise presentation, and prepare for their final presentation.
- (7) Final presentation: Students give a final presentation and receive feedback from employees of Hokuriku Electric Power Company. Subsequently, each team reflects on their discussion and activities.
- (8) Learning problem-solving skills: Students grasp the general idea of what critical thinking is.
- (9) Receiving a mission: Students are given a mission by the personnel in charge in the Planning Division, Planning and Development Department, Ishikawa Prefecture. Students accurately grasp the issues/problems and goals.
- (10) Preparation for interim presentation: Students work in teams. Students organize information on the types of advice they should receive from the employees in order to facilitate their discussion.
- (11) Interim presentation: Students give a presentation to Interim presentation: Students give a presentation to the personnel in charge in the Planning Division, Planning and Development Department, Ishikawa Prefecture. Subsequently, students restructure their discussion based on the feedback received from the employees and the presentations of other teams.
- (12) Preparation for final presentation: Students work in teams. Students check the rules for giving a clear and concise presentation and prepare for their final presentation.
- (13) Final presentation: Students give a final presentation and receive feedback from the personnel in charge in the Planning Division, Planning and Development Department, Ishikawa Prefecture. Subsequently, each team reflects on their discussion and activities.
- (14) Overall reflection: Students write an essay on how they will spend the time that remains before their graduation based on the experiences gained from the course.
- (15) Students reflect on their level of achievement in relation to the interim and long-term goals they set for themselves at the beginning of the first semester. Based on this reflection, they write a declaration entitled "My Declaration" on how they will engage in classes and spend the time that remains before their graduation.

### 3. Method for Assessment of Student Performance (Assessment of Learning Outcomes)

#### – Assessment of Student Performance

Student performance was assessed according to the following criteria in this educational program:

- (1) Classroom participation: The student actively participated in the class and group work.
- (2) Assignment submission: (1) The student submitted assignments by the deadline. (2) The submitted assignments were prepared in accordance with the instructions. (For example, in case of the reaction sheet submitted after each class, student performance was assessed based on whether or not they wrote a reflection or met the specified length.)
- (3) Presentation: (1) Presentation contents, (2) Presentation attitude, (3) Responses to the questions

As one of the items of 2) Assignment Submission, students are asked to submit a self-assessment based on a rubric (created based on the rubric for presentation and group work developed by Kansai University of International Studies), and course instructors use the same rubric to assess the students as well.

#### – Assessment of Achievement Level Using the Rubric

As described above, a “presentation & group work” rubric was created for this educational program. Using this rubric, students assessed themselves, and six instructors assessed the students. According to the results of these assessments, in contrast to the students’ self-assessment scores, which were mostly high, the scores given by the instructors tended to be lower. The degree of objectivity regarding the students’ as well as the instructors’ measurement of the learning outcomes is an issue that needs to be addressed. It seems that there is a need to further examine how a rubric can be used (or cannot be used) for problem-based learning.

#### 4. Course Outcomes (Outcomes of Activities, Assessment by Stakeholders, Unexpected Effects on Students, etc.)

The students of the Department of Sociology who entered the university in the year this program was introduced in Academic Year 2014, or in subsequent years and the students who entered the university prior to Academic Year 2014 were compared using the author’s subjective assessment and discussion based on impressions rather than by objective scores. Although there was only a minor difference, the students who entered the university in Academic Year 2014 or in subsequent years, and therefore have taken this program as a required course, tended to be more used to examining issues/problems, summarizing solutions, and presenting those solutions orally.

#### 5. Course Challenges and Points for Improvement

The two challenges with regard to this course are outlined below.

First of all, we need to develop solutions for getting the “free rider” students to proactively participate in the class. In some groups, many students turned into “free riders” and in some cases those “free riders” caused difficulties with regard to the group activities. Based on our curriculum, this educational program is a required course; this makes it quite difficult to solve this issue, but the instructors plan to try various methods to improve the course from the next fiscal year and onward.

Secondly, we need to develop solutions for assessing learning activities that take place outside of the classroom. The issues presented by the companies are too complicated for first-year students to resolve in class. This means that students must spend a lot of time outside the classroom as a group to resolve the issues. The instructor can

observe each student's learning activities in the group activities that take place in class, but it is difficult to grasp individual learning activities that take place outside of the classroom. For this reason, instructors cannot determine which students are proactively engaged in learning activities outside of the classroom, and to what extent, using objective indicators. With regard to assessment of activities carried out outside of the classroom, there is a need to devise a system with the highest possible degree of objectivity.

# Hokuriku Gakuin University

Course (Program) Title: Universal Tourism in Kanazawa

Instructors: Toshikazu Tabiki, Takeshi Amano

Term: April 2015 through February 2016

Number of students: 18

## 1. Course Purposes and Goals (Learning outcomes: Knowledge, skills, etc. to be gained)

### (1) Course Purposes

The purpose of this program is to create a setting for mutual understanding and learning based on internal cross-entity collaboration between the university and the junior college. This is done by jointly implementing classes involving active learning that focus on fieldwork and group discussion while leveraging the characteristics of both entities. Additionally, learning outcomes, challenges, and other issues generated by this collaboration are analyzed whenever appropriate to obtain basic materials that will lead to the creation of new educational projects.

Specifically, the objective of this course is to have students develop a broad perspective and interest in the events and issues of local communities, and become able to take action proactively. With local tourism development as the project theme, students work collaboratively with local governments and private businesses.

### (2) Learning Outcomes

This course, which mainly focuses on local tourism development, was designed with the following keywords and learning outcomes for university and/or junior college students:

#### Keywords for university (Department of Sociology) students

*Universal Design, Barrier-free*

Learning outcomes expected to be achieved (items)

Students will gain knowledge with regard to barrier-free and universal design, as well as universal tourism, and an understanding of the characteristics and issues of local communities.

#### Keywords for junior college (Department of Community Cultural Studies) students

*Inbound Tourism: Foreigners*

Learning outcomes expected to be achieved (items)

Students will gain knowledge with regard to inbound tourism, and gain the experience of interacting with people belonging to different cultures (experience of interviewing foreigners). They will also develop intellectual curiosity concerning other people (of different cultures).

#### Learning outcomes expected to be achieved by university and junior college students

Students will enhance their problem-solving skills and ability to identify issues, gain the ability to proactively engage in group work and fieldwork, and develop their interest in local communities.

## 2. Description of Classes and Teaching Methods (Description of Activities)

As mentioned above, this program employs active learning with a main focus on local tourism development. The students engage in the following series of activities repeatedly in small groups: Pre-learning and group discussion for solving an issue → Fieldwork → Summarize & report the activities → Set a new theme out of identified issues.

Specifically, at the joint classes held periodically by the university and junior college for the students of the two seminars, students share the perspectives they obtained from pre-learning and the local communities' issues they identified based on the specialty they are pursuing. Another purpose of these joint classes is to raise the students' awareness with regard to various social issues.

Furthermore, students conduct interviews at major tourist attractions in Kanazawa as fieldwork based on the main focus of this program and the specialty they are pursuing through their seminar. Students endeavor to make their fieldwork experience meaningful by summarizing and reflecting on the interviews they have conducted and revising the interview process immediately after each fieldwork session.

After completing their fieldwork, students summarize the results and present them at a report session at the joint classes of the two seminars. Furthermore, the structure and contents of these presentations are reviewed mainly by the students in preparation for writing a report.

## 3. Method for Assessment of Student Performance (Assessment of Learning Outcomes)

[Assessment of Student Performance]

Multiple indices are used as assessment tools.

### (1) Rubrics

Rubrics are employed as an assessment tool for facilitating student learning and for obtaining feedback that is effective for the instructors. (Stevens, D. D. & Levi, A. J. [2004] *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*, Stylus Publishing, pp. 17-28).

Three rubrics were prepared for this course: one common rubric for the university and junior college students and one each for the seminar of the university and the seminar of the junior college. (See "Assessment of Achievement Level Using the Rubric" in the next section.)

### (2) Summary & Report

Students give a group presentation that summarizes their activities at one of the joint classes of the two seminars, and the two instructors assess (give comments on) the presentation. Similarly, the activity reports submitted by the students are assessed by the instructors. Based on these assessments, the students assess themselves using a rubric.

### (3) Presentation & External Assessors

For the purpose of adding objectivity to the assessments described in 2), students give presentations in front of external assessors and the assessors evaluate (comment on) their presentations. Based on this assessment, the students assess themselves using a rubric.

[Assessment of Achievement Level Using a Rubric]

#### (1) Common rubric (See the Appendix 1)

Theme/Goal: By the end of this program, which involves active learning such as fieldwork and group discussion through cross-entity collaboration between the college and the junior college, the students will be able to competently set (re-set) a theme out of identified issues, proactively take action to solve the issue, and produce output. The rubric consists of the following items: (1) Theme-setting ability & Survey objectives, (2) Fieldwork, (3) Group discussion, (4) Objectives of joint class activities, (5) Extraction of issues & Setting a new theme, (6) Output (written report). Seventeen out of 18 students were able to improve their performance.

#### (2) Rubric for the university seminar instructed by Tabiki (See the Appendix 2)

Theme/Goal: Engage in local tourism development activities that leverage sociological perspectives and specialties, i.e., grasp trends in society as a whole and deliberate on the needs and issues. Specifically, examine and propose *universal tourism* which enables everyone to enjoy tourism regardless of age, nationality, disability, etc. The rubric consists of the following items: (1) Knowledge with regard to barrier-free and universal design, (2) Understanding of the characteristics and issues of local communities, (3) Knowledge with regard to universal tourism. Nine out of nine students were able to improve their performance.

#### (3) Rubric for the junior college seminar instructed by Amano (See the Appendix 3)

Theme/Goal: By the end of this program, students will have developed their interest in/curiosity about other people (of other cultures) and will be able to communicate with foreigners in English with a flexible attitude. Specifically, students conduct a questionnaire survey targeting foreign tourists visiting Kanazawa and make proposals for developing inbound tourism to Kanazawa. The rubric consists of the following items: (1) Intellectual curiosity about other people (of other cultures), (2) Interaction with people belonging to other cultures, (3) Knowledge with regard to inbound tourism. Eight out of eight students were able to improve their performance.

## 4. Course Outcomes (Outcomes of Activities, Assessment by Stakeholders, Unexpected Effects on Students, etc.)

In terms of the university's Department of Sociology, nine third-year students participated in this program from April, i.e. the beginning of this fiscal year, and significant results were obtained. For example, the program provided valuable learning opportunities for these students who experienced the following series of activities: 1) Become aware of the issues of local communities, 2) Conduct a survey and confirm facts through fieldwork, 3) Summarize the results of the on-site survey and create a report. In addition, the joint classes with the seminar of the junior college's Department of Community Cultural Studies provided a unique setting for learning that could not be experienced in regular classes.



Overall, students' participation in this program led to the achievement of learning outcomes by each individual student; this has been confirmed by the results of the assessment using rubrics. Moreover, the (positive) surprising discoveries and moving experiences the students had after writing up their report of the results obtained from fieldwork demonstrated that students' participation in this program had positive effects on them. Not to mention the report, i.e. the tangible result, I am certain that students learned from everything they experienced during the process of creating the report, including the many difficulties they encountered.

In terms of the junior college's Department of Community Cultural Studies, significant growth was observed in the students with regard to interaction with people who belong to different cultures. During the fieldwork's early stage, the students had a hard time approaching foreign tourists and ended up watching many of them pass by instead of talking to them. This situation can be observed in the comments introduced subsequently. "At first I was worried about the interviews since I can't speak English very well. (Student: YH)" "I was nervous while talking with foreigners. (Student: YM)" However, as it can be observed in the comments introduced subsequently, the tone of the comments made after completing the fieldwork was more confident. "After talking to foreigners a number of times, I became able to talk with them naturally. This made me very happy (Student: YY)." "[They were] very friendly so I was able to ask many questions (Student: YH)." "I found out that there were more foreign tourists in Kanazawa than I had expected. This discovery was a good opportunity to rediscover the charms of Kanazawa (Student: NM)." Meanwhile, a measurement of the participating students' growth was provided by the comments introduced subsequently from non-participating students who listened to the reports of the participating students. "I can't imagine talking to a foreigner who is a complete stranger." "[The participating students] have courage."

Additional outcomes are described below.

As for the students belonging to the university's Department of Sociology, upon creating a booklet of the reports, they experienced holding meetings with printing companies about the printing process and the delivery date. In addition to gaining knowledge about the printing and binding processes, they had the opportunity to gain understanding of the importance of schedule management. Furthermore, a few students of the Department are planning to continue participating in this program and to summarize their activities and findings as a graduation report in their fourth year.

As for the students of the junior college's Department of Community Cultural Studies, four of them presented a report based on their fieldwork activities at the Graduation Report Presentation Session which involves first- and second-year students. The audience consisted of approximately 40 students; among them, five students selected the Inbound Tourism Development seminar as their major in FY2016.

## 5. Course Challenges and Points for Improvement

Although certain outcomes were achieved, contents such as the perspective and interview questions of the surveys were examined only by the students, and therefore the results cannot be generalized. Furthermore, although the program included opportunities for contributing to local tourism development, e.g., report sessions and opportunities for the students of both the university and junior college to interact with relevant staff of external entities at the final stage of the program, students were

not able to make any specific contribution, despite local tourism development being the focus of this program.

In the future, the program should be designed in such a way that the students grasp the needs of tourists and people involved in tourism, and then conduct surveys on the basis of those needs. At the same time, there is a need for this program to include projects which produce results that can be utilized for local tourism promotion and community development. From now on, we must be aware of these points for improvement when planning specific elements of this program such as students' reports, the report session, and collaboration with people involved in tourism.

**JOINT SEMINAR RUBRIC: Common Rubric**

Professor Hikida's Seminar of the Sociology Department, Faculty of Human Studies, and Professor Amano's Seminar of the Community Cultural Department, Junior College jointly implement "Kanazawa Universal Tourism — Investigation and preliminary research," utilizing their respective characteristics and expertise. Our objectives are: 1) to take an interest in local community, and contribute to it by making suggestions that apply to a variety of people, and 2) set an agenda (reset the agenda), take action to implement the agenda, and report the outcome, with the use of active-learning practices such as field work and group discussion.

	4	3	2	1
Theme-setting and research objectives	A clear and feasible theme is set, and unique hypotheses and research items are shown in detail.	A feasible theme is set, and common hypotheses and research items are shown.	A theme is set, and research items are shown vaguely.	The theme is not clear, and research items are difficult to understand.
Field work	Repeatedly able to extract agenda items emerging clearly from research, and reset the agenda.	Able to extract agenda items emerging clearly from research, and reset the agenda.	Able to set a new agenda emerging vaguely from research.	Unable to set a new agenda, although research has been done.
Group discussion	Makes constructive remarks that advance the group discussion. Makes remarks or takes action according to the changing situation in order to improve the atmosphere of the group, or change it when it turns bad.	Takes the lead in making remarks in the group discussion. Makes remarks and takes action on his/her own initiative, or supports members in order to create a good group atmosphere.	Makes relevant remarks in the group discussion. Takes actions and has attitudes that are appropriate for the group members and that create a good group atmosphere.	Participates in the group discussion. Participates in the discussion without making remarks or taking action, or having an attitude that worsens the group atmosphere.
Joint seminar	Has a clear understanding of the objectives of the joint seminar activities. Participates actively in the discussion, and makes a presentation or a report on his/her own initiative.	Has a clear understanding of the objectives of the joint seminar activities. Participates actively in the discussion, and makes a presentation or a report if requested to do so.	Has a vague understanding of the objectives of the joint seminar activities. Participates in the discussion or presentation.	Has little understanding of the objectives of the joint seminar activities. Participates little in the discussion or presentation.
Output (report)	Summarizes findings from the study, and explains them logically using specific, basic knowledge in an effective way. Carries conviction because of logical coherence.	Summarizes findings from the study, and explains them logically with specific, basic knowledge. The process from beginning to end has a basic pattern (introduction, body, and conclusion).	Writes about findings from study/research, and explains them with some degree of specific, basic knowledge. There is room for improvement with regard to the structure, development, or logic of the content.	Writes only about findings from study/research. There is a conclusion, but it is difficult to understand how it was derived.

**JOINT SEMINAR RUBRIC: Universal Tourism (Professor Tabiki's Seminar)**

Town development based on barrier-free, universal design for the elderly and disabled is required across the city. As Ishikawa Prefecture has been gaining attention as a tourist destination ever since the opening of the Hokuriku Shinkansen line, Professor Tabiki's seminar for 2015 (Joint Seminar) is to develop regional tourism using the perspectives and expertise of the sociology department. Understanding the trends of society as a whole and considering its needs and issues is at the core of the learning in the sociology department, and we aim to examine and suggest "universal tourism," which anyone can enjoy, irrespective of age, nationality, or disability.

	4	3	2	1
Knowledge about barrier-free/universal design	Is fully cognizant of barrier-free/universal design, and makes suggestions for improvement with regard to the present issues. Also understands the progress of past measures, and future policies.	Is fully cognizant of barrier-free/universal design, and understands the progress of past measures, and future policies.	Has a basic awareness of barrier-free/universal design.	Has vague knowledge about barrier-free/universal design.
Understanding of community characteristics and problems	Has a full and specialized knowledge about the characteristics of the community one belongs to. Has a clear understanding of the problems facing the community, and makes suggestions for improvement.	Has a full knowledge about the characteristics of the community one belongs to. Has a basic understanding of the problems facing the community.	Has basic knowledge about the characteristics of the community he/she belongs to. Has a vague understanding of the problems facing the community.	Has only vague knowledge about the characteristics of the community he/she belongs to. Has limited knowledge of the problems facing the community.
Knowledge about universal tourism	Has a full understanding of the definition, the domestic situation, and recent global trends with regard to universal tourism, and makes suggestions for improvement.	Has a full understanding of the definition, the domestic situation, and recent global trends with regard to universal tourism, and identifies issues to address.	Has basic knowledge and understanding of the definition, the domestic situation, and recent global trends with regard to universal tourism.	Has vague knowledge about the definition, the domestic situation, and recent global trends with regard to universal tourism.

**JOINT SEMINAR RUBRIC: Inbound Tourism (Professor Amano's Seminar)**

The objectives of Professor Amano's seminar for 2015 (Advanced Seminar I & II) are to understand things from the global perspective and practice toward problem solving in the region (locally), in keeping with the motto "Think Globally, Act Locally." To be more precise, we interview (give a questionnaire to) foreign tourists in Kanazawa, and make suggestions with regard to developing tourism in the city. To achieve this purpose, we aim to develop interests and concerns in others (other cultures), and acquire a practical command of English to be able to communicate with a flexible attitude.

	4	3	2	1
Intellectual curiosity about other people (other cultures)	Has a detailed and specific question about or a wide interest in other people (other cultures) based on previous learning. Explores the question or interest by developing his/her perspectives further or doing research.	Has a detailed and specific question about or interest in other people (other cultures) based on previous learning. Develops a new question or interest in response to the answers.	Has a question about or interest in other people (other cultures) based on previous learning.	Has a simple question about or interest in other people (other cultures).
Exchange with people of different cultures (interviews with people from other countries)	Actively presents topics for conversation on his/her own initiative, and communicates actively when spending time with people from other cultures (in an interview with people from other countries).	Exchanges words actively in English on his/her own initiative, and enjoys communication when spending time with people from other cultures (in an interview with people from other countries).	Introduces himself/herself, has a simple conversation, such as an exchange of greetings, and asks a question in English on his/her own initiative when spending time with people from other cultures (in an interview with people from other countries).	Introduces himself/herself and has a simple conversation, such as an exchange of greetings in English, if prompted to do so, when spending time with people from other cultures (in an interview with people from other countries).
Knowledge about inbound tourism	Has a full understanding of government policy, the present situation and recent trends with regard to inbound tourism, and makes suggestions for improvement with regard to various issues.	Has a full understanding of government policy, the present situation and recent trends with regard to inbound tourism, and identifies issues to address.	Has a full understanding of government policy, the present situation and recent trends with regard to inbound tourism.	Has a vague understanding of government policy, the present situation and recent trends with regard to inbound tourism.

# Hokuriku Gakuin University

Course (Program) Title: Baby Salon  
Instructors: Tsuneko Kumada, Izumi Yamamori  
Term: September 2014 to present  
Number of students: 10 to 20

## 1. Course Purposes and Goals (Learning outcomes: Knowledge, abilities, etc. to be gained)

### (1) Course Purposes

The purpose of this course is to give students, mainly those who are aiming to become a child care/childhood education provider, opportunities to master the knowledge of child care and early childhood education. The students learn mainly through infant child care courses and practical training, and importance is placed on personal relationships at the salon, where students periodically experience direct interaction with infants and their parents to supplement the experience they gain through practical training.

Since the activities of the salon are not part of any specific course, students taking different courses participate in this program. Although there are member (staff) students who lead the activities, the learning setting is open to any student who is interested in early childhood education; this enables students with a stronger interest in the subject to improve their knowledge and abilities. Since the students leverage their experiences and discoveries at the salon in their classroom presentations, the program provides an opportunity for reciprocal learning. Furthermore, the goal of this course is for students to gain the following diverse knowledge and abilities by utilizing the knowledge and skills they have gained through university classes and practical training in an integrated manner, proactively developing salon activities, and implementing them at the salon: e.g., knowledge about the development of infants and young children needed by a child care / childhood education provider, ability to give individual responses to infants and young children, skills for interacting with parents, ability to plan activities and set up an environment, and enhanced abilities to discuss, reflect on, and record each session.

### (2) Course Goals

[Seniors]

- The students will learn to put their knowledge and skills gained from university classes into practice, and to record activities not as a mere description based on observation but as a description based on a perspective of proactive interaction.
- The students will learn to use the discoveries and questions resulting from participation in activities in their graduation thesis (graduation research).
- The knowledge and skills ultimately gained will tie in with the specialty of the students who will become child care / childhood education providers.
- The students will become aware of the responsibilities required of a professional, and through practice, they will gain the skills to enhance their planning ability, and their ability to respond and communicate.

– After performing activities over many sessions throughout the program, the students will have naturally mastered the PDCA cycle.

[Third-year students]

– Students will gain practical skills and response capabilities that differ from the knowledge and abilities they will have gained through practical training. (Capability to respond to infants and their parents)

– With the knowledge obtained from classes and textbooks as a basis, students will master the stages of infant / young child development as systematic and practical knowledge.

– Students will get a good role-model image by learning about the salon activities through peripheral participation, and will be motivated to become a staff member for the following academic year.

[First- and second-year students]

– Students will learn methods of natural interaction with children by observing the attitudes and responses of older students.

– The course is expected to motivate the student to actively engage in pursuing their specialty since, at a stage prior to or while studying a certain field, they will see the growth/development of children, mostly infants, with their own eyes, and will be able to easily relate the theoretical knowledge they gain through classes to actual child development.

– Students will have the opportunity to think about their aptitude at an early stage.

## 2. Description of Classes and Teaching Methods (Description of Activities)

The activities mainly consist of preparation for monthly salon sessions, management of the salon sessions, and post-session reflection.

[Activities based on short-term perspective]

### (1) Preparation activities

– Staff meetings about the activities of each session (environment setup, facilitation plan, and role assignment for each session)

– Preparation of required items (Students create an environment setup chart showing the approximate schedule of the day, toys to be used, and places to play, and then use the chart to prepare an environment.)

### (2) Activities at each salon session

– Classroom cleaning and environment setup

– Reception, video filming, recording (environment chart, children's movements, etc.)

– Interaction with infants / young children and their parents, individual responses

– Presentation of a performance

### (3) Post-session reflection

- Compiling of challenges and perspectives for the next session based on a discussion among staff students and program instructors while watching/looking at the environment chart, video, and the session record
- Recording of the session's actual environment chart and the actions and activities of the children, parents, and staff students through task sharing

#### [Activities based on long-term perspective]

- Students share their discoveries about general and individual development processes from observing the development of the infants and young children who participate in the salon activities every month.
- Students deliberate on child support and child rearing support while, led by the instructor, embracing the concerns and challenges of the participating parents, and then researching literature and continuously interacting with the parent with specific intentions.

### 3. Method for Assessment of Student Performance (Assessment of Learning Outcomes)

- (1) Conduct a questionnaire survey (participating parents = stakeholders)
- (2) Instructors provide guidance and advice (formative assessment) while students engage in preparation activities and post-session reflection.
- (3) Outcomes regarding unnoticed (overlooked) events are confirmed from reflection and comments from peers through the use of videos, post-session reflection (discussion), and session records.

#### [Activities Assessment Method]

- Participating parents: A questionnaire survey is conducted among the participants at the end of the academic year (February and March) to examine comments and requests. (Conducted at the end of the 2014 academic year. We plan to conduct a similar questionnaire survey at the end of the 2015 academic year.)
- Participating students (staff members): A student version of the questionnaire survey created in accordance with the contents of the questionnaire for the participating parents is conducted. The survey partially consists of the same questions asked in the parent version; the responses of the parents and students are compared and the results are reflected in the activities for the next academic year.
- Reflections and challenges are compiled through holding discussions while watching videos filmed during each session.

#### [Assessment of Student Growth]

- Changes in the students' assessment of themselves are confirmed through the use of a rubric.
- Formative assessment is provided mainly verbally by the instructors, i.e. program supervisors, through their involvement in all processes from the discussions for

preparation activities to the post-session reflection. In terms of preparation activities and reflection, an explanation is given to all participating staff students (the entire group) in order to elicit the students' assessment of themselves.

[Assessment of Achievement Level Using the Rubric]

The full version of the 2013 goal-oriented common rubric (teamwork; Appendix 1) was used. Assessments using the rubric were made during the 2015 academic year in April and February. The definition is set as the actions of individual members (effort put into achieving team objectives, manners when interacting with other members, contribution to team discussions). It can be said that the teamwork measured here is a specialty a childcare / childhood education provider is required to have as a disposition. The following findings were obtained from the assessment results:

(1) Participation in teamwork discussion

(April) The students could only make comments related to the discussion.

⇒ (February) The students actively made constructive comments.

(2) Facilitation of participation in team member discussion

(April) Students tended to facilitate participation by using filler words or behaviors such as nodding.

⇒ (February) Students were creating a flow that enabled them to make comments associates with other comments.

(3) Individual contribution to group work

(April) Students cooperated with task implementation.

⇒ (February) Individual contribution led to the achievement of team objectives.

(4) Creating a team mood

(April) Students made comments and took actions that followed the comments and actions of other members.

⇒ (February) Students provided support and backed up other members to create a positive mood for the team.

The results comprehensively demonstrate that the students' sense of commitment as a staff member of the Baby Salon was enhanced, and that each and every student bore responsibility as a child care provider and took actions with a clear sense of their role as a member of the childcare team.

#### 4. Course Outcomes (Outcomes of Activities, Assessment by Stakeholders, Unexpected Effects on Students, etc.)

Since this program is offered for students interested in early childhood education, all of the participating students already have a strong interest in the subject at the



beginning of the program. The awareness of childcare professions, particularly among students who had a strong desire to work as a childcare / childhood education provider, was increased through constant interaction with parents during the program activities. During the salon activities in particular, the students were able to take actions on their own initiative, without being told what to do by the instructor.

With regard to the above point, it seems that the students' planning ability and ability to respond were enhanced. Furthermore, although third-year students mostly wait to receive instructions before taking actions as they perform activities according to the instructions given to them by fourth-year students, it is expected that a year later, they will have achieved similar growth to that of the current fourth-year students. As described so far, one of the benefits of a four-year university is that the vertical relationship between older and younger students can be utilized in learning settings. From the beginning of the program, students in third year and below learn from the fourth-year students by watching them perform activities, and then practice what they have learned while incorporating their own ideas. This ability to develop relationships based on vertical collaboration is unlikely to be gained in regular classes. It is indeed an outcome of non-classroom learning. (The current group of fourth-year students is the third one, as this is the third year of the program.)

## 5. Course Challenges and Points for Improvement

### [Challenges]

Child rearing support provided by the university should go beyond providing a space for support activities. In addition, continuous learning and development of perspectives (understanding of child development and development of relationships with parents) cannot be achieved by organizing and implementing occasional events.

The expected outcome of this program is that students gain knowledge enhanced with actual experience through continuous involvement, by going back and forth between learning in university classrooms and learning in a setting for gaining experience. For the participating parents, the salon is a setting for the parents to enjoy child rearing and to gain confidence; the objective is to provide support for the parents to live a positive life through the development of a positive attitude.

As for student learning, initiative, collaboration among staff students, and cooperation are important elements of learning, as opposed to taking actions after being told what to do by an instructor.

While ensuring continuous involvement through collaboration between the university and the local government, there is a need to examine *the nature of comprehensive child-rearing support* based on utilization of the benefits for both sides as described above.

### [Outlook]

In Ishikawa Prefecture, many daycare centers and some kindergartens are making the transition to certified *kodomo-en* (center for early childhood education and care, which roughly translates to "child center"). As can be observed from the following breakdown of existing facilities in the 2016 academic year, there was an obvious trend of transition to certified child centers: 51 kindergartens, 243 daycare centers, and 118 certified child centers. This is a favorable change, considering the fact that the increase in the number of these centers which provide early childhood education and care for preschoolers in an integrated manner will lead to situations that are the most

beneficial for children and will enhance the support given to the child-rearing generation. On the other hand, in terms of the children and parents who *cannot or choose not to* join this child rearing support system, we must deliberate on what is demanded of and what can be done by universities that prepare students to become childcare / childhood education providers. Furthermore, there is an urgent need to grasp the level of understanding of child rearing support that students of such universities are expected to have, and to set the bottom line of knowledge and information that must be conveyed to students by those universities.

Since they are still young, it is challenging for the students participating in child-rearing support activities who are aiming to become a childcare / childhood education provider to determine what to convey to the parents in terms of child-rearing support. Yet any student who has practical interactions with parents, such as those who share the feelings of the parents after directly hearing their concerns and so on, would never merely write a superficial description based on their knowledge. They are capable of writing a description of matters that must be conveyed, and their wishes as a childcare / childhood education provider based on facts. Once they become a childcare / childhood education provider, they should be able to share their feelings with parents, such as joy that expresses their personality and nature, and they will convey what they feel to be appropriate while bearing the responsibility of the effects of their comments. With regard to this kind of support, there is also a need to review the awareness and the desired involvement of the instructors of universities that prepare students to become childcare / childhood education providers who are keenly aware of the importance of such support.

## Appendix 1

### TEAMWORK VALUE RUBRIC

Group Student Number Name

**Definition:** Teamwork consists of the collective actions and attitudes of individual team members (effort put into team tasks, manner of interacting with other team members, quantity and quality of contributions to team discussions.)

Category	4	3	2	1	0
Participation in Team Meetings	Makes constructive remarks at team meetings in active ways that facilitate the discussion.	Makes remarks at team meetings, and leads the discussion.	Makes remarks at team meetings.	Participates in team meetings.	Shows no participation at all.
Facilitation of Contributions of Team Members	Engages team members actively in the discussion by creating a meeting atmosphere that allows members to make remarks related to what others say.	Engages team members actively in the discussion by summarizing and making remarks related to what other team members say.	Engages team members in the discussion by showing understanding in ways such as giving supportive responses and nodding in response to others' remarks.	Tries to listen to others without interrupting.	Shows no participation at all.
Individual Contributions to Group Work	Participates actively in group work and contributes greatly in getting it done.	Participates in group work and contributes in getting it done.	Participates in group work and cooperates in getting it done.	Participates in group work and offers help on request.	Makes no contribution at all.
Fostering of a Good Team Spirit	Takes the lead in making remarks or taking action according to the changing situation to create a good team atmosphere, or to change the atmosphere when it is bad.	Takes the lead in making remarks, taking action, or supporting team members in order to create a good team atmosphere.	Makes remarks or takes actions that are appropriate for the team and that create a good team atmosphere.	Participates in the team without making remarks or taking action, or having an attitude that creates a bad team atmosphere.	Makes remarks or takes actions, or has an attitude that creates a bad team atmosphere. Shows no participation at all.
Listening to Advice Given to the Team	Readily accepts advice given to other teams as well as advice given to their own team, and adopts an attitude of willingness to improve.	Readily accepts and puts into practice advice given to the team, and tries to make improvements.	Faces the advisor and listens to him/her, taking notes.	Faces the advisor.	Turns a deaf ear.

Source: KUIS, AAC&U

# Kurashiki Sakuyo University

Course (program) title: Practical Contribution Via Music

Instructor: Kyoko Takeuchi

Term: April 2015 ~ January 2016

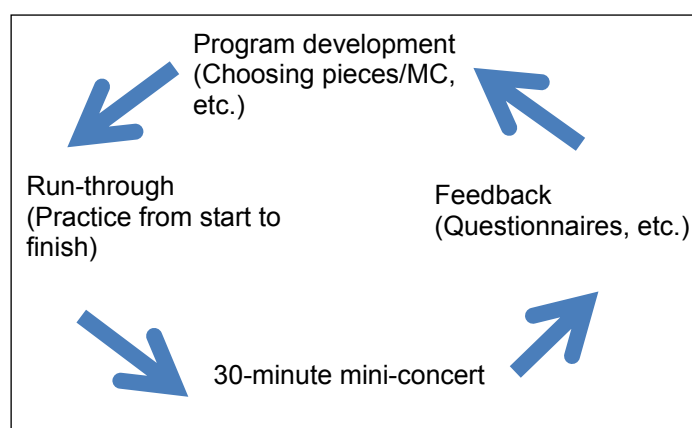
Number of students: 14

## 1. Course objectives and goals (knowledge, skills, etc. to gain = learning outcome)

Music-major students not only improve their musicianship through music activities in the community; they also gain the all-around skills required to be a member of society by following the PDCA (plan-do-check-act) cycle.

## 2. Course description and methods (activities)

- (1) Choice of fields and their distinctive features: By choosing fields such as the lobby or art exhibition room at Tamashima Citizens Exchange Center, or the entrance hall of Kurashiki City Art Museum, where visitors do not necessarily come to listening to music, students will be able to give people who are not so-called music lovers a chance to discover the joy of listening to music.
- (2) Uniqueness of course content/methods: During the week before the concert, students who will not be performing play the role of audience. The performers run through the entire program (practice from start to finish). The student who plays the role of teacher solicits and coordinates opinions from the others. There is no tolerance for a lax attitude or compromise just because the performers are students, the concert is free, and the venue is not a hall. We try to keep the level appropriate for a public concert.
- (3) Evaluation by community collaborators and participants: We give our audience programs and questionnaires at each concert. They are asked for comments, and also to indicate which pieces they would like to hear again, and if they have any requests for pieces to be played at future concerts.



## 3. Evaluation methods (Evaluation of achievement)

Evaluation of the students' learning: The Young Hall Concert, a wrap-up concert where students demonstrate what they have learned in the course, is completely

planned and produced by the students. They organize the concert themselves and give a performance based on everything they have learned and improved upon. Criterion-referenced evaluation is used, and students are evaluated in the field as they carry out their activities.



Wrap-up Young Hall Concert (January 20, 2016)

4. Outcome (results of activities, evaluation by stakeholders, serendipity effects on students, etc.)

The students learned (1) the skills to plan programs appropriate for the season, age groups and performing environments, (2) the importance of putting themselves in their audience's place and (3) the skills to produce a concert.

5. Future tasks and points to be improved upon

It is conceivable that the students have learned not only performing skills, but also the importance of planning and organizing a concert, and the skills required for that purpose. However, there is not enough objective evidence to confirm that, because this initiative just started this academic year. This is something that should be addressed. It seems that benchmarks should be developed to confirm the students' learning, and that rubrics, portfolios, and so on should be used.