

FD News-N-Things



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Revision of the Teaching Effectiveness Survey

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Introduction

As of the end of the Spring term it has been decided to use a new form for the Teaching Effectiveness Survey (hereinafter TES) carried out by the end of each term. Subsequently, I would like to use this occasion to review the ICU TES, and explain points revised and the plan for the future TES.

The Purpose of TES

The TES is not meant as a survey ranking “Good Courses” and “Bad Courses”, nor is it meant as a “Teacher Evaluation” or a scale measuring “the Level of Students’ Class Satisfaction.” The TES is used because there is a gap between teacher performance being evaluated as high, how the attending students are making progress in their studies, and how the efficiency of classes reflects on their studies. As an expression of this the term “Teaching Effectiveness Survey” is used.

Furthermore, it should also be taken into account that the respective courses covers a distinct part of the entire curriculum of the University, they have different roles, and whether or not a course is good or bad can not be decided by using a single yardstick. This is something that is remarkable at ICU. A characteristic of ICU’s curricula is that all courses are organically tied together as a whole, and that students accordingly attend courses within a very wide range. Nor is evaluation carried out in an off-the-shelf manner. Given the importance of flexibility a framework, within which the teachers in charge are free to decide the questions, has been decided upon. Furthermore, fields for comments are considered important and ample space has been provided for this purpose.

Besides, the efficacy of classes is not the only thing that decides the endeavors made by the faculty and the University. It is obvious that it is important how attending students are approaching a given course. We

have been conscious about this in the past as well. However, in this revision it has been defined and the TES has been put together to serve two purposes.

The first is improvement of the quality of the entire education at ICU by asking the students of their opinion, improving the individual courses and investigating various problems related to the respective courses. The second is to get a new basis for a next step based upon the attending student having a chance to reflect upon how they engaged a given course. In other words, the TES is a survey, which aims at elevating the quality of the education at ICU, improvement of the respective courses through collaboration by students, teachers and the University, and at creating an environment with ample room for the students to concentrate and learn.

Revision

You may think this is a major revision because the appearance of it looks so. However, basically we have inherited what was discussed while the previous FD Director, Professor Tomoyuki Yoshida, held office. The survey will take the form of basic questions that have been carefully chosen, and questions added by all teachers in charge of the subjects taught in the respective classes. As for this part you may make the questions yourself, and you are also free to choose from the prepared list of questions. Besides carrying out a survey with these supplementary questions at the time of the survey at the end of each term, we are making preparations for supplementary questions on pre-printed survey sheets ready to hand out. Furthermore, printing, reading of answer sheets, and calculation of questions has been entrusted to a contractor. The calculations of results other than the comment fields will be available 3 weeks after the survey has been conducted. Concerning the questions we have also made necessary corrections in accordance

with the indications given all of you.

Major changes are that the lay out has been changed into portrait, Japanese and English questions have been merged onto one sheet. However, the biggest revision is the field for free comments introduced on the backside. The previous TES asked the good things in a given course and things to be improved. The revised TES questions are on what the students expected, questions on whether or not these expectations were met, what inspired them, and on top of that questions on what should be changed. Having added these questions asking the students to do some soul-searching as well, I think we may expect to see more than mere complaining opinions, and, furthermore, I think that we have come a little closer to what TES should be about. At the same time, however, there is no doubt, that we are increasing the burden on the students in terms of having them think and make statements. It makes me quite uneasy when I think of myself answering such questions back when I was a student. I believe that these questions are justified by the high quality of students at ICU. At the same time I ask you to allow the students enough time to produce answers of significant quality.

Publication and Answers

As you may know, the TES results are published on the on-campus intra-net (W3) and made available at the FD Office. There are various purposes for why the results are made open to the public. One of the reasons is an organizational challenge. Collaboration to solve problems and investigation of improvements can only take place when problems are disclosed. As far as possible I read all the comments, and the reason this is allowed is of course the fundamental principle of making it available to the public. Things pointed out for improvement in the TES are often related to facilities or the curriculum. Recently, we listed the students' comments concerning things that should be improved and presented it to the Vice President for General Affairs and the University Secretariat. In responds to that the Management Division played a central role in conducting an investigation of improvements, and we received a reply signed by the Director of the University Secretariat. This reply is also a response to the TES and as such we have made it available to the public together with the results of the TES.

Part-time lecturers also participate in the TES. However, in the comments there are many problems that can not be solved by part-time lecturers. In this way there are actually many problems that can not be solved if the faculty, general staff members, and the university administration do not cooperate.

When reading the comments we can also see that the

respective teachers are committed to their classes and at the same time that they take a lot of troubles conducting these classes. By making the results available to the public it is possible to share problems as colleagues and to share a basis of thoughts.

Sometimes we are asked why we make the results available to the students. However, given that the students are the survey body should the results not - as a matter of course - be open to the students? This is a manifestation of a basic stance in terms of honestly accepting the results of the survey. Other universities tell us that when the results are not made public or acted upon, then criticism from the students intensifies. It is also important to have the students understand that they must take on the responsibility of writing comments that are appropriate for being made available to the public, and we use the News Students Retreat to draw their attention to this fact. I guess there are also situations where a student reading the results finds that what he or she had point out as something that should be changed has been highly evaluated by other students. That the student body is diverse is important to know not only to the teachers but also to the students. Of course the students also use the TES results as a reference when they register for courses. I guess that teachers also feel tense when it comes to having critic of their classes made open to the public. And, I guess that there are also cases of inappropriate criticism. There may also be cases where - for various reasons - it has become impossible to communicate adequately at class. However, we have incorporated a device to give the teachers a chance to respond to this. I hope that students will understand the aim of a given class when receiving the teachers' feedback, that the TES will help fill in the gaps and promote a relationship of trust. This feedback will be given when a course is over. However, this responds from the teacher in charge is also part of the students' education.

Futility of the TES

We also hear voices posing questions as to whether or not the TES holds any value at all. In particular opinions saying that there is no meaning in conducting the survey at the end of the course and then get the results 3 months later. In responds to that, I will repeat what I have said on many occasions earlier, that using comment sheets, having small tests frequently, and improving communication in class has instantaneous effect in terms of changing classes and making them better. The TES is not a replacement for these devices. The TES is a uniform anonymous college-wide survey, and comment sheets have a different purpose. The focus of the TES is that of a challenge aiming at organizational improvements of education. At the Division

Chairs Meeting in February I gave a presentation in order to have people understand that.

Problems related to the curricula and problems related to part-time lecturers are problems that each division must respond to. Also, in terms of the students' comments, there are problems where it is most appropriate that it is the division, not the individual teacher, who responds. The organizational challenge has just begun. I hope that in the future we will be able to make effective use of the TES in terms of organizational support related to education and studies, and improvement of the environment. I also hope that the teachers will read the survey results of other teachers' classes, and learn from the suggestions. I hope that we can develop an organization in which we learn from our colleagues as well as from the students attending our courses. *FD News-N-Things* now have a column 'From Classrooms' point of departure in the classes. I hope that an honest and unornamented challenging report will be tied to a mutual improvement of the quality of our classes.

On the evaluation of teachers

I stated this at the beginning: The purpose of the TES does not include evaluation of the teachers. But does that mean that teacher evaluation is not related to this issue? Confirmation of a mutual agreement between the previous President and the FD Director, based upon which: "The TES results shall not be used in teacher evaluations for citations for excellent teachers, etc., for a set period of time", is found in the Faculty Development Committee Report presented at a Faculty Meeting in May last year. Based on the opinion of the Faculty Development Committee Meeting, it should be made clear - to ensure effective use of the TES - that first of all the purpose of the TES is improvement of classes and education at

International Christian University, and it should be defined that the TES should not be used for teacher evaluation. On the other hand, we can not avoid the problem of how to include a teacher's contributions relative to the education, which is the primary mission of ICU, at the time of promotion, etc. I wish to bring this issue up for discussion at a future Faculty Development Committee meeting.

The future of the TES

We also hear opinions such as: "Even though there may be some merit in typing in students comments, is it not just a waste in the end?" This is something that is very closely connected to how the submitted results are used, and therefore I will - for the time being - limit my answer to saying that: "Personally, I think that it is very important, to keep this process." I think that the best way of making judgement is by asking you all to read the results of the TES, and ask you to subsequently draw your own conclusion. The possibility of having students reply to the survey using a bulletin board system on the Internet has also been pointed out, and there are universities who already implementing such a system. A number of problems have been pointed out in connection with such a system. However, we would like to develop a system that can supplement the comment sheets.

In the above paragraphs I have elaborated on the recent revision of the TES form, and the TES itself. There are still several problems to be solved. I would like to hear opinions and comments from all of you, and continue to make improvements little by little. Without losing focus on the "Improvement in the Quality of the Education", I would like to aim for a TES, in which we may trust, and for FD & Support in which we may trust as well. I ask all of you for your collaboration.

(English translation provided by FD office)

The Basics of Student Counseling

— From the Point of View of a Counselor

Noriaki Tomabechi, Counseling Center Director

(Division of Education)

The Faculty Development Director, Professor Hiroshi Suzuki, has asked me to write on things to keep in mind when counseling a student as an advisor. It is a theme that is very difficult to generalize. However, there are a number of things that I would like to bring up in the manner they come to my mind.

I guess that in most cases, advisors counsel students on the registration day each term and during their regular office hours. I think that the system, where advisors meet

with their students on the registration day, and thus meet and talk with the student at least once in a term, and thus continuously are able to get a visual impression of the state the students are in, is good. Furthermore, I think that the institution of the system of office hours, during which students, without having to hesitate, can visit an advisor at his or her office and ask questions or ask for counseling, is a tradition within the Liberal Arts education at ICU.

Registration Day

Registration day arrives after a long vacation and to the students it is the first day they come to the university in a long time. Many students are looking forward to a new term, overflowing with joy and enthusiasm. However, there are also many students who are insecure and worry.

1) Academic achievements mirror the circumstances of a student's life.

To the students the biggest concern on registration day is to have their grades from the previous term. One can actually see their academic achievements as an expression of the state of affairs in their daily lives. If you see a big change in academic achievements, you need to be attentive to it. I think that in particular low grades should cause us to ask questions as to the reason for low achievements. The reason may be that a student has to work in order to make ends meet financially. It may be parents divorcing or other domestic problems within the home. A student may be too involved in extra-curricula activities, etc. The reasons vary from student to student. Among these students there may also be those who have psychological problems that need to be solved such as: "From about middle of the term I have felt a lack of energy, and I have lost sight of my goal." Or, "I am afraid to meet people," "I can not become familiar with the section," "I have been psychologically hurt before, and I have not yet reached a level where I am ready to return to my studies." In a case of low grades, the student is not just struggling with such problems, but is often also self-reproaching and depressed, and consequently it is necessary to be careful when making inquiries as to the reasons being the cause of this situation. In connection with a previous survey of students with low grades, the result showed that if anything, the number of students being genuinely lazy at school is low. Of course, in case a student is genuinely lazy, he or she should be told to make more efforts. However, in many cases there are reasons of some kind and in such cases it may be necessary to call the student in to ask questions again at a different time, and make time and room for a more in-depth talk. In any case, detecting the situation at an early stage and taking early action is important. As for students with low grades, being attentive by investing little time and efforts at an early stage may help to end the situation without protracting or complicating matters.

On the registration day we have to see many students, and therefore we can not give much time to a single student. However, "one sight is worth a thousand words" and there is much to be understood from the look and impression of a student. In case a student "appears tired," "appears to be unclear in expression," "appears to have lost much weight," one should not point directly to that matter. It is

the best to ask questions such as: "Are you getting enough sleep?" or "Are you eating properly these days?" Begin a conversation by asking questions that are easy to answer, not something that is likely to cause resistance to suddenly talking about psychological distress. It is also good to try to ask questions about club activities, relationship with friends, how the student spends after-school hours and holidays, etc. Furthermore, the registration day is the first day after a long vacation, and so it is also fine to ask questions about how the holidays were spent. Asking questions to this extent does not take up very much time and should make for a topic of a conversation.

2) Remembering names

I think remembering the name of one's advisees is very important. It makes a student happy when a teacher remembers his or her name. I think it is because it is proof that one's existence is taken cognizance of. When students enter the fourth year and become senior thesis advisees, guidance sessions increase automatically, and we remember their names, but what about the time when they are 1st, 2nd and 3rd year students? If we do not pay attention to names and do not try to make an effort to remember them, then it is hard to do so. When I was a student at college, I had a teacher who was good at remembering names. However, I think he made an effort in his own way. I remember that I had a warm feeling that this teacher cared and looked after us. A feeling caused by his efforts in trying to remember names. A student kept complaining that he could not get on familiar terms with ICU, and even felt that he was not being thought well of at ICU. When this student was doing a job in connection with the entrance examination, a teacher spoke to him and talked briefly about recent events. Due to that the image of ICU, that this student had, changed all at once. The student had felt that he did not belong on campus, he had felt isolated and alienated, but when a teacher remembered his name and spoke to him it all changed.

3) Take notes

On registration day we see students over and over and again and again, and to remember everything that we are told is quite difficult. I think that it is a good idea to make a note of the contents of the talk, even if it is only a few lines, after meeting an advisee. Just the notes that you can manage to write down within 1-2 minutes. It is also good to keep a record for each of one's advisees. Even if it is just notes of 1 or 2 lines one will automatically remember the time one met with a given student in the previous term. Registration day takes place 3 times per year, and reading the notes on the topic of the day of the previous term and then meet with a student provides a sense of continuity.

That a teacher remembers a student may give that student a sense of closeness and a sense that the teacher cares.

Office Hours

Many students visit us during office hours to ask questions on the contents of classes or on fields of specialization. However, there are also many students, who visit us to get counseling on their future path, challenges of life, and other personal issues. The FD Handbook states the following on the Academic Advising System: "In order to prevent students from becoming narrow-minded or lost in this process, faculty must offer advice and guidance not only as academic experts but also as being more experienced in life." (Emphasize by the author). I would like to discuss a few important points when it comes to counseling other than fields of specialization.

1) The Power of "Listening"

This is the title of a book written by a philosopher Kiyokazu Washida. In one place in this book he says: "To listen, to take in words, is to pierce the other persons self-understanding. Listen in silence, and feel the force of it." It is often said that in counseling, "attentive listening" is important, but in terms of the meaning of listening, what the philosopher says of it, seems more persuasive than what is said by the counselor. The philosopher also explains the meaning of "listening." I think that there is a tendency for teachers by profession to be prone to be better at speaking than listening. It happens that if we listen carefully to what a student is telling, things, that the student himself or herself had not been aware of so far or had not formulated in words previously, become quite clear. It is said that: "To speak one's mind is natural (Natur). To take in what is spoken the way it is spoken is cultivation (Bildung)" (Goethe). To listen takes a certain knowledge and experience, and yet, to be a listener is also a role that is expected of educators.

2) Clarify the circumstances of a problem

Even though "listening" is important, it is also necessary to be careful to clarify what it is that a student is complaining about, what he or she feels bad about, and what he or she is troubled by. And, while you may feel eager to ask questions such as for example: "What do you feel bad about?," "Since when has that been a problem?" or "Have you ever had such an experience before?" etc., it is best to try to ask such questions only when they are needed. Dealing with the problem in this manner, it happens that a student, who has become totally wrapped up in a problem and lost the ability to see himself in relation to it, is able to see the problem as it is.

3) Know a student's ability to deal with a problem

In the course of the conversation one should get an idea of to what degree a student is able to deal with a given problem and whether or not there are people around the student who support him or her. The best way to find out is to ask questions such as: "What have you done so far in situations like this?" or "Have you talked to somebody about this?" When asked such questions, a student may begin to think of his own ability to deal with the issue, or recall people who have supported him.

4) Set a limit on time

There is a time frame for office hours, and it is best to make sure that a counseling session does not become too long. Even if the problem is complicated, I think it is best - if possible - to keep a session within 45 minutes at the most. First of all we are not able to continue concentrating, and, depending on how serious the problem is, it may also be necessary not to have a student disclose all of it at once. The reason for this being that there always is the risk that depending on what a student reveals it may weaken whatever force by which he or she has managed to get by so far. When necessary, the best thing to do is to arrange a second meeting.

5) Take measure of the problem

The best thing to do is to listen while trying to roughly determine whether or not problems are adolescence worries about which path to choose or about human relations, or whether or not they are symptoms related to the state of mental and physical health. If it is a case of the first kind of worries, the best thing to do is to listen, and directly offer your thoughts and advice. However, in case a student appears to be depressed, appears not to be motivated, seems to worry, can not sleep, does not have any appetite or shows other symptoms that may be related to illness, please make sure to recommend the student that he or she sees a counselor. It often happens that an advisor, upon obtaining permission to do so from the student, calls the counseling center and makes the necessary arrangements for a counseling session while talking to the student. Furthermore, if the student agrees to it, the advisor and the counselor can contact each other when needed in order to work out a way to help the student and it thus becomes easier to solve the problem. Upon seeing a counselor, it may be necessary to have the students examined by a psychiatrist if this is found to be necessary.

6) Dealing with students who suffers of mental depression

The number of students suffering from mental depression is increasing. In Taiga no Itteki (*A Drop in the Mighty*)

River) by Hiroyuki Itsuki, it says: "There are two words that heal the wounds of man. One is: "Encouragement," the other is: "Consolation." When man still has energy and spirit left to rise again, he will do so when encouraged. However, to people who can not rise, who have resigned to the idea that it is over, words of encouragement have no meaning." The same goes for people who are suffering from a depression. That "one should not encourage people who suffer from depression" has become generally known, and I believe that the reason for this is defined in the latter part of the above quote. It happens that students, who suffer from depression, are relieved when their advisor tells them: "Why don't you take it easy and relax for the time being?" Besides treatment, it is important to advise people, who suffer from depression, to take it easy, to relieve them of responsibilities, not to encourage them at random, and not to urge them unnecessarily. In many cases depression is accompanied

by sleep disorder, loss of appetite, a feeling of fatigue in the entire body or other somatic symptoms. Therefore, a student most likely will only put up little resistance to if he is advised to see a counselor with the words: "let's see if you can talk to somebody about why you can't sleep and don't have any appetite." Besides being the advisor and continue counseling, as I mentioned before, I ask you to recommend counseling at the counseling center.

On the preceding pages I have outlined what immediately came to my mind, and I should be very pleased if just a part of it may be of any use to you in connection with counseling. Over the years the number of cases where we are in contact with students and advisors has been increasing, please do not hesitate in any way to contact us if we can be of any help to you.

(English translation provided by FD office)

From Classrooms

Classes: Joy and Worries

Tomoko Koto

(Division of Languages)

1. Teaching is a pleasure

In the early days after I took up my position at ICU, I happened to meet Professor Masao Okano on the connecting pathway going into Honkan and had the opportunity to exchange a few sentences with him. Back then Professor held the busy office of Dean of College of Liberal Arts, but he said the following to me: "Teaching is a joy to me, and nobody can take that time away from me." Even now, I treasure these words deep in my heart.

Coming to ICU I encountered lively FD activities. I felt a little confused about the TES, but having gone through a time where I was desperately preparing for classes, I have reached a stage where I now have room left to take joy in the classes. Among the joys of teaching, my greatest pleasure is that of carefully reading a book together with my student. In the course *Readings in Classical Japanese II* we have read the notes to the Analects by Chu Shi, and in the course *Readings in Chinese* we have read *Postmen in the Mountains* in Chinese. Furthermore, in the course *Problems of Ethics*, I introduce classic literature by Taoist and Confucianist scholars in alternate years. Last year I used *Lao Tzu* and *Chuang-tzu*, this year I use *The Book of Mencius* and *The Great Learning & The Doctrine of the Golden Mean*.

2. The joy of reading classics.

I think that it is important to place subjects covering the reading of various eastern and western classics at the foundation of a liberal arts curriculum. I think that in particular when fulfilling "Doing Liberal Arts" and "Active Learning," it is necessary to first of all carefully face the classics, think thoroughly about what they say, discuss the issues they pose, and upon doing so take on practical problems.

The Chinese classic *The Doctrine of the Golden Mean*, chapter 11, says: "Learn everything extensively and broaden your knowledge. Ask detailed, intimate questions. Think cautiously about your body, make clear analyses and make judgement based upon them. Be thorough in carefully putting it into practice. (Translator's notes in *Daigaku Chuyo*, translated by Osamu Kanaya, Iwanami Bunko, 1998). This passage is explained as a guide for people who wish to put "sincerity" into practice. However, I think that we may also understand it as a process of internalizing externally obtained knowledge, and then express it to the outside in one's own thoughts and actions.

Reading of the classics at class aims at intellectual interaction between the teacher and the students, between the students themselves and the people who handed down these writings. In the classics is, so to speak, everything that is discussed in the different modern academic fields: Philosophy, religion, ethics, history, politics, literature, etc. The pleasure of spending time slowly searching this mountain of treasures is irreplaceable by anything else.

3. The worries of teaching

The classes that I am in charge of are not all classes of a small number of students reading the classics. I also teach General Education courses with more than 150 students attending, Area Major courses with close to 100 students, and language classes with more than 30 students. Though I aim at having two-way communication classes by using comment sheets, mail and office hours and implement group discussion and presentation in this kind of classes, I do have worries and realize my limits when it comes to facing students one-on-one adequately.

Furthermore, awareness of the problems involved and the interest of the students attending my classes differs, and they have different levels of basic knowledge. How should I, over a course of 10 weeks, conduct classes for students of various backgrounds in a manner to which they will consent? When I read my students comments I spend every day thinking about this question.

These worries are personal worries, and at the same time I wonder if it is not an issue that requires an examination of the entire ICU curricula. What is the foundation of a curriculum in a Liberal Arts education? What form should we give the specialized clusters that make up the core? In order to work this out, I would like to participate proactively in FD activities and exchange opinions with students, general staff members and teachers.

I hope the day will come when I will feel that all classes are a joy to teach, and at the same time I will continue - little by little - to make an effort and move in that direction.

(English translation provided by FD office)

New times, new tools

From the Peripatetic to E-Learning

Wilhelm Vosse

(Division of Social Sciences)

I am an assistant professor of political science in the division of social science, and I came to ICU almost four years ago. In the beginning, when I came to ICU, I was mostly using classical tools of teaching: the blackboard, handouts, and of course giving lectures and discussing with the students. But even in the first term in ICU, I discovered that students have different levels of knowledge, different fields and levels of interests, and different levels of English language ability. The latter is of course a particular issue of classes taught in English. So when I was preparing a class, I was always considering the heterogeneity of students at ICU, and I was very often wondering how I could make lectures more interesting or appealing to students with different backgrounds and

different levels of interest in political science. I noticed that some students really have to make a big effort to follow my classes and to do all the required reading, while other students wanted to know more and would come to ask questions after the class was over. I was of course, more than willing to answer these questions, however, I also thought that it was too bad that students who had already left the class, could not hear what I had to say. It may be that what I explained in the 10 or 15 minutes after the class was more important than what I had said during the class. Some students asked specific questions, others wanted to have advice on additional reading, and still others had very fundamental questions about the course. After considering this dilemma, I decided to set up a classical website on the W3 server, so that all students would at least have the theoretical opportunity to get more background information on the course content. And the feedback of the students was quite positive. Students liked to have access to handouts or OHPs on the web, so they could better prepare themselves for the final exam, even if they had missed a class or two, or lost some handouts. So I had begun to use a new tool in addition to the traditional ones used in the teaching profession.

Considering teaching tools

When I began to use the Web as a teaching tool, I was wondering whether this was really so revolutionary. The short answer is that I don't think it's revolutionary at all. The teaching profession has always been looking at new tools or ways to enhance teaching or to make educating students better or more effective, and that the teaching profession was going with the times, although sometimes following technological developments rather late. In the old days of teaching, the only tool that was used was the word. Socrates would only walk around with his students and ask them questions, and only much later, some of these students would actually write down these conversations. The written word, and then books, fundamentally revolutionized the educational business, but for students, university teaching was still very much based all on listening to lectures, and making notes by hand. This was the classical form of learning for hundreds of years. Reading books, writing notes, and listening to lectures. It was probably around the 1920s or 1930s, that it became possible to make copies all the machine written material (not of books). Now, teachers could write handouts and distribute them to students. I would call that the next revolution in teaching. When I was a school student in the 1970s, this was the only form of handouts that we would ever get. It must have been sometime in the 1980s, that it became possible to make photocopies of any material including books or magazines. This is probably the next

revolutionary step in the involvement of teaching tools, now it was possible to use any printed material, copy it, and distribute it to the students. And as we all know, the number of photocopies has accelerated to levels that copy costs are now a real burden on university budgets, not to mention the environmental cost. And obviously the next big revolution came with the Internet. Now, we can gather and distribute information much easier and cheaper than before. But as before in the case of newspapers, radios, and televisions, using new tool or media does not mean that old tools become redundant. As with other media, they work best in combination. And so the point, I want to make here, is that web-based applications, such as educational web sites or programs that make the organization of web-based material easier, such as WebCT, is just another media or another tool that adds new possibilities, and hopefully improves the quality of teaching, not more and not less.

WebCT

In this short chapter, I don't have the space to explain or elaborate on all the functions of WebCT, but I would like to explain some areas where WebCT proved to be very useful. Basically, WebCT is a web-based application to facilitate the development of online courses by providing a basic structure, which can be modified to fit the specific requirements of a class, or can be left as it is and simply filled with the information that the teacher wants the students to have. WebCT provides a platform that facilitates the distribution and organization of information and materials or media content, the exchange between the teacher and the student, and the exchange between the students.

One of the things that we do as professors is to present certain data or information to the students and explain those during the class. And distributing information is an area where WebCT is really very useful. In most of my WebCT-based classes, for example, I give the students a detailed list of class topics, and under these topics a variety of additional information. This often includes the reading for that particular class session, often the PowerPoint presentation, the handouts, sometimes a few Internet links, and recently also the possibility to take a quiz, so that students can check whether they have really understood the reading or the contents of that particular class. To make more demanding and interested students happy, I would often also have additional reading on the WebCT server or at least bibliographical information on the WebCT.

The second advantage of WebCT is that once students have registered for my course, I can get in contact with students easily. I can make announcements that all students

can read, I can send messages to individual students or groups of students (without prior making a list of e-mail addresses), set up discussion groups for students that are preparing a class presentation and then have them prepare the presentation online. The latter feature proved to be quite useful if students don't know each other yet, or don't have time to meet outside of classes. Getting messages through the WebCT system has a big advantage to classical e-mails: I don't get any spam mails in the system, and messages from the students are organized by class, so that I can immediately see, which class the student is referring to.

The third tool that I have just started to use for my introductory courses is quizzes. For each chapter that students are reading, I prepare a list of seven to ten multiple-choice questions. Students can go to the quiz area within WebCT, opened the quiz for the relevant week, take the test, and instantly get the results. So far, I have been using quizzes only to allow students to see whether they have really understood the reading, but in the future, I will use that as part of the regular exam for my class. WebCT gives the students, immediate response, it gives me as the teacher immediate feedback as to how the students are performing in this quiz, it gives me statistical and even graphical representations of the quiz results, so that I get a very good idea as to how well students understand the class contents at any given moment during the term.

But as a professor, WebCT gives me wealth of information as to how the students are actually using the system. First of all, WebCT gives me a list of students that are registered for my class, I can see what the students have been doing in the system, what documents or material they have seen, how long they have spent in the system, which quizzes they took and how well they did in these quizzes. At the end of the term, I will also do the teaching effectiveness survey where students can, of course anonymously, express their opinion about the same questions that are asked in the official ICU teaching effectiveness survey. But in contrast to the latter, I can get the students response immediately, including their written comments.

Coming back to the original question about changes in teaching methodologies, tools and media, I think that WebCT is an enhancement of traditional media in education. When traditional lecture type classes would basically mean that the professor distributes handouts in the beginning, shows a PowerPoint presentation or OHP slides, and might take a few questions in the end of the class, WebCT can organize the distribution of all material so that students would have the option between basic

handouts and core reading materials, and at times, optional reading material, handouts and presentations that can also be downloaded. Questions that a professor can only answer selectively can be asked in writing as well, and posted within WebCT, so that all students can read the question and the professor's answer. As for seminar type classes, WebCT can be used to enable discussions during or in between class sessions, which has the additional benefit of giving students that would not necessarily speak up in class the opportunity to do so in writing.

WebCT has many additional functions that I have not mentioned here. Also, because I think it is important that

we are not overwhelmed by the possibilities of this tool. And that's what it is, it is simply an additional tool in our hands that we can use to an extent that makes sense in our individual classes, not something that has to be used to its full extent just because it is there. Just like some professors never use handouts, or even the blackboard, but only their voice, whereas others use all the media available, including video, audio, OHPs, PowerPoint presentations, handouts, copies of material, because they think it makes sense for their individual classes. Therefore, I would simply like to encourage all faculty members to look at the possibilities of web-based applications such as WebCT and possibly to give it a try.

Fig. 1 The table of contents of a course, with reading, handouts, self test, and web links.

New Teaching Staff



John Lee
(Division of Humanities)

I arrived in Japan and at ICU on what seemed to me an unseasonably cold day just under two weeks ago, on April 5th. Since then, the weather has also managed to be unseasonably warm; the crickets, or cicada--they are neither, I suppose, but I do know they cannot be 'semi' yet--have started to sing, and then had to stop. What has remained constant is the beauty of the campus.

This will be my second period of teaching in Japan. In 1997-98, I spent a very enjoyable year and a half teaching at Japan Women's University, and have been visiting Japan every year since, usually as the representative for my other university, the University of Bristol, UK. Bristol has been kind enough to give me a leave of absence to allow me to come to ICU.

My main area of academic interest is in English Renaissance Literature. This began as an interest particularly in Shakespeare, and the critical debate over the nature of his characters and the nature of subjectivity in that historical period, but has broadened into interests

in Ben Johnson, another dramatist, and Edmund Spenser, a poet. Recently I have also begun to study Rudyard Kipling, looking at the nature of his relationship to Shakespeare. Through all of my work has run, to a greater or lesser extent, an interest in cognitive studies, which has led me away from a lot of structuralist, post-structuralist and post-modern writing on literature. In my most recent article I have tried to formulate what I think a literary criticism more influenced by cognitive studies should look like.

I hope very much that I will be able to contribute positively to ICU during my time here. Largely, perhaps, that will depend on the extent to which I can encourage and help my students. I am already, and will be, very grateful for the help of colleagues and staff in this.



Hiroyasu Ejiri
(Division of Natural Sciences)

I am very proud to engage research and education at the Natural Science Division as the 2004 Othmer Visiting Professor in Natural Sciences at ICU, a university blessed with a splendid environment of scholarship and education and an international first-class faculty. Beginning with Professor M. Greenfield and the teachers at the Natural Science Division, I would like to thank you all at ICU.

My field is subatomic nuclear physics, and my aim is to explain the fundamental qualities of elementary particles and the fundamental movements of nuclear particles via the phenomenon elementary particles in the micro laboratory called an atomic nucleus.

I was born in 1936; I entered the Department of Physics at Tokyo University, attended the doctoral course at graduate school of the same university and earned a Ph.D. degree in 1963. My past positions have been Research Associate at the Institute of Nuclear Study, University of Tokyo, Senior Research Associate at the University of Washington, Research Fellow at Copenhagen University, Visiting Professor at California University, Professor at Osaka University, School of Science, Director of the Nuclear Physics Research Center at Osaka University. In 1999 I retired from Osaka University, and 1999 -2001 I was a visiting professor at the University of Washington. In 2001 I was appointed Invited Scholar at the International Institute for Advanced Studies, and currently I am a Senior Counselor to the Japan Synchrotron Radiation Research Institute (Spring-8).

Currently, I preside over the projects MOON

(Molybdenum Observatory of Neutrinos) and APPEAL (Advanced Physics with Photons, Electrons And Lasers). MOON is a project in which we are challenging the absolute measurement of the mass of the mysterious elementary particles neutrinos using Mo. APPEAL is a project in which we aim at exploring frontiers in physics using high energy light beams of laser and electrons. Both of the two projects are international cooperation research projects. People from the Ejiri Laboratory from my time at Osaka University are engaged in MOON and young people from the Japan Synchrotron Radiation Research Institute are engaged in APPEAL. I have engaged in joint research on nuclear reaction at the Nuclear Physics Research Center at Osaka University as well as MOON together with ICU's Professor M. Greenfield. Furthermore, I gave a lecture on "Physics Day" in 2002, and last year I also gave one lecture.

ICU has teachers and students of high standards. There is a limited number of students and careful guidance of each of them, the campus has lush greenery, etc., and over and again I realize that it is a unique university. At the matriculation ceremony and at the faculty meeting I have heard and was impressed by the president speaking and discussing enthusiastically.

Over the past 10 - 15 years much has happened in terms of the status of the university and plans for it. COE, establishment of graduate schools, planning of research institutions, etc. and there has also been many evaluations and investigations conducted to the Ministry of Education, Culture, Sports, Science & Technology. Many universities are too concerned only with form and specialization, and I fear a progress in the hollowing out of the quality and contents of true academic education. I think that the fact that ICU places emphasis on Liberal Arts in such a situation, gives even more *raison d'être* to ICU.

Since the IT-Revolution, which took place before and after 1990, the operation of education and research at universities all over the world has changed significantly. Not only has it become much more effective, Research, education and administration have become paperless and ubiquitous. Publication of research results, participation and cooperation in research projects and education programs, advertising for students and teachers, exchange, etc. can now be done in real time on an international scale.

I hope that ICU will convey this excellent research and education out into the world, and play a key role in free and active cooperation and interaction with universities and research institutions at home as well as

abroad, and contribute to the development of mankind in a true intellectual sense.

(English translation provided by FD office)



Tatsuo Hatta
(Division of International Studies)

My name is Tatsuo Hatta and as of the spring this year I have taken up a position at the Division of International Studies where I teach economics. I was enrolled at ICU in 1961 as one of the students in the 9th class. After graduating from the college and later on from the graduate school at ICU I earned a Ph.D. in economics at Johns Hopkins University. After 2 years as an assistant professor at the Ohio State University, I taught for 2 years at Saitama University. I then returned to the US, and after 9 years at Johns Hopkins University working as an assistant professor, an associate professor and a full professor, I taught for 13 years at Osaka University (during these years I spent 2 years at Columbia University, the World Bank, etc. as a visiting professor/member) and at the University of Tokyo. As of this Spring I have been accorded a position at ICU.

My affiliation with ICU can be divided into 3 terms.

The 1st term was the time from when I was 18 until I was 25. After spending 1 year studying abroad, I was in graduate school for 2 years, and thus it adds up to 7 years. I had the feeling of being an ICU old-timer. Ever since then I have continuously thought of how it was possible to make ICU a better university. My first attempt was an article discussing the balance between self-government by dormitory students and management by the university, which I had published in the Second Men's Dormitory dormitory-journal *Sirius*. Later on, I also caused a sensation, when right in the middle of the dispute at International Christian University I was interviewed by the *Sunday Mainichi*. In an article entitled "In the Words of a Nihilistic ICU Graduate Student", my comments pointed to lack of quality as a university manager with the then University President, who was a famous scholar, as being the reason for the dispute.

The 2nd term was the time from when I was 31 until I was 33, at the time I held a position at Saitama University, and taught 2 courses each term at ICU as a part-time lecturer. It may be a coincident perhaps, but from among the students who studied economics at ICU in those years a large number became scholars. Seki Asano (professor at Tokyo Metropolitan University),

Fumio Isaka (professor at Tokai University), Toru Ohkawara (senior researcher at Central Research Institute of Electric Power Industry), Koichi Ohno (professor at Nagoya City University), Mamoru Obayashi (professor at Senshu University), Takashi Fukushima (professor at National Graduate Institute for Policy Studies).

The 3rd term was the time from when I was 56 until this spring where I turned 61. During these years I taught as a part-time lecturer every term. Three ICU students, who took my courses *Principles of Economics*, have worked every week for 3 years to turn the teaching material of this course into a book. This spring the three of them entered graduate school at Osaka University, graduate school at Tokyo University and the Law School at Tokyo University respectively. I look forward to following their progress in the future.

ICU is a small university. However, this small university serving as a model for other universities, and through this role having a great impact on Japanese society is a challenge in my opinion. Because of that it has been a dream for me to teach at ICU ever since I was young. When I was at Osaka University I wished for it so badly, that I would sell myself to the then President of ICU, Professor Kinukawa, saying: "If you call on me to come ICU, I will quit Osaka University and leave for ICU immediately." This dream has come true, and I am really happy.

In the spring this year my 4th affiliation with ICU began. In this 4th term I have two ambitions that I would like to fulfill. The first is to focus my efforts on specialized education within economics. ICU has many students who wish to work in international organizations in the future. There are various international organizations. However, the people who work at the World Bank or IMF almost all have a Ph.D. in economics. Because the number of Japanese, who hold a Ph.D. in economics and are able to bargain politically and socialize in an English speaking environment, is very limited, the number of Japanese employees is extremely small compared to the amount of money Japan has invested in international organizations. In order to meet the wish of ICU students, who want to work in the World Bank or IMF, I would like to contribute to an education that give these students real skills needed to allow them to continue their studies at graduate schools of economics abroad.

My second ambition is to contribute to the reform of the system for budget allocation and the personnel system. In general, for a first-class university to reach its level, it must have a system that gives favorable treatment to

excellent teachers and researchers. However, in order to make such a system, we must find an answer to the very difficult questions of how to deal with teachers, who are evaluated by the students as being inept, and how to deal with those, who do not produce any research results. This is a problem that is very difficult to handle, and consequently there seems to be a tendency to postpone reforms frequently. In such a scenario, we get into a vicious circle where the number of excellent teachers and researchers becomes less and less, and the university is not able to return to its standard as a first-class university. By chance I have been at many universities, and I would like to contribute to the improvement of the systems at ICU by sharing my knowledge of various instruments related to budget allocation systems and personnel systems at a university.

The ICU ideals embraced by teachers and staff at ICU have multiple forms. Occasionally, they are also at odds with each other. However, they are all strongly enthusiastic and in pursue of fulfilling these ideals, and I hope to fully enjoy the pleasure (and distress) of being molded by such people.

(English translation provided by FD office)



Katsuhiko Mori
(Division of International Studies)

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” These are the famous words of an English educator, William Arthur Ward. Having taught in several universities both at home and abroad, I feel that, while great researchers are not necessarily great teachers, most great educators are usually great researchers. My experience has taught me that it is when students follow three learning methods and begin to self-educate themselves that they seem “inspired.” In fact, these methods, I noticed at one point, correspond to three scientific approaches.

The first approach is induction, a form of argument first elucidated by Francis Bacon, in which the premises, through observation of events, give grounds for the conclusion. I teach my classes using the case method of teaching. This is an approach that allows learners, given materials of actual cases, to debate and search for possible solutions. The materials usually provide data and stories taken from hardships that people have actually experienced. By reading those stories and accumulating experience in a virtual world,

the learners are trained in how to find, analyze and solve problems. Choices made in actuality are not necessarily correct. Students, through discussing the actual cases, are expected to suggest how preferable approaches—both pragmatic and solvable—should be.

The second approach is descended from deduction first advocated by Rene Descartes. As a process of learning that puts deduction to practical use, I have provided courses introducing policy debate. Debate, which now gathers attention in international negotiations and business situations, is not a mere argument. It is a form of communication in which participants are expected to think with their heads where problems are, to verbalize solutions that they think workable and to listen to their opponents earnestly. In my classes, before actual debate matches take place, a few weeks are spent on student presentation regarding theories of international relations. Here, students are encouraged to study theories not merely as theories but as tools that they will be able to apply to actual debate matches. Some win and others lose in the actual matches, which seems to ignite a passion in students. I have seen students call a strategy meeting and discuss with their teammates until midnight. Students making remarks that they have never been as fascinated with their studies as before, appear one after another.

The third approach is semantic “internship and service learning” This is considered to belong to the tradition dating back to Wilhelm Dilthey. In a multilingual and multicultural world, leaning based on an approach of semantic interpretation, I assume, may call for participatory observation and much time has to be spent on it. In particular, a learning environment which allows students to experience actual cases of international relations, such as internship or service learning needs to be created. For example, the meaning of the Japanese word, *heiwa*, is not necessarily the same with that of Peace, as it is different from *heping* (和平) in Chinese, *pax* in Latin or the Hebrew word, *shalom*. Though they all seem to generally indicate the same thing, what each word represents is a collection of memories reproduced in each culture. One of my students, who wrote her senior thesis on tourism development, reported on the differences among the Japanese word, “*kanko* (観光),” “tourism” in English and “Hajj,” meaning pilgrimage in Arabic. If she had not taken a trip to Islamic countries where she met and befriended with a native tour guide, I don’t think she would have had awareness of this kind of issue in the first place.

In some cases, even these three methods could not be

means for the attainment of the truth. Yet, in a pursuit of decreasing the likelihood of coming to false conclusions, I'd like to combine these approaches for the education and my research at ICU.

(English translation provided by FD office)



Yoshikazu Hongo
(Division of International Studies)

As of April I was given responsibility for the interpretation and communication classes.

Until March this year I have worked as a conference interpreter on a daily basis in business and social activities. In the field of NGO activities, in medical treatment and education, at technological discussions, at manufacturing and production sites, at contract negotiations, business conferences, technology seminars, press conferences, keynote speeches, academic conferences, broadcastings, inter-governmental negotiations, interviews with prime ministers or high officials of various countries, etc. In other words various places where communications takes place.

Furthermore, besides interpretation, I have been involved in various projects having various roles. I have been engaged in coordination and management jobs in NGOs, the semiconductor and electronic industry, in communications, in finance, in the entertainment industry, etc. In each project, I have applied my skills in social science (organizational theory), philosophy, cross-cultural communication, statistics, IT and project management.

What all these experiences have in common is mediation between different cultures at the scene. Be it cases of communication between groups or people of different cultures or languages, and cases of conveying technology or concepts in an easy to understand manner as the mediator between people that possess such technology and concepts and those seeking to understand them. This is what I call "intermediation." And, it has always caused me to think of what it means to "go between" in modern society where "dis-intermediation" is moving along together with efficiency, and what role or function it is necessary to fulfill when acting as a mediator.

In this way, my career is an accumulation of what I have seen and experienced in various places of various fields. I really hope to apply these accumulated experiences in education and research at ICU and in activities in the campus community.

ICU has a bright tradition as a pioneer in the field of interpretation education and research. Furthermore, ICU also has the wonderful tradition of not taking on interpretation as a part of English language education, but as a form of communication. Keeping that in mind, I hope to contribute as much as possible doing my best to the revitalization of ICU's interpretation program with an interdisciplinary outlook beginning with communication and including social and cognitive science.

ICU students are highly motivated when it comes to learning. During the past 5 years where I have been in charge of classes as a part-time lecturer I have always had that impression. I wish to conduct classes, that will meet this eagerness, continuously using new inventive methods.

Furthermore, I want to increase the number of opportunities for the students to experience real interpretation on the vigorous ICU campus, which is full of lectures and other activities. I think these activities can be opportunities for thinking of the issues and importance of communication taking place at international events and likewise be opportunities for interpreting as well as being interpreted for, listening and making the necessary arrangements. At the same time I think that such invents can help improve the level of internationalism, and I ask all of you for your collaboration.

(English translation provided by FD office)



Peter Farrell
(English Language Program)

I began my first term at ICU in the English Language Program in April, 2004. Previously, I was fortunate to have taught in a variety of contexts.

My first teaching position was in Spain teaching children and adults in a conversation school. In the United States, I taught ESL to adult refugees from a variety of countries. I also taught academic English to international students in the English Language Institute at the State University of New York at Buffalo. At that university, I also completed my M.Ed. in TESOL. My first job in Japan was as an assistant administrator and teacher trainer for a private language institute. I was later a full time teacher for three years at Keio Shonan Fujisawa Junior and Senior High School. Finally, I taught English courses for several years at Hosei University and Aoyama Gakuin University.

In these contexts, I met wonderfully creative teachers and fantastic students. Through collaboration with teachers past and present, my teaching philosophy and style have evolved and hopefully grown. I believe that I must be open to this process in my own professional life as a lifelong learner. My opinions on teaching are not original and many of my colleagues probably share them. I have learned them from other gifted and enlightened teachers over the years as well as in my own experiences with students and try my best to incorporate them into my teaching. In introducing myself to you I have decided to share with you what works for me.

I agree with the importance of fostering critical thinking. Education is not just about obtaining knowledge, but also about gaining the skills for self-education and the wisdom to make sound life choices. Students need the skills of research, inquiry, critical thinking, reading, analysis, writing, to serve them in a life of inquiry and growth. My students need to be encouraged to question the status quo and to disagree through reasoned argument. This puts an additional burden on me in that I must be prepared for such challenges. I must have good reasons for my classroom decisions and be humble enough to admit when I am wrong and when a student is right. I have found my classroom is most effective in promoting critical discourse when my lessons are learner centered, that is, when learners are active collaborators in the learning process. Students bring a creativity and curiosity to a class which I must foster and encourage. I should also commit time outside the scheduled class for individual student consultations. I should allow for the variety of learning styles among my students and incorporate them into my lessons by varying the form and style of activities. I need to consult my students on ways to improve my classes. Finally, I must remember that I am a learner as well and can gain greatly from this interactive process.

I enjoy learning languages as well as teaching them. The second language research I have found most interesting has been in areas where I can learn to be a more effective teacher. What impresses me most about my colleagues at ICU is their great care and concern as teachers. They value classroom education as much as their own research. I look forward to all that I will learn from colleagues and students in my time at ICU.



Owen James
(English Language Program)

Hello and thank you for the warm and generous welcome from everyone since I joined ICU in the English Language Program in April.

My name is Owen James and I am an Australian and British trained teacher. For the first six years of my career, I was a Primary teacher in public schools in Australia. For the next three years I worked in international schools in Shanghai and Hong Kong. I taught ESOL students from Infant 2 to Secondary 4, working variously as ESOL Teacher Support, Class Teacher, and History and Literature Subject Teacher. For the past four years, I taught in the intensive English program at the English Language Institute (ELI), Kanda University of International Studies (KUIS), Japan, as Senior Lecturer and Coordinator of the Internet Research Project.

My experiences working and living in Australia, Mainland China, Hong Kong, England, and Japan along with extensive travel have helped me appreciate the importance of cultural awareness in successful EFL programs like the ELP and I hope I may contribute to its future success.

I understand the need to maintain a healthy balance between work and recreation. I enjoy the company of friends and I avidly pursue interests in hiking, running, tennis, swimming, and the ocean. I also particularly enjoy listening to music, reading, and going to the cinema. I travel frequently and enjoy the challenge of the new. I am also recently married and enjoying the extra sense of purpose in my life.

My main professional interest is in facilitating institutional capacity for blended learning. For those not familiar with this new term, I like to think of blended learning as the synergy of traditional and online instruction and activity. This requires the full integration of computer and internet technology into the needs of students, programs, and learning environments. Such capacity enables an institution to maximize learning outcomes for students through improved flexibility in teaching and learning by offering courses in multiple modes i.e. mainly face-to-face with online supplement to mainly online with a face to face supplement and courses at all points between.

I look forward to discussing this and many other things with you when I hope we soon meet.