

SILA Faculty Development 2018

Session Schedule

Date	Presenter(s)	Topic	Content
Jun 21	C. Johnson J. Furse	Targeting Critical Thinking Skills Using Active Learning Activities	This Faculty Development session will outline how activities in development can be interpreted in terms of previously identified critical thinking skills, and how existing examples of active learning activities can be interpreted in the same terms.
Jul 20	A.Simpson E. Bond L. Walker S. Ozeki	Targeting Critical Thinking Skills Using Active Learning Activities	Making learning outcome evaluation criteria, the 2018 1 st year students' self-evaluation results, using Mahara to display results, linking grades to skill development & the challenges involved.
Sep 11	A. Passos	Syllabus Construction and Course Evaluation	In this double session, we will be talking about syllabus creation and course evaluations. How to make your syllabus
Nov 27	A. Howard C. Johnson J. Furse	Introduction to Doing Research at MIC	This FD session will introduce the procedures necessary for either you or your thesis students to do research with human subjects at MIC.
Dec 21	E. Bond A. Passos	Evaluating Student Bulletin Courses and Identifying Course Skill Development	Evaluating Student Bulletin Courses, and identifying course skill development.
Dec 21	A.Kasai Y. Sakabe	How to Deal with Students' Mental Health Issues	Participants will learn about the student counseling services available at MIC. The workshop also includes discussion on what to

			do/no to do when students express their suicidal or self-harm wishes to their teachers.
Jan 10	S. Ozeki	MIC AP Project: Towards its Final Year	This FD session reviewed purposes of AP described by MEXT and explained the AP themes I & II, which MIC has worked on since 2014. Then, it introduced what the MIC-AP project has done so far with its progress towards the themes 1 & 2. Finally, this session explained what the MIC-AP project will do in its final year.
Jan 11	A.Kasai	Thinking Together about LGBTQ Rights: Miyazaki Rainbow Human Rights Forum	This student-facilitated FD is a basic training for LGBTQ support.

Targeting Critical Thinking Skills using Active Learning Activities (Christopher Johnson, James Furse)

Date: Thursday June 21st 2018

Session Start/End Time: 16:15~17:15

Place: room 1-201

Summary:

Active learning activities (or strategies) can be used to specifically target development of critical thinking skills. This can be achieved *ab-initio* by design, or in many cases it may already occur incidentally *via* existing teaching activities, or strategies.

This Faculty Development session will outline how activities in development can be interpreted in terms of previously identified critical thinking skills, and how existing examples of active learning activities can be interpreted in the same terms.

This will be achieved using worked examples, and a workshop session where participants existing activities (that they bring along) are interpreted.

Articulation of links between activities and critical thinking skills, and incorporating of same into curricula will be demonstrated.

Participants are requested to bring an example of an existing classroom activity, for self-interpretation, during the workshop activity.

Participants:

Coordinators:	Kobayashi, Futoshi
Furse, James	Head, Ellen
Johnson, Christopher	Howard, Anne
	Mork, Cathrine
FD Committee:	Occhi, Debra Ozeki, Satoshi
Bond, Erik	Passos, Anderson
Lim, Stephanie	Rummel, Edward
	Schmidt, Rebecca
General Attendees:	Simpson, Alan
Adachi, Jason	Yasutomi, Atsushi



CTWG FD Session

Targeting Critical Thinking Skills Using Active Learning Activities



Programme

- 1) Review MIC ALTS
- 2) Review MIC CT Skills
- 3) Understand ALTS in terms of CT Skills
- 4) Interpret particular activities – model cases
- 5) Workshop examples
- 6) Applications

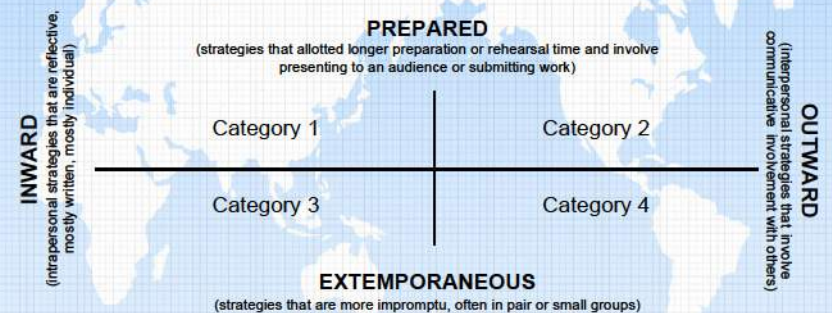


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- 6) Applications



MIC ALTS



MIZUHO INTERNATIONAL COLLEGE – ACTIVE LEARNING TEACHING STRATEGIES (ALTS)

CATEGORY 1: INWARD-PREPARED (P in italics)

1) Creative Writing フォトエッセイ/ライティング (Critical Thinking Skills: L.1.1.4)

The form of writing emphasizes creative craft, character development, and the use of literary devices to allow students to express their thoughts and emotions.

1) Self-Assessment 自己評価 (Critical Thinking Skills: L.1.4.1)

Students make judgments about quality of performance in relation to course standards and criteria created by the teacher.

1) Written Paragraphs and Summaries 要約や中心句を記述する (Critical Thinking Skills: L.1.4)

Students paraphrase or restate the main points of a passage in their own words in written form.

1) Feedback Forms/ Report フィードバック/ アンケート/レポート (Critical Thinking Skills: L.1.5.4)

Midway or several times per semester students are asked to supply open-ended feedback on the class, including what activities they enjoy or do not enjoy, what they feel effective or ineffective, and what kinds of behaviors, lessons, activities etc. they would like to see in and out of class to help their learning.

1) Journal Writing ジャーナル/ライティング (振り返りや記述) (Critical Thinking Skills: Any)

Students regularly write on various topics – possibly their reactions to class or homework content, their study strategies, their successes and failures, etc. Journals typically require less research than term or research papers, and instructors may choose to give feedback, edit, or evaluate. Typically, however, grades are not awarded and engagement is not checked, as many times the objective is the development of writing fluency.

1) Original/ Creative Writing オリジナル/ライティング (Critical Thinking Skills: Any)

Students write their opinion about a passage or passage. This usually follows a summary they have written.

1) Source Thesis 参考文献 (Critical Thinking Skills: Any)

Students read and research in detail, formulate a thesis or hypothesis, formulate research questions, plan an outline, and go through the cycle of writing, editing, and reviewing under the guidance of an instructor and/or source thesis advisor. This ALTS was not included in initial surveys and will be introduced in "Thesis and Research Papers" in Japan.

CATEGORY 2: OUTWARD-PREPARED (P in italics)

1) Oral and Dramatic Productions オーディオ/ビデオ制作 (Critical Thinking Skills: Any)

Students act out prescribed scenarios with one or more other students in front of class, working with fixed language patterns and expressions if language is part of the goal. One typically goes for rehearsal outside of class time. In dramatic productions, students develop, write, and act out dramatic productions that can involve multiple scenes. They have ample time to rehearse and the production can unfold as a set from one to about ten people. They are generally longer in duration than skits. Students could also take a cue from a text or novel and develop, write, and act out a dramatic representation of the scene.

1) Formal Debate and Peer Discussion ディベートやピアディスカッション (Critical Thinking Skills: Any)

Students argue for or against an issue in a structured way and are given time to prepare (typically outside of class) and have set times for speaking and rebuttal. In panel discussions, a group of students develop more knowledge about a specific issue or topic gotten to discuss a topic in front of an audience, typically three panelists. Students ask questions or react to the views and opinions of other panel members.

1) Presentations and Review Presentations プレゼンテーションやリビュー/プレゼンテーション (Critical Thinking Skills: Any)

Students present content individually or as a group to the whole class or to smaller groups. The content of their presentation could be prepared on their own or in cooperation with co-presenters of typically three to five people. Presentations may or may not include visuals, such as posters or slides. In review presentations, individuals or small groups prepare content as they would for regular presentations, but instead of presenting to classmates, the ones in on the classroom to select information from the presenters by asking questions. Presenters may be required to select those questions to a certain degree.

1) Creative Activities 創造的な活動 (Critical Thinking Skills: L.1.1)

Individually or in groups, students create poetry or other creative writing without having memorized it and for word to the whole class or to smaller groups.

1) Source and Information アンケートやインタビュー (Critical Thinking Skills: L.1.3.4.1)

Students prepare questions and do field work for the purpose of data collection for a larger project.

1) Peer Teaching ピアティーチング (Critical Thinking Skills: Any)

Individually or in groups, students prepare a lecture (presented to the whole class or to groups) when they take the traditional role of the teacher, whether it be to simply input information in an engaging way or to lead a workshop or other form of lesson. These sessions can be teacher structured (where the teacher supplies a provided PPT presentation, for example) or completely open.

MIZUHO INTERNATIONAL COLLEGE – ACTIVE LEARNING TEACHING STRATEGIES (ALTS)

MIC CT Skills

1. Identifying Relevant Information

- Assess the comprehensiveness / adequacy of information
- Identify relevant information
- Separate relevant from irrelevant information when solving a real-world problem
- Identify and eliminate irrelevant information

2. Evaluating the Reliability of Information

- Evaluate sources of information – assessing reliability of experts
- Determine underlying perspectives or presuppositions
- Identify stereotypes according to the cultural background
- Evaluate the reliability of information or results

3. Methods and Strategy

- Ask the right questions to understand a problem
- Determine or understand appropriate strategies for investigating or solving problems
- Identify the need for or successfully refine methodological approaches
- Determine outstanding issues of concern – what remains for investigation after conclusions are reached

4. Collaborative Thinking

- Engage others when things being together and others don't
- Ability to collaborate
- Collaborative appropriately
- Identify similarities between different languages and cultures

5. Perspective Thinking

- Determine possible interpretations – from different narrative perspectives
- Determine possible interpretations – from different informational perspectives
- Evaluate the effects of conclusions/judgments on different parties – non-imagination

6. Application & Evaluation

- Identify and make suitable solutions for a real-world problem using relevant information
- Develop a new way to solve an old problem
- Evaluate the impact of new information on a situation
- Incorporate new information and make conclusions accordingly
- Explain how changes in a real-world problem situation might affect solution
- Implement knowledge about (inter)cultural communication competence

7. Production of valid Evidence

- Evaluate conclusions from premises
- Arrive at a logically certain conclusion after evaluating results/evidence, and/or multiple results and lines of evidence

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- Identify and eliminate irrelevant information

2. Evaluating the Reliability of Information

- Evaluate sources of information – assessing reliability of experts
- Determine underlying perspectives or presuppositions
- Identify stereotypes according to the cultural background
- Evaluate the reliability of information or results

3. Methods and Strategy

- Ask the right questions to understand a problem
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- Develop a new way to solve an old problem
- Evaluate the impact of new information on a situation
- Incorporate new information and make conclusions accordingly
- Explain how changes in a real-world problem situation might affect solution
- Implement knowledge about (inter)cultural communication competence

7. Production of valid Evidence

- Evaluate conclusions from premises
- Arrive at a logically certain conclusion after evaluating results/evidence, and/or multiple results and lines of evidence

MIZUHO INTERNATIONAL COLLEGE – ACTIVE LEARNING TEACHING STRATEGIES (ALTS)

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- 6) Applications



Case 1: Introduction to Philosophy

Pi: Carrots are orange
Pii: Orange coloured plants contain vitamin C
Ci: Carrots contain vitamin C

P1 (Ci): Carrots contain vitamin C
P2: Vitamin C is good for you
C: You should eat lots of carrots

Group 1

Group 2

You should eat lots of carrots. This is because carrots contain vitamin C, and vitamin C is good for you. We know carrots contain vitamin C because carrots are orange, and orange coloured plants contain vitamin C.



Case 1: Introduction to Philosophy

ALTS

CT Skills

- 1.iii. Written Paraphrase & Summaries
- 4.ix. Group Work on Questions
- 4.xi. Oral Peer Review of Written Work

1. Identifying Relevant Information
 - Salient Information
3. Methods & Strategy
 - Strategies for solving problems
7. Deductive Logical Inference
 - Evaluating conclusions from premises



Case 2: Introduction to Science

The handout pages contain detailed text about scientific inquiry, including sections on 'Active Learning Activities - Introduction to Science' and 'Critical Thinking Skills (Target)'. The text discusses the scientific method, hypothesis testing, and the importance of evidence-based reasoning. It also includes a list of critical thinking skills such as identifying relevant information, evaluating the reliability of information, and identifying the validity of inferences.



Case 2: Introduction to Science

ALTS

CT Skills

- 5.i. Cooperative Student Projects
- 5.ii. Simulations and Experiments

1. Identifying Relevant Information
2. Evaluating Reliability of Information
3. Methods and Strategy
4. Categorical Thinking
5. Perspectival Thinking
6. Application and Evaluation
7. Deductive Logical Inference



Programme

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Applications

- 1) Reflect on pedagogical methods
- 2) Improve classroom instruction
- 3) Develop future syllabi

Course Objectives:
The programme develops scientific enquiry and inquiry via laboratory "hands-on" activities, practicals, and are complemented by advanced critical thinking skills (eg. evaluation, judgement, analysis, synthesis). Students will learn and develop these skills through practical experiments, feedback, discussion, analysis, and problem solving.

Content Objectives:

1. Study the origin and the complexity of life.
2. Study the basic variables and differences in cell function and structure ranging from bacteria to mammals.
3. Investigate cellular and molecular as the key factors of evolution.

Language Objectives:

1. Develop the vocabulary and sentence structures necessary to discuss scientific topics.
2. Learn from academic lecture papers and reports as presented in English.
3. Practice writing scientific reports including documentation of methods, data, results and conclusions.

Cultural Thinking Objectives:

1. Develop strategies to solve problems, predict outcomes, and test hypotheses.
2. Develop initiative and creative reasoning skills by evaluating methods and interpreting data.
3. Develop skills to determine subject information, evaluate new information, and determine credibility sources for investigations.
4. Develop perceptual thinking by understanding alternative explanations of various phenomena.

Learning Methodology:
Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:

Active Learning Teaching Strategy	Course Schedule
1. Interactive lectures	Most classes
2. Facilitated group/discussion	Most classes
3. Laboratory experiments and practical feedback	Days 2, 16, 18, 29
4. Group reports and presentations	Days 16, 17, 20
5. Self-assessment and peer review	Multiple, including days 17, 20
6. Reading seminars	Part of assigned readings

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Scientific Inquiry Information:

- Assess the completeness / adequacy of information
- Identify relevant information
- Separate relevant from irrelevant information when solving a real-world problem
- Identify and eliminate irrelevant information

Evaluating the Reliability of Information:

- Evaluate sources of information - evaluating truth value of claims or premises
- Evaluate sources of information - assessing reliability of agents
- Determine underlying assumptions or presuppositions
- Identify ideotype according to the cultural background
- Evaluate the reliability of information or results

Deductive Logical Inference:

- Evaluate conclusions from premises
- Arrive at a logically certain conclusion after evaluating results/evidence, and/or multiple results and lines of evidence

Inductive Logical Inference:

- Evaluate conclusions from premises
- Assess the completeness / adequacy of information - the conditions of reasonable judgement
- Avoid fallacies - authority, expertise, ad hominem, straw man, etc.
- Avoid overgeneralization in terms of intercultural communication
- Use multiple sources of information to make predictions or forecasts
- Handle/revise conditional data appropriately
- Identify limitations and / or evaluate reliability/certainty/confidence

Methods and Strategy:

- Ask the right questions to understand a problem
- Determine or understand appropriate strategies for investigating or solving problems
- Identify the need for or successfully refine methodological approaches
- Determine outstanding issues of concern - what remains for investigation after conclusions are reached

Categorical Thinking:

- Explain why some things belong together and others do not
- Identify relevant information
- Ability to eliminate
- Categorise appropriately
- Identify similarities between different languages and culture

Perceptual Thinking:

- Determine possible interpretations - from different normative perspectives
- Determine possible interpretations - from different informational perspectives
- Evaluate the effects of conclusions/judgements on different parties - moral imagination

Application & Evaluation:

- Identify and evaluate suitable solutions for a real-world problem using relevant information
- Develop a new way to solve an old problem
- Evaluate the impact of new information on a situation
- Incorporate new information and revise conclusions accordingly
- Explain how changes in a real-world problem situation might affect solution
- Implement knowledge about (inter)cultural communicative competence

Course Objectives:

The processes involved in scientific enquiry and reporting are inherently "active", involve practical work, and are underpinned by advanced critical thinking skills (e.g. evaluation, comparison, analysis, synthesis). Students will learn and develop these skills through practical experiments, feedback, discussion, activities, and problem solving.

Content Objectives:

1. Study the origin and the continuity of life.
2. Study the basic similarities and differences in cell function and structure ranging from bacteria to Mammals.
3. Investigate similarity and diversity as the two faces of evolution.

Language Objectives:

1. Develop the vocabulary and sentence structures necessary to discuss scientific topics.
2. Learn from academic sources papers and reports as organized in English.
3. Practice writing scientific reports including documentation of methods, data, results and conclusions.

Critical Thinking Objectives:

1. Develop strategies to solve problems, predict outcomes, and test hypotheses.
2. Develop categorization skills by analyzing and organizing information.
3. Develop initiative and initiative reasoning skills by evaluating methods and interpreting data.
4. Develop skills to determine subject information, evaluate new information, and determine outstanding questions for investigation.

4. Develop practical skills to understand the evolution of various organisms.

Learning Methodology:

Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:

Active Learning Teaching Strategy	Course Schedule
1. Interactive lectures	Most classes
2. Facilitated group/discussion	Most classes
3. Laboratory experiments and practical feedback	Days 2, 15, 18, 29
4. Group reports and presentations	Days 10, 17, 30
5. Self-assessment and peer review	Multiple, including days 17, 30
6. Reading summaries	For all assigned readings

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4. Develop Practical Information

- Assess the completeness / adequacy of information
- Identify relevant information
- Depict relevant from irrelevant information when solving a real-world problem
- Identify and eliminate irrelevant information

Evaluating the Reliability of Information

- Evaluate sources of information - evaluating truth value of claims or premises
- Evaluate sources of information - assessing reliability of agents
- Determine underlying presumptions or presuppositions
- Identify stereotype according to the cultural background
- Evaluate the reliability of information or results

Inductive Logical Inference

- Evaluate conclusions from premises
- Arrive at a logically certain conclusion after evaluating results/evidence, and/or multiple results and size of evidence

Inductive Logical Inference

- Evaluate conclusions from premises
- Assess the completeness / adequacy of information - the conditions of reasonable judgement
- Avoid fallacies - authority, expertise, ad hominem, straw man, etc.
- Avoid overgeneralization in terms of intercultural communication
- Use multiple sources of information to make predictions or forecasts
- Handle/analyze conditional data appropriately
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Methods and Strategy

- Ask the right questions to understand a problem
- Determine or understand appropriate strategies for investigating or solving problems
- Identify the need for or successfully refine methodological approaches
- Determine outstanding issues of concern - what remains for investigation after conclusions are reached

Categorizing Thinking

- Explain why some things belong together and others do not
- Identify relevant information
- Ability to eliminate
- Categorize appropriately
- Identify similarities between different languages and culture

Personal Thinking

- Determine possible interpretations - from different normative perspectives
- Determine possible interpretations - from different informational perspectives
- Evaluate the effects of conclusion/judgments on different parties - moral imagination

Application & Evaluation

- Identify and evaluate suitable solutions for a real-world problem using relevant information
- Develop a new way to solve an old problem
- Evaluate the impact of new information on a situation
- Incorporate new information and revise conclusions accordingly
- Explain how changes in a real-world problem situation might affect solution
- Expand knowledge about intercultural communication competence

Course Objectives:

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Content Objectives:

1. Study the origin and the continuity of life.
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Critical Thinking Objectives:

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2. Develop categorization skills by analyzing and organizing information.
3. Develop initiative and initiative reasoning skills by evaluating methods and interpreting data.
4. Develop skills to determine subject information, evaluate new information, and determine outstanding questions for investigation.

4. Develop practical skills to understand the evolution of various organisms.

Learning Methodology:

Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:


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1. Interactive lectures	Most classes
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3. Laboratory experiments and practical feedback	Days 2, 15, 18, 29
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5. Self-assessment and peer review	Multiple, including days 17, 30
6. Reading summaries	For all assigned readings

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Revised Course Schedule (subject to change with student)

Day	Topic	Content/Activities
1	Introduction	Introduction, syllabus, Review of the scientific background
2	Phloem Function	The flow system in Earth: origin, structure, history Experiment 1: Develop and construct model of the flow system
3	Mathematical	Mathematical background: large numbers and calculations in English
4	Scientific Communication and Reading	Scientific communication and reading Personal comparison, notes
5	Biochemistry	Introductory chemistry: substances (amino acids, carbohydrates), solutions, compounds, organic bases, atoms, molecules, the levels of matter
6		Carbohydrates and lipid types, structure, function, molecular models
7	Organic Compounds	Protein: type, structure, function, molecular models Nucleic acids: type, structure, function, molecular models
8		Origin of life: definition of life, Oparin's hypothesis, Miller-Urey experiment, chemical evolution, coacervates
9	Chemical Evolution	Structure of scientific (academic) reports Experiment 2: coacervate formation and observation Developing a scientific report
10		Origin of life 2: formation of the processes, theories and problems
11	Evolution of Life	Historical evidence of the formation of life, timeline of the formation of life, and evolution
12		Classification of living things: history of systematics, classification methods
13	Classification of Life	Main groups of living things, animal systematics, plant systematics
14		Evolutionary generation: how did people form the "black" legs and history
15	Evolutionary Generation	Experiment 3: design experiment to investigate evolutionary generation
16		Experiment 3 (continued): reporting, review classes
17	Mid-Semester Exam	
18		Cell theory: history of the idea, structure and function of cells, comparison between groups of living things
19	Cell Theory	Cell structure: structure and function 1, cell wall, cell
20	Openness 1	

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Applications

- 1) Reflect on pedagogical methods
- 2) Improve classroom instruction
- 3) Develop future syllabi
- 4) Develop repository of MIC Active Learning Activities (current faculty, incoming faculty, etc.)

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Visualizing Diploma Policy Objectives with Rubrics (Alan Simpson, Erik Bond, Lloyd Walker & Satoshi Ozeki)

Date: July 20th, 2018

Session Start/End Time: 13:00~14:00

Place: 1-201

Summary:

First, Alan described how the 40 criteria were developed from the diploma policies. Then Erik talked about how the 2018 1st year students self-evaluated themselves. Next Satoshi described how he and the students are using Mahara, specifically displaying vocab, TOEIC, and journal data at the moment. Then everyone completed a survey to check which skills were being developed in their 1st semester classes. Finally, Alan discussed the challenges, such as updating the Diploma Policies, making this useful for students, and for teachers.

Participants:

Coordinator:	J. Maeda
A. Simpson	C. Mork
	A. Passos
FD Committee:	E. Rummel
E. Bond	I. Stanley
S. Lim	A. Yasutomi
General Attendees:	Staff:
J. Adachi	S. Ozeki
E. Head	L. Walker
J. Hong	
A. Howard	
C. Johnson	
A. Kasai	
F. Kobayashi	

Rubrics Working Group

FD Session, July 20th 2018

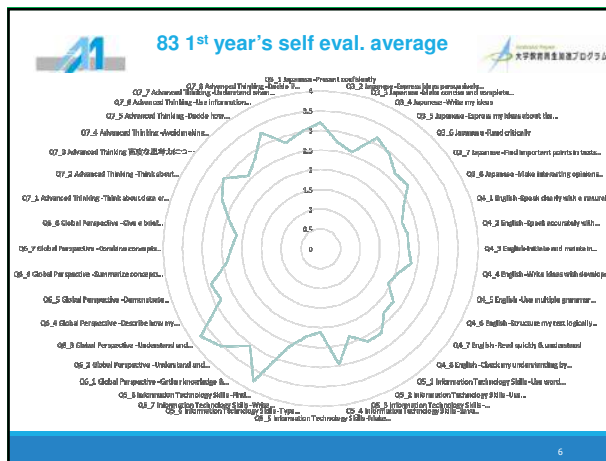
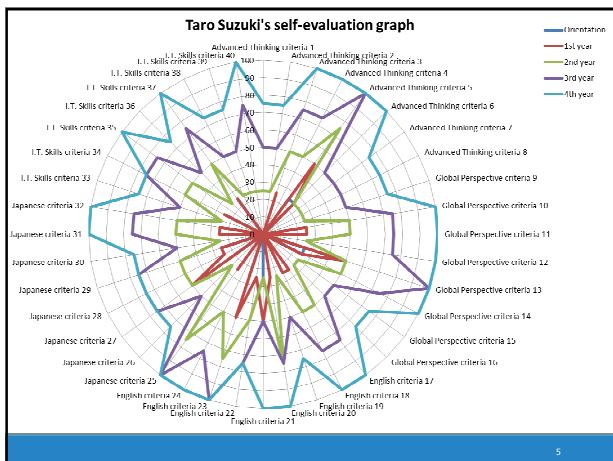
Alan Simpson
Erik Bond
Lloyd Walker
Satoshi Ozeki

Update

- The process of making visualizing learning outcome evaluation criteria
- The 1st year students' April 2018 self-evaluation data
- Visualizing Abilities/Learning Outcomes on Mahara?
- Pilot study to link grades to syllabi rubric criteria
- Comparing self-evaluations with grades showing skill development
- Questions (the Diploma Policy, what to display on students' Mahara pages, linking this institutional rubric with course or activity level rubrics)

The Diploma Policy of the School of Liberal Arts (2018)	The Rubrics Group themes
1. Advanced Thinking Skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytical thought)	1. Advanced Thinking Skills (problem identification, comparison, analysis, synthesis, problem solving and evaluation), based on critical thinking (critical and analytical thought)
2. The ability to understand and accept different cultures developed through the acquisition of a broad knowledge and comparison of the cultures of Japan and other nations	2. Global Perspective – The ability to understand and accept (think critically about), different cultures developed through acquisition of a broad knowledge and comparison between the cultures of Japan and other nations
3. The ability to identify and solve problems	3. Advanced communicative proficiency in Japanese
4. Advanced communicative proficiency in both Japanese and English	4. Advanced communicative proficiency in English
5. Proficiency in the use of information technology	5. Information Technology Skills - Proficiency in the use of information technology

The 40 criteria



Visualizing Learning Outcomes on Mahara

Learning Outcomes: The outcomes, e.g., knowledge, understanding, skills, and attitudes that students are expected to acquire as a result of educational programs.

- International trends towards student centered education.
- Emphasis on what students can attain as a result of the curriculum. (Glossary of Quality Assurance in Japanese Higher Education)

Learning outcomes of SILA

English Skills	Critical Thinking Skills	Skills/Abilities in the DP
	MIC CT Test Created by the CTWG	The 40 Criteria by the RWG

However, it is not enough just to visualize learning outcomes.

Improving Management of Teaching & Learning

The purpose of AP Theme II (Visualization of Learning Outcomes) is to improve management of teaching & learning so that students may fully achieve the visualized outcomes (Indicated in the 2014 AP application brochure by MEXT)

Goal of MIC Theme II: To create a PDCA cycle of teaching and learning using ePortfolio

Mahara Pages

TOEIC: <http://portfolio.miyazaki-mic.ac.jp/mahara/view/view.php?t=Ao4YprXVsZb6Htua1qcI>

Self-evaluation: <http://220.156.13.196:8001/view/view.php?t=17oAhPYROFJngVNcUTjE>

Visualizing Learning Outcomes

We would like to correlate the students grades with the skills that you identify, to make a graph which would show their skill development compared to their self-evaluations.

Survey about the skills used in your classes

https://qtrial2016q3az1.qualtrics.com/jfe/form/SV_0q5MFRQbviiixTUN

We will run a project update seminar (not a mandatory FD session), in a few months to show these comparisons, and discuss how they could be used.

Potential uses

- Advisor & Advisee support
- Student self awareness
- Identifying gaps in the overall program

Concerns

- It's too general to be of use
- Student psychological harm (if the student evaluates themselves more highly than the instructor does in the final grade)

The Diploma Policy

Problem – These 40 items do not match the current Diploma Policy Objectives

Solution – Conflate problem solving with Advanced Thinking, and if we think that is valuable to do so, we could propose modifying the Diploma Policy Objectives.

13

Problem Solving & Advanced Thinking

Is problem solving just the skill to solve problems when given them, with a good enough solution?

If so, then it's vocational skills training.

If problem solving is identifying and defining then determining how to solve it and whether it's a good solution, then this is advanced thinking.

Therefore, we should possibly create a skills based problem solving rubric under the banner of advanced thinking, like oral communication is a subset of English communication skills.

14

Syllabus Construction and Course Evaluation (Anderson Passos)

Date: Sep. 11, 2018

Session Start/End Time: 13:00~14:30

Place: room 1-201

Summary:

In this double session, we will be talking about syllabus creation and course evaluations.

Syllabus Construction: faculty will review the syllabus checklist and all the required procedures to correctly format syllabus to be uploaded to the internal database. We will also have some time to discuss items that are in the syllabus and faculty are welcome to bring particular problems/doubts that have arisen during construction of their own syllabus. TC related questions can also be brought by faculty.

Course Evaluation: At the end of each semester students evaluate our courses. What should we do from there? In this session, the semester report will be shown and the contents will be discussed. Questions and suggestions are more than welcome.

Participants:

Coordinator: Anderson Passos	Jong Chul Choi Jun Maeda Katherine Bishop
General Attendees: Anne Howard Atsushi Yasutomi Aya Kasai Cathrine-Mette Mork Debra Occhi Ellen Head Erik Bond Futoshi Kobayashi Jason Adachi	

Instructions for Syllabus Checklist

- 1) Please use this checklist to confirm that all required components have been included in your syllabus.
- 2) Syllabi for the next semester must be uploaded to the Database **within two weeks of finalization of the next semester course schedule.**
- 3) Syllabi that do not conform to the standards in the checklist must be corrected and re-submitted. When in doubt, consult with the Office of the Dean or with Academic Affairs before uploading your syllabus.

No.	Item	Done
1	Semester and Academic Year Please write "Spring" or "Fall" and the academic year at the top of the syllabus.	
2	Course Title Please write the course title <u>exactly</u> as it appears in the Bulletin followed by the number of credits.	
3	Course Designation if TC Indicate "Teacher Certification-related course", "Discipline-related course", "Required by Article 66.6 ". If in doubt, check the Bulletin under English Teacher Certification Requirements (pages 107-108 of the 2017 Bulletin). For non-TC courses, leave this blank or write "N/A".	
4	Instructor Name(s)	
5	E-mail Address	
6	Office/Extension	
7	Office Hours List at least three hours per week. (We can no longer write "Office Hours posted on office door".)	
8	Course Description The course description <u>must be identical to the description in the Bulletin.</u> Add <i>additional</i> descriptions at your discretion.	
9	Course Goals/Objectives List specific language, critical thinking and/or content goals that students can expect to practice and/or achieve in this class.	
10	Course Schedule <u>Include a line in the schedule for each class meeting.</u> Number of credits and Upper/Lower Division course designation determine the number of required class sessions. If in doubt, please contact the Office of the Dean or Academic Affairs.	

11	Description of Topics/Assignments for Each Class Session For each class session, write the topic or theme and assignment/activity. For as many class sessions as possible, indicate a specific Active Learning activity (think-pair-share, discussion, presentation, etc.) and corresponding critical thinking/language objective(s) from your Course Goals above.	
12	Final Examination Indicate Final Exam in Week 16.	
13	Required Materials	
14	Course Policies	
15	Class Preparation and Review Write specific directions for students including amount of time recommended for preparation and review with time corresponding to class time.	
16	Grades and Grading Standards Include method and criteria for grading. Final Examination must be included.	
17	Is attendance listed as a grading standard? If so, please remove it from your syllabus	
18	Methods of Student Feedback Include time it will take you to return assignments, whether you will give feedback through written comments, numerically, rubric, etc. For example, "In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc."	
19	Diploma Policy Standards Satisfied by Course Objectives Write "Work completed in this course helps students achieve the following Diploma Policy objective(s): " and then copy-paste the appropriate objectives listed below (please keep the number as it refers to each DP).	
20	Rubric Include the institutional rubric and/or your class-specific rubric(s).	
21	Notes (optional)	

Diploma Policy Objectives (School of International Liberal Arts)

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English
5. Proficiency in the use of information technology

Miyazaki International College
Course Syllabus
(ADD SEMESTER AND YEAR HERE)

Course Title (Credits)	
Course Designation for TC	
Content Teacher	
Instructor	
E-mail address	
Office/Ext	
Office hours	
Language Teacher	
Instructor	
E-mail address	
Office/Ext	
Office hours	

Course Description:
Course Objectives:

Course Schedule		
Day	Topic	Content/Activities
1		
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10		
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30		
	Final Exam	

Required Materials:

Course Policies (Attendance, etc.)

Class Preparation and Review

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards


Methods of Feedback:

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

- DP1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
- DP2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
- DP3. The ability to identify and solve problems
- DP4. Advanced communicative proficiency in both Japanese and English
- DP5. Proficiency in the use of information technology

Notes:

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows an understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	Insufficient effort or evidence of achievement
	Awareness of Current Events & Global Issues					
	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
English Language Ability	Writing					
	Oral Communication					
	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
Japanese Language Ability	Writing					
	Oral Communication					
	Reading					

COURSE DESCRIPTIONS

General Education Courses

Introductory Courses

Liberal Arts

LIB 101 Introduction to Liberal Arts **2 credits**
This course will help students to become familiar with MIC and with tertiary-level study. In addition to basic study skills that students can use in all their subsequent classes at MIC, students will learn about the liberal arts tradition on which MIC is grounded, and examine some of the disciplines that they may study during their time at MIC.

LIB 102 Introduction to Global Citizenship **2 credits**
All citizens are members of local, national, and global communities. For this reason, one of M.I.C.'s educational objectives is to "enable each student to develop as a global citizen." Liberal arts curricula enable students to develop both their cognitive skills and affective dispositions so that they can contribute meaningfully to life in various communities and prepare students for active and responsible citizenship. In this course students will: 1) consider definitions of citizenship, 2) consider the connection between a liberal arts education and life after college, and 3) use critical thinking to approach real-world problems related to the environment, human development, and peace.

The Humanities

HMN 101 Introduction to Art History **3 credits**
Surveys world art from ancient civilizations through the present, with selective emphasis on major artists and periods of stylistic development. Introduces methods of cultural comparison within a chronological framework.

HMN 102 Introduction to Philosophy **3 credits**
Traces the origin of philosophizing in antiquity and relates classical problems to current issues of human concern. Introduces students to major philosophical problems and methods.

HMN 103 Introduction to Religion **3 credits**
Introduces religious language and behavior by examining the history, beliefs, customs, and practices of various religious traditions of the world through different conceptual frameworks designed and used in the study of comparative religion.

HMN 104 Introduction to Literature **3 credits**
Introduces the Literary Genres - prose (short stories), poetry and drama - with an emphasis on developing reading, speaking and writing skills through analysis, interpretation, and the production of fictional texts.

HMN 105 Introduction to History **3 credits**
An introduction to how historians think, what they think about, and why. Explores some of the important issues which historians deal with and some of the different methods historians use to interpret the past.

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HMN 106 Introduction to History Part 2 **3 credits**
The second half of (HMN 101) Introduction to Art History, this course is a general survey of Western art history between the Renaissance and the modern era. The course will selectively emphasize major artists and periods of stylistic development and introduce methods of cultural comparison within a chronological framework.

The Social Sciences

SSC 101 Introduction to Anthropology **3 credits**
Examines modern anthropology with an emphasis on the sources of anthropological thinking, methods of data collection and analysis, and the applications of anthropology in contemporary human situations. Students are expected to conduct brief research projects in the local area, analyze the data which they gather, and produce a report of their results.

SSC 102 Introduction to Economics **3 credits**
Introduces basic theories of economics. Topics covered may include: economics as a science; production, specialization and exchange; demand and supply; elasticity; utility; output and costs; industry structure; factor markets; business cycles; national output and macro-economic policies; market failure; and international trade.

SSC 103 Introduction to Political Science **3 credits**
Introduces a variety of approaches to political science and political thinking. The course covers major political issues of contemporary societies at the local, national and global level and introduces key concepts and themes of the major subfields of political science.

SSC 104 Introduction to Psychology **3 credits**
Psychology is a science that explores how we think, feel and act. This course will introduce students to the fundamental principles and topics in Psychology. Topics may include human development, perception, memory, intelligence, personality, abnormal behavior, human relationships, and social issues.

SSC 105 Introduction to Sociology **3 credits**
Introduces the principal concepts underlying sociological imagination and perspectives and the different approaches and frameworks through which these concepts are employed.

The Sciences

GSC 101 Introduction to Information and Communication Technology **3 credits**
Considers the expanding role of information systems in modern society and the computer as a problem solving and information management tool. Introduces computer applications in the humanities and the social sciences and the skills necessary to access global information networks.

GSC 102 Introduction to Natural/Life Science **3 credits**
Introduces concepts, experimental techniques, and scientific methodologies for exploring a natural life system. Examines aspects of the theory of evolution, morphology and physiology of the organisms composing the natural life systems, i.e., Monera, Protista, Animalia, Plantae and Fungi.

GSC 103 Introduction to Mathematical Thought **3 credits**
Critical thinking plays a key role in the way our students will interact with society after they graduate, but before truly effective critical thinking can be realized, learners must first be able to form logical arguments based on objective, rational analysis. This course aims to help students to improve their analytical skills, develop greater thinking speed, and sharpen their observational abilities through the study of mathematics.

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GSC 104 Earth Systems **3 credits**
Earth Systems introduces the main spheres of the environment, and important natural processes of the Earth. The lithosphere, atmosphere, hydrosphere and biosphere are explained, plus the interrelationships between them. Basic concepts in geology, meteorology, climatology, hydrology and oceanography will be studied.

Interdisciplinary Courses

Introduction to Cultures of English-speaking Countries

CEC201 Cultures of the English Speaking World **4 credits**
This course examines contemporary issues in the English-speaking world. Students will learn to evaluate such issues, compare them with their own societies, assemble evidence from other sources, and express their own views in a written format. For language development, the course builds on the skills acquired in the Academic Writing course. Students learn to use sources of evidence to support their writing on common issues in the English-speaking world. They learn to use quotations and paraphrases, summarize texts and avoid plagiarism. The use of citations and references as a standard feature of academic writing is addressed. Vocabulary, grammar and written fluency are also reinforced.

Study of Social Issues

SSI 201 Issues in Cross-Cultural Communication **4 credits**
Explores the ways in which cultural differences are made sense of at the interpersonal and intergroup levels and considers strategies for dealing with the differences.

SSI 202 International Social Issues **4 credits**
Studies a variety of issues on inequality and conflicts at global levels beyond borders of nation states in the contemporary world.

SSI 203 Issues in Education **4 credits**
Using experiential and interdisciplinary approaches, students will be introduced to the basic philosophies, theories and history of education. Students will explore the origin and development of educational thought and institutions in Japan and selected countries in the world. They will also investigate the relationship between education and the changing sociocultural trends in Japan.

SSI 204 Comparative Political Issues **4 credits**
A comparative study of different political cultures, histories, and institutions of selected number of nation-states and their impact on national policies and solutions in areas such as education, unemployment, health care, ethnic conflict, security, and social welfare.

SSI 205 Issues in Personal Development **4 credits**
Studies the physical, cognitive, and psychological factors in individual development from conception to death as an interactive process with other individuals, families, and society.

SSI 206 Issues in Human Relationships **4 credits**
A global examination of the major patterns of human relations including gender, the family, and the workplace in different cultures and institutions.

Contemporary Japanese Arts and Culture

JAC 202 Japanese Thought and Arts **3 credits**

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Examines Japanese religious, philosophical, and social attitudes and their expression in architecture, painting, sculpture, and other art forms.

JAC 203 Japanese Popular Culture **3 credits**
A theoretical examination of how popular culture is used to construct identity within Japanese society. The course will examine Japanese popular culture through various perspectives such as behaviors and consumption practices, historical issues, aesthetics, and communication.

JAC 204 Japanese Art **3 credits**
Surveys the masterpieces of Japanese art from pre-history to the present, emphasizing the interplay between Japanese and Chinese cultural traditions.

JAC 205 Japanese Religious Thought **3 credits**
Examines both traditional and modern religious thought and practice of Japanese people by introducing aspects of major religious traditions of Japan - folk religion, Shinto, Buddhism, Confucianism, Taoism, and Christianity.

JAC 206 Japanese Folklore and Folklife **3 credits**
Through examination of ethnographic, comparative, historical, and structural interpretations of Japanese folkways and folk religions, students will come to better understand traditional life and ideas, many of which still remain relevant in contemporary Japan. They will develop their understanding through projects featuring collection and analysis of data available in the local area.

JAC 207 Modern Japanese Literature **3 credits**
For students to have a fundamental understanding of modern Japanese literature, this course surveys biographical backgrounds of representative writers of modern Japanese literature such as Natsume Soseki, Mori Ogai, Shimazaki Toson from Meiji, Taisho and Showa periods and their works. Materials include Japanese texts of works and their translations, videos etc. The instruction is in English. In order to enhance English proficiency of students, the students are required to express in English what they have learned in Japanese and what they have found on examination of the original texts and the translations both in speech and in writing.

JAC 208 Japanese Photographic Expression and Methods **3 credits**
Through an examination of visual communicative structures, as well as hands-on photographic technique, students will develop an understanding of how Japanese photography has influenced and been influenced by Japan's culture, society and art forms. Although not the primary focus, the course will also compare Western photographic traditions with Japanese photographic expression.

Language Courses

ENG 1 English 1 **4 credits**
Introduces initial basic proficiency in fluency and accuracy in spoken and written English. Develops fluency in basic oral expression. Develops reading skills through regular reading practice. Introduces writing skills from the paragraph level. Develops a basic level of accuracy in both written and oral sentence construction. Introduces vocabulary for academic purposes.

ENG 2 English 2 **4 credits**
Continues proficiency development in written and spoken English. Strengthens oral proficiency through various speaking exercises. Develops reading skills through intensive and extensive reading practice. Strengthens written proficiency through practice in organized multi-paragraph essays. Further develops structural accuracy and fluency using more complex forms.

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ENG 3 English 3	4 credits
Further develops oral and written fluency and accuracy. Continues practice in intensive and extensive reading skills. Strengthens writing skills through cohesive multi-paragraph essay writing. Develops further academic vocabulary and structural accuracy using complex forms.	
ENT 1 English Tutorial 1	4 credits
This course will be taught on an individual or small-group basis. It will begin with analysis of the student's skill level in reading, writing, listening, and speaking. The student and instructor will set objectives for improvement of English skills and work together to achieve the objectives. If appropriate, assignments in this course may be coordinated with work done in a content course.	
ENT 2 English Tutorial 2	3 credits
This course is a continuation of English Tutorial 1 and will continue skill development on an individual basis. Students in this course will produce one or more polished works of expository prose in addition to other work on the four skills.	
JEX 1 Japanese Expression 1	2 credits
Builds basic debate skills through an actual debate. Students will acquire the abilities and skills to study the merits and demerits of a proposition from an objective point of view; to find materials to support an argument; to read and analyze collected materials, recognizing their relevance to the issue at hand; to present one's opinions precisely and persuasively; to learn to understand opposing opinions and subject them to critical analysis; and to revise one's own arguments in the light of arguments presented by others.	
JEX 2 Japanese Expression 2	2 credits
Aims at students' acquisition of practical writing skills in Japanese, focusing in particular on learning to write concise, clear, and precise academic essays appropriate to college level education, using various kinds of materials such as writing prompts, cartoons, newspaper articles, translations, etc. The course also includes short lectures on Kanji and production of Kanji crosswords.	
JEX 3 Japanese Expression 3	2 credits
Improves presentation skills. Students learn skills of selecting a topic, finding appropriate Japanese sources, and creating an effective presentation of research results. Students will be encouraged to develop techniques of presenting their ideas clearly in ways which interest and engage a general audience.	
JEX 4 Japanese Expression 4	2 credits
Focuses on practical and professional expression. Calls upon students to make use of what they have learned at MIC to write essays and other forms of formal communication. Prepares students to use the Japanese language effectively in their future pursuits.	
JES A Studies in Japanese Expression A	1 credit
This course shall use the topic research conducted for debates in Japanese Expression 1 to help students consider related issues and survey reference materials. Small-group discussions will also be incorporated.	
JES B Studies in Japanese Expression B	1 credit
This course will be coordinated with Japanese Expression 3 to deepen studies in oral expression, and offer practical activities for enhancing one's ability to express and communicate.	
JES C Studies in Japanese Expression C	1 credit
This course will be coordinated with Japanese Expression 3 to deepen studies in written expression, and offer practical activities for enhancing one's ability to express and communicate.	

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JA 4 Japanese 4	2 credits
Fourth-level Japanese for foreign students and Japanese students educated abroad.	
JES D Studies in Japanese Expression D	1 credit
Aims at enhancing the 4 language skills through written manuscripts and oral presentation concerning diverse topics. Quizzes will be given regularly.	
JES E Studies in Japanese Expression E	1 credit
Focuses on the "listening" and "speaking" skills in Japanese. Seminars on practical application will enhance expression ability.	
JES F Studies in Japanese Expression F	1 credit
Focuses on the "listening" and "speaking" skills in Japanese. Seminars on practical application will enhance expression ability.	
JST 1 Japanese Studies 1	2 credits
Introduces Japanese culture and traditions through tours of historical sites and museums in Miyazaki and neighboring cities. Practice in situational conversation.	
JST 2 Japanese Studies 2	2 credits
Discussions on topics affecting the daily lives of the Japanese people. Visits to traditional events held in southern Kyushu, followed by discussions. Practice in situational conversation.	
JST 3 Japanese Studies 3	2 credits
Visits to Japanese elementary schools, junior high schools, and senior high schools to observe classes. Participation in events held by the municipal government. Oral and written reports.	
JST 4 Japanese Studies 4	2 credits
Visits to factories, company offices, prefectural offices, courts, and other business, government, and commercial sites. Oral and written reports.	

Credits Earned at Other Institutions

With the advance approval of Faculty Council, up to 30 credits for students matriculated at MIC may be granted for courses taken at other two-year and four-year institutions.

Credit will be awarded only for courses that fall within the general scope of the MIC curriculum. Credit will be assigned in the following general categories or for a specific MIC course:

SS 9011-6 Special Studies in the Humanities	3 credits*
SS 9021-6 Special Studies in the Social Sciences	3 credits*
SS 9031-6 Special Interdisciplinary Studies	3 credits*
SS 9041-6 Special Area Studies	3 credits*

Number of credits and application to specific MIC graduation requirements will be determined based upon equivalency with MIC standards by the Dean of Faculty in consultation with the Committee on Curriculum. The grade recorded for credit accepted from another institution will be an N. In cases where credit is granted by MIC, for example, in the case of the Exchange Program, the grade for acceptable work will be a P.

Study Abroad Courses

SAB 201 English (ESL)	6 credits
Intensive practice in English speaking, reading, writing, and listening. Students are placed in classes according to their level of English proficiency.	
SAB 202 Independent Study	2 credits
Study of the local culture, social issues, or other aspects of the area in which students are located for Study Abroad. Students may conduct formal research or produce a work which reports on their extensive direct experience of the topic being studied.	

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RDG 1 Reading 1	2 credit
This first semester course focuses on developing reading skills through the use of in-class timed readings and comprehension questions, intensive readings with comprehension and vocabulary building activities, and extensive reading conducted mostly outside of class time. Homework will consist of reading for meaning, for pleasure, and for the purpose of vocabulary building.	
RDG 2 Reading 2	2 credit
This second semester course continues to challenge students to develop their reading skills through the use of in-class timed readings and comprehension questions, intensive readings with comprehension and vocabulary building activities, and extensive reading conducted mostly outside of class time. Homework consists of reading for meaning, for pleasure, and for the purpose of vocabulary building. Students also engage with software to work on extensive reading, to develop critical reading skills, and to build and practice vocabulary.	
RDG 3 Reading 3	2 credit
This course continues the goals of Reading 1 and 2 and aims to refine students' ability to comprehend academic texts. The course focuses on developing reading skills in several ways. Intensive readings based on the theme of cultures of the English-speaking world will be used to improve reading comprehension strategies and for vocabulary building. Reading fluency will be developed using simplified timed readings in class and through extensive reading of graded materials both in class and for homework. Homework will consist of reading for meaning, for pleasure, and for the purpose of vocabulary building.	
AWR 1 Academic Writing 1	2 credit
This first semester writing course for freshmen students aims to provide students with the skills and knowledge base for completing academic writing tasks. It is designed to take students from writing correct simple, compound and complex sentences through to writing cohesive paragraphs. It aims to help students 1) develop writing fluency 2) write clear, focused and well-organized sentences and paragraphs. Once students arrive at the point where they are writing paragraphs, they will work on developing a topic sentence, supporting their ideas, and writing conclusions. The concept of plagiarism will be introduced.	
AWR 2 Academic Writing 2	2 credit
This second semester writing course for freshmen students aims to provide students with the skills and knowledge base for completing academic writing tasks. It is designed to take students from writing cohesive paragraphs to writing basic 5 paragraph essays. It aims to help students 1) develop writing fluency 2) write clear, focused and well-organized paragraphs and essays. Once students arrive at the point where they are writing essays, they will work on developing a central thesis, organizing an outline, supporting their thesis, and writing effective introductions and conclusions.	
Supplementary Courses	
JA 1 Japanese 1	2 credits
Introductory Japanese for foreign students and Japanese students educated abroad.	
JA 2 Japanese 2	2 credits
Second-level Japanese for foreign students and Japanese students educated abroad.	
JA 3 Japanese 3	2 credits
Third-level Japanese for foreign students and Japanese students educated abroad.	

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SAB 203 Area Studies	6 credits
A combination of formal study, including activities to introduce students to the local area, and experiential learning adapted to the capacities and qualifications of individual students. This individualized study deepens the students' understanding of the area in which they are studying.	

Specialized Courses**Humanities Courses****Art History**

ART 301 (ASA 380) Classical Art: East and West	3 credits
A comparative approach to the basic forms and functions of art created during those periods considered to be classical eras in Eastern and Western traditions.	
ART 303 (ASE 380) Development of Modern Art and Architecture	3 credits
Surveys a century of the history of European art and architecture beginning with the Impressionists (1874) through the Bauhaus and International Style and into the late twentieth century. Demonstrates influences shared with American and Japanese artists and architects through comparative examples.	
ART 308 Art and Society	3 credits
The cultural components of selected periods of artistic excellence are examined in detail. Renaissance Italy, Victorian London, 19th-century Paris, and Heian period Kyoto are among the examples proposed for in-depth study.	
ART 3101 Topics in International Art	3 credits
Topics related to specific media, painting, sculpture, etc. will be proposed and analyzed using comparative methods. Examples include Photography in Japan and America, Contemporary Ceramics, and Graphic arts in 1900.	

Literature and Language

LL 301 Literary Genres	3 credits
Studies different literary genres such as fiction, non-fiction, poetry and drama with attention to understanding the defining characteristics associated with each. Through representative readings this course will offer an introduction to some basic principles of analyzing and interpreting different forms of literature. Genre(s) will be selected based on the expertise of individual instructors.	
LL 306 Literary Movements and Trends	3 credits
Explores principal literary movements such as classicism, neo-classicism, romanticism, modernism, expressionism, realism, naturalism, post-modernism, etcetera, in terms of their formal features and historical contexts. Representative authors and texts will be analyzed in order to define the principles that unite the different works of a movement. The movement(s) will be selected based on the expertise of individual instructors.	
LL 307 World Literatures in English	3 credits
Studies literatures in English from Africa, Asia, the Caribbean, Canada, Australia, and other parts of the world where literature in English has been written, excluding canonical British and American literature. The main purpose will be to highlight the ways in which different literatures in English, at the same time as constituting distinct cultural/national/historical traditions, are also part of the global imagination fashioned by the English language. The general focus of the course will be the commonality of perspective that is afforded by the inheritance and use of a common language.	

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LL 308 (ASA 381) Japanese Literature	3 credits
Surveys the most important and representative works of Japanese literature. Examines selected leading authors and their works in their historical, social, and philosophical settings.	
LL 309 (ASE 381) Comparative Literature	3 credits
Introduces the methodologies and foundations of Comparative Literature, a discipline which systematically studies literatures from different nations, languages and/or times. The course aims at students acquiring the means and tools for appreciating textual productions from varying perspectives through a comparative study of texts from different cultural traditions that raise questions about the nature and function of storytelling and literary expression. Comparisons may be thematic, formal and/or historical, preferably with one side of the comparison being an instance of Japanese literature in translation.	
LL 311 English Linguistics I	3 credits
An introduction to the nature of language with a focus on English. The formal structure of English is discussed, including phonetics, morphology, semantics, and syntax, and the process of language acquisition.	
LL 312 English Linguistics 2	3 credits
Continues the introduction to the nature of language with a focus on English. Further fields of English language are discussed, including semantics, pragmatics, sociolinguistics and the varieties of contemporary Englishes.	
LL 3141, 3142 Topics in Linguistics	3 credits
Examines relevant research in linguistics, particularly in English linguistics, to provide students with the tools necessary to develop a critical understanding of language in its social context. Topics will be selected based on the expertise of individual instructors.	
LL 315 (ASE 382) British Literature	3 credits
This course is intended as a survey of important and representative works of British literature in their historical and cultural contexts. We will focus on poetry, prose, and drama that provide insight into the societies that shaped the authors' creative visions.	
LL 316 (ASN 380) American Literature	3 credits
This course will focus upon important and representative works of American literature in their historical and cultural contexts. We will focus on poetry and prose that provide insight into the literary and intellectual climate to which each work belongs.	
LL 3171, 3172 Topics in British Literature	3 credits
Examines various themes, approaches, and genres in British literature, and relates this literature to its historical, cultural, and social context.	
LL 318 Rhetoric	3 credits
This course introduces the principal components of written and oral argumentation. This course provides students with opportunities to analyze arguments, map viewpoints, and advocate for claims of their own.	

Philosophy and Religion	
PHI 301 Logic	3 credits
Students learn how to analyze and classify the logic used in everyday life including deductive and inductive reasoning, the uses of inference, paradox, and types of faulty reasoning.	
PHI 302 (ASE 383) Philosophical Problems	3 credits
Studies problems in philosophy selected from ethics, religion, theories of knowledge, and metaphysics. Introduces students to techniques of philosophical reasoning.	
PHI 303 Ethical Theory	3 credits
Introduces the central problems of philosophical ethics, including the nature of value, the justification of moral principles, and the psychology of moral choice.	
PHI 306 Philosophy: East and West	3 credits
Studies the problems addressed by modern philosophers from a comparative perspective in the context of their historical traditions.	
PHI 309 Aesthetics of Environment	3 credits
Investigates aesthetic concepts and values broadly in relation to the world in which we live. Examines affective responses to natural and built environments, including cities and towns, buildings, gardens and parks, and wilderness. Explores perception, feeling, metaphor, action, and creativity in a cross-cultural context.	
PHI 310 Topics in Applied Ethics	3 credits
In this courses, we consider the applications of ethical theories to different areas of social concerns, concentrating on the analysis of case studies and critical discussion of moral principles and ethical codes. Each specific topic focuses on different areas of application, such as business, the environment, medicine and law.	
REL 309 Religion and Society	3 credits
Using examples drawn from religions around the world, this course presents basic sociological approaches to religion and examines the relationship between: religion and society; religious institutions and the larger society; religion and gender; religious tradition and interpretation; traditional and new religious movements; and religious revival and modernization.	
REL 310 (ASA 383) Varieties of Buddhism	3 credits
Examines, individually and comparatively, historically and geographically, various forms of Buddhist traditions from ancient India to modern Japan with an emphasis on the history, people, institutions, teachings, and practices of Buddhism.	
REL 311 (ASE 384) Religions of the Bible	3 credits
This course will introduce students to the two great Biblical religions, Judaism and Christianity, by exploring the book which contains the mythology and history of the two religions -- the Bible. Our focus will be on enjoying the interesting stories and important religious ideas in the Old and New Testaments of the Bible. We will also look at the historical background of the two religions.	
REL 3121, 3122, 3123 Topics in Comparative Religion	3 credits
In these courses, we compare different religious ideas, practices, and traditions by means of various models, definitions, and theories of religion. Each specific Topics course focuses on different important issues in religions around the world, such as war and peace, afterlife beliefs, and women in religion.	

History

HIS 307 (ASA 383) Japanese History	3 credits
Introduces the history of Japan from prehistoric times to the present. The uniqueness of Japanese history is explored alongside the Asian and global contexts in which Japanese society has evolved.	
HIS 309 20th Century History	3 credits
There's no time like the present, but to understand it we have to know the past. This course explores the evolution of global society in the twentieth century and the many changes that have shaped the world in which we live.	
HIS 311 Comparative History	3 credits
Compares and contrasts major historical case studies to identify similarities and differences between societies and to test theories of historical change. Places the evolution of individual societies into a framework of global change and development.	
HIS 313 Europe: Reformation to Revolution	3 credits
The most important issues in contemporary Europe have their roots in Europe's past, especially in the years from 1450 to the early nineteenth century. While using the history of events from the Reformation to the French Revolution as a framework, this course focuses on the range of cultural, political, and social changes in Europe during this period.	

Social Science Courses**Anthropology**

ANT 301 Archaeology	3 credits
Introduces the study of archaeology, archaeological research methods, and theories. Explores the ways of archaeological thinking and behavioral inference using material evidence.	
ANT 303 Cultural Anthropology	3 credits
Introduces the basic concepts, theories, and methods of the anthropological study of society and culture. Investigates sociocultural systems using ethnographic materials from a wide range of societies.	
ANT 309 World Ethnography	3 credits
Examines the concept of culture and anthropological approaches to understanding other cultures. Compares different ethnographies in diverse cultures.	
ANT 3111 Topics in Anthropology	3 credits
This course provides for extended study of selected issues, areas, or methods in anthropology. Course focus varies at the discretion of the instructor.	

Economics

ECO 304 International Business	3 credits
Explores the theories and models that have led to the growth and refinement of business relations between nations. The course uses specific cases of contemporary business/trade policies and practices of nations to explore current applications of theories and models.	
ECO 306 Economics of Development	3 credits
Much of the world's population is affected by severe and persistent problems of under-production, unemployment, poverty, and numerous attendant hardships such as over population, congestion, and ecological degradation. This	

course explores the forms and causes of these problems and the alternative theories for effecting economic development, using examples and cases to identify the constituent elements of development and the constraints facing development efforts.

ECO 310 Comparative Economics	3 credits
An important aspect of the trend towards the globalization of markets is that the economies of nations are becoming increasingly intertwined and inter-dependent. The relevant boundary of market exchanges is becoming less national and increasingly continental and global. This course examines the workings of various economies with respect to their decision making mechanisms, resource endowments, and changing/growing demand for goods and services.	
ECO 311 Industrial Organization	3 credits
The course explores the mechanisms and problems of modern industrial organizations. The functions and challenges that organizations face are explored from the economic, "environmental", and managerial perspectives. The linkages between the structure, conduct, and performance of industrial organizations are analyzed. Risks to growth and even survival from increasingly fluid and uncertain environments that modern industrial organizations face are examined. Managerial strategies to respond to various threats and opportunities are discussed.	
ECO 3121, 3122, 3123 Topics in Economics	3 credits
The content and significance of issues in economics vary according to changing market conditions at the local, regional, and global levels. This course identifies and explores economic topics that stand out for their special significance both from the standpoint of economic theory and the prevailing economic practices of the day.	
Political Science	
POL 304 International Relations	3 credits
Introduces major theories of International Relations as a discipline. Studies the world community, its politics and government. Topics include current international relations, problems requiring action on a global scale, the role of international organizations, Japan and its international relations, and the future of international society.	
POL 305 Comparative Political Philosophy	3 credits
Examines 19th and 20th century political philosophies such as American democracy, British liberalism, German fascism, Russian communism, and French socialism and compares the historical contexts and cultures which gave rise to these political philosophies, as well as the influence these philosophies have had upon other political cultures throughout the world.	
POL 307 Comparative Foreign Policy	3 credits
Examines foreign policy in historical and contemporary world affairs and compares theoretical approaches drawn from international, domestic, and individual levels of policy analysis.	
POL 309 (ASA 384) Politics of Japan	3 credits
Introduces Japan's political system and political culture. Among the areas covered are the roles of the state, administration and local government, the political parties and interest groups, the policies maintained, and contemporary political issues.	
POL 311 International Political Economy	3 credits
This course introduces students to basic theoretical approaches to understanding political aspects of international economy. After analyzing three main approaches (statist, liberal and Marxist), the course will also introduce students to major political issues in international economy, such as the evolution of international financial system after WWII, GATT, WTO and domestic politics of foreign economic policy.	

Psychology

PSY 305 Abnormal Psychology **3 credits**
Studies a wide range of maladaptive human behaviors from different perspectives.

PSY 308 Human Development **3 credits**
This course presents an overview of human development from birth until old age. Studying development means studying change over time. This course reviews change in the physical, cognitive, and social domains as well as the influence of developmental context (e.g., the family, school, peers, the work-place, culture) within each domain. Particular attention is given to the role of culture in development. One's own culture is but one design for living, and by studying about human development in other cultures students will gain an understanding of the principles that guide the development of all human beings. Students will be encouraged to think critically about theory and research in developmental psychology and apply that knowledge to practical, social, and personal concerns.

PSY 309 Counseling **3 credits**
Provides an introductory overview of main theories of counseling and introduces basic techniques and skills used in counseling.

PSY 310 Cognitive Psychology **3 credits**
Cognitive psychology is the area of psychology that focuses on thinking. Thinking is a broad subject: it involves perceiving the world around us, attention, learning & memory, language, problem solving and reasoning, and everything in between. This course covers the main areas in this active field, with special attention on how research is done in cognitive psychology, and how theories are developed, improved and disproved. In addition to providing students with a basic understanding of cognitive science, the course also provides students with tools to apply cognitive concepts in their own personal and professional areas of interest.

PSY 312 Cross-Cultural Psychology **3 credits**
This course compares cultural patterns of mind and behavior. Cultural comparisons, ranging from developmental to gender-related issues, will be addressed from a variety of psychological perspectives.

PSY 3131, 3132 Topics in Psychology **3 credits**
This course provides for extended study of selected issues, areas, or methods in psychology. Course focus varies at the discretion of the instructor.

PSY 315 Social Psychology **3 credits**
This course provides a basic introduction to the field of social psychology, which studies how the thoughts, feelings, and actions of a person are influenced by other people and social situations. Special emphasis will be placed on applying social psychological principles in cross-cultural situations.

PSY 316 Educational Psychology **3 credits**
Educational Psychology is the application of psychology to the study of learning and teaching. It covers many topics relevant to learning and behavior management, such as learning theories, assessment of learning, and effective teaching strategies. Educational psychology also includes development of students, motivation of students, diversity in the classroom, and the needs of exceptional students.

Educational psychology theories and techniques, more broadly defined, have been applied to other setting as well. Non-school related topics that are associated with educational psychology include behavior management, for anyone working with children, working with individuals with special needs (such as at the workplace), and teaching strategies for employers or managers.

PSY 317 Research Methods 1: Data Collection in Psychology **3 credits**
This course introduces students to research methods in psychology. The emphasis is on collecting data and recognizing the types of data gathered in psychology. Basic concepts of scientific research are also introduced.

PSY 318 Research Methods 2: Data Analysis in Psychology **3 credits**
This course introduces students to the process of conducting research in psychology. Students will participate in conducting multiple psychological investigations. Students will have the opportunity to use the research designs studied in "Research Methods 1: Data Collection in Psychology" to collect and enter data, to select and apply appropriate statistical tests, to interpret findings, and to present results to others in multiple formats.

Sociology

SOC 302 Sociological Theories **3 credits**
Explores the major theories in contemporary sociology, including symbolic interactionism, ethnomethodology, conflict theory, neo-Marxism, and feminist theory.

SOC 309 (ASA 385) Japanese Society **3 credits**
Examines traditions, social change, and the significance of modernization in Japan, and explores the Japanese and non-Japanese discourses of the Japanese cultural identity in transition.

SOC 3111, 3112 Topics in Sociology **3 credits**
Analyzes recent sociological discourses and examines a variety of social phenomena, especially focusing on social transition, change, and globalization as seen through contemporary sociological theories.

Interdisciplinary Courses

IDS 301 Research Methods 1: Data Collection **3 credits**
This course introduces students to research methods in the social sciences. The emphasis is on collecting data and recognizing the types of data gathered in the social sciences. Basic concepts of scientific research are also introduced. Students in psychology and other majors will pursue research related to their disciplinary interests within the general framework of research methodologies common to all the social sciences.

IDS 302 Research Methods 2: Data Analysis **3 credits**
This course will expand on students' skills acquired in Research Methods 1. Emphasis will be on research designs used in laboratory and in field settings, and on data analysis. Students will be expected to conduct research projects related to their own disciplinary interests, such as psychology, sociology, anthropology, political science, or economics.

IDS 303 Foundations of Global Studies 1 **3 credits**
This course surveys a wide range of global issues, including the process of globalization, conflict and cooperation, global security, global economy, development, environment, human rights, gender issues, etc. Students will learn basic concepts, analytical tools, and approaches for studying issues affecting social change on a global scale.

IDS 304 Foundations of Global Studies 2 **3 credits**
This course introduces research methods for analyzing global issues. The course includes the academic disciplines of economics, history, sociology, and political science. Students will learn to construct a research design for a chosen topic, which helps preparation for senior thesis research. The course continues to deepen students' understanding of the theoretical and methodological foundations of global studies.

IDS 305 Foundations of Intercultural Communications **3 credits**
This course explores intercultural communication by examining common components of culture such as family, work, sports, and education from a cross-cultural perspective. Non-verbal communication and the process of acculturation are also key course topics.

IDS 3061, 3062 Topics in Intercultural Communications **3 credits**
This course will cover content areas in intercultural communication not offered through other courses in the curriculum. It provides a framework for understanding differences in human behavior across cultures. By discovering, discussing, and analyzing culturally-embedded values, attitudes and beliefs, students will be able to increase their ability to understand others, to solve problems involving intercultural differences, and to make culturally sensitive decisions.

IDS 307 Theory and Practice of Conflict Resolution **3 credits**
This course offers students an opportunity to learn theories and practical skills in Conflict Resolution/Transformation. The fundamental objective of the course is to make students realize that human conflict at a variety of levels--from inter-personal to inter-national ones--can be resolved without violence or at least transformed in the way in which a given conflict will not evolve to take a violent form. Students who take this course will learn theories and skills in an active learning environment--through simulations, role-plays etc. -- and will be encouraged to apply their knowledge and skills in their own lives.

IDS 308 Educational Techniques and Technologies of Communication **3 credits**
As multimedia technology advances, professionals in both education and business are finding the ability to combine verbal communication skills with the effective use of advanced audio/visual media to be a necessity for success. In this course, students will develop their communication skills for use in presentations to both small and large groups of listeners, and will learn how to use AV components, projection equipment, and computers effectively to facilitate audience comprehension. The course uses the challenges presented by the Japanese secondary school environment as a theme, but care is taken to ensure that the skills and techniques covered have value to all students, regardless of their career goals.

IDS 309 Scientific Inquiry **3 credits**
This course will introduce the historical process of the development of scientific recognition of the world and clarify scientific perceptions of practical issues. Coursework will include practice, review and application of scientific thought to several case studies.

IDS 310 Topics in ICT **3 credits**
Real-world problems don't come with any hint regarding the appropriate algorithm design technique or data structure to use. They aren't positioned within a course unit addressing a particular topic. Instead, you have to identify relevant techniques, brainstorm possibilities, and innovate or adapt as necessary. Students will learn about different types of user interfaces, management tools, different classes of PC applications, and tools used to build PC applications.

IDS 311 Global Leadership in the 21st Century **3 credits**
Local, national, and global communities face a number of challenges in the 21st Century. Foremost among these are issues related to the natural environment, peace, and human development. In order to address these issues effectively, leadership is necessary in local communities, civil society organizations, workplaces, all levels of government, and in the international community. The purpose of this course is to foster future leaders (informed and engaged citizens) who can help address these issues. Students will learn how to identify and analyze public problems, assess the dynamics of collective action, and write in the public interest.

IDS 312 Global Leadership Seminar **3 credits**
This seminar is the capstone of the course of study for the Global Leadership Certificate (GLC). The seminar tests and builds upon the leadership skills that students were first introduced to during the 1st year GLC seminar 'Global Leadership in the 21st Century,' and which they were encouraged to apply during their study abroad independent study and while working on their praxis capstone and senior thesis projects. Students will be introduced to and comprehensively study selected public problems in the realms of 'peace and conflict,' 'environment and conservation,' and 'human social development' at the local, national, and/or global level. Each student will then propose, prepare, and engage in a leadership project that offers immediate and long-term solutions to a public problem of their choice. The seminar will conclude with critical evaluations of the hands-on leadership projects, including their rationale, planning and execution, and expected outcomes.

IDS 313 Algorithmic Thought **3 credits**
Critical thinking is a requirement in everything we do. Being able to evaluate the surroundings (the context) and come up with a solution will dictate students' development personally and professionally. Students will learn how to organize their ideas and to connect their thoughts through the development and resolution of algorithms. Students will also have the chance to experiment with real algorithm development through the application of basic programming language skills. This course is highly recommended for all students planning to take Fundamentals of Computer Programming.

IDS 314 Foundations of Computer Programming **3 credits**
This course teaches students basic concepts of procedural and object oriented computer programming. Students will develop skills in designing and developing simple computer programs from beginning to end. This course requires no programming background, but previous enrollment in Algorithmic Thought is highly recommended.

IDS 315 The Global Environment **3 credits**
This course studies major current environmental issues and their causes. Complexity of environmental issues and the importance of balanced, objective and critical analysis are key themes of the course. The course focuses on study of natural ecosystems, the interdependency of living things, their surroundings, and the impact of humans on ecosystems. Key topics include: population dynamics, pollution, natural resource depletion, climatic impacts and change, non-renewable energy sources and loss of biological diversity.

Area Studies Courses**Area Studies: Asia**

ASA 365 Japan and East Asia **3 credits**
Examines the position of Japan in the broader region by exploring the evolution of relations between Japan and East Asia in the areas of security, economic interdependence, and culture exchanges and influences from pre-modern to contemporary times.

ASA 366 Economy of Japan **3 credits**
Examines contemporary Japan's economic institutions and mechanisms, including work organization, information structures, incentives, distribution and governance in the corporate firm, regional contracting between firms and corporate grouping, the role of financial institutions and the government.

ASA 3681 Topics in Asian Art **3 credits**
An historical survey of the art of the countries of South, Central, Southeast, and East Asia. Focus is placed upon the interplay of the religious and cultural traditions of these countries and their manifestation in architecture, sculpture, and painting.

ASA 369 Chinese Studies 3 **3 credits**
Chinese 3 is devoted to working in Chinese to understand features of Chinese culture and history that will bring students to a higher level of proficiency. Reading and writing will be of equal importance to speaking and listening. Materials will be drawn from suitable actual sources in political, economic, historical and cultural analysis. Chinese

Studies 1 or 2 must be taken before Chinese Studies 3.

ASA 370 Korean Studies 3 3 credits
Korean 3 is devoted to working in Korean to understand features of Korean culture and history that will bring students to a higher level of proficiency. Reading and writing will be of equal importance to speaking and listening. Materials will be drawn from suitable actual sources in political, economic, historical and cultural analysis. Korean Studies 1 or 2 must be taken before Korean Studies 3.

Area Studies: Europe

ASE 353 European Imperialism 3 credits
Imperialism has played a major role in shaping large scale trends and developments, including the formation of the current global society. This course explores the ideologies and complex dynamics of imperialism as a force in modern history.

ASE 356 British Thought and Culture 3 credits
Not just Buckingham Palace and the Queen, Britain is a varied and interesting society. This course examines the evolution of contemporary Britain, the ways in which British society has changed in recent years, and how these changes have been presented and interpreted.

ASE 358 The Formation of European Culture 3 credits
Surveys the emergence out of diverse social, linguistic, and religious traditions of a self-conscious cultural entity which thought of itself as "European" and shared significant technologies, institutions, and ideas in spite of enduring differences and divisions.

ASE 360 Europe in Transition 3 credits
Examines the political, economic, and social changes leading to Cold War relationships in Europe and the issues affecting Europe in the post-Cold War era.

ASE 361 (PHI 311) European Intellectual History 3 credits
Surveys leading thinkers and ideas which shaped the European intellectual tradition. Will consider works by thinkers such as Plato, Aristotle, Augustine, Bacon, Galileo, Kant, Hegel, Nietzsche, Marx, and Freud.

ASE 362 History and Language in the British Isles 3 credits
English is now the major language of global communication, but it is also the dominant language in the British Isles where it first developed. This course will outline the development of English in Britain and the place of other languages in Britain through an overview of the history of the British Isles.

Area Studies: North America

ASN 351 North American Peoples and History 3 credits
Introduces the principal events and issues of American history and provides an interpretive framework for further study. Topics such as the American Revolution, Civil War, World War I and II, the Vietnam War, the Civil Rights movement, and the New World Order are covered.

ASN 354 Social Issues in North America 3 credits
Examines contemporary social issues and problems common to both Canada and the United States as well as those unique to each country. Particular attention will be paid to issues such as drug use, the AIDS epidemic, the abortion debate, crime, and the breakdown of traditional family structure.

ASN 355 North American Thought and Culture 3 credits
Introduces American and Canadian culture of the last two centuries, using visual, literary, historical, and other sources to explore major cultural themes.

ASN 356 Fine Arts in North America 3 credits
This course looks at modern North American culture through the window of its art. The lives and work of representative artists from the American Civil War period to the present are studied in relation to important themes and movements. The course seeks to understand the American art world of artists, exhibitions, patrons, critics, galleries and museums, and the public, especially with a view to discovering what is distinctively American about the art that has developed within American culture.

ASN 359 North American Constitution and Government 3 credits
Introduces the philosophical foundations of the United States Constitution and the prescriptions in the constitution on the structure and operation of government in the United States and Canada, respectively. Studies the growth and development of the United States Constitution as reflected in the decisions of the Supreme Court; and the political, social, and economic effects constitutional governance has entailed.

ASN 362 North American Foreign Policy 3 credits
Introduces American foreign policy, how it is formulated and implemented, and the issues that have influenced its development since the end of World War I.

ASN 3651 Topics in American Literature 3 credits
Examines various themes, approaches, and genres in American literature, and relates this literature to its historical, cultural, and social context.

Career Education Courses

CED 1 Career Design 1 1 単位
CED 2 Career Design 2 1 単位
CED 3 Career Design 3 1 単位
CED 4 Career Activities 1 単位

Students will consider the significance and purpose of studying in college as they engage in objective self-analysis and explore the ways in which they will play their individual roles in modern society. Credit can be obtained for Career Activities for internships of three or more days and volunteer activities totaling three or more days. For details, see the Career Activities Guidelines available at the Office of Academic Affairs.

CED 5 Applied Digital Skills 2 credits
Nowadays, technology is ubiquitous in the world and the workplace. As a result, job seekers must have more than basic computer skills as such skills are now taken for granted by employers. They also need more advanced ICT skills to thrive on the job market and in the work force. This course will not only provide students with these essential skills but also help them to develop more advanced technology related skills, which will make them more competitive in today's demanding job-hunting market and more valuable as global citizens.

Optional Courses

EL 401 Special Readings in the Humanities 1 3 credits
EL 402 Special Readings in the Humanities 2 3 credits
EL 403 Special Readings in the Social Sciences 1 3 credits
EL 404 Special Readings in the Social Sciences 2 3 credits

Students may undertake a program of Special Readings under the direction of a faculty member accredited in the subject area of the readings. Normally a Special Readings course will focus on a specific subject area of interest to the student which is not covered elsewhere in the curriculum.

EL 405 Chinese Studies 1 3 credits
This class will introduce Chinese culture and teach the first steps in mastering the Chinese language. It introduces Chinese pronunciation and tones, basic vocabulary, and presents the modal verbs, the co-verbs, and the final verb system. As the writing system is shared with Japanese native speakers, the emphasis will be on speaking and listening. Chinese Studies 1 or 2 must be taken before Chinese Studies 3.

EL 406 Chinese Studies 2 3 credits
This class builds on the foundations of the first level. It provides integrated applications for the material learned in Chinese I, in short essay form, while strengthening the vocabulary, reinforcing listening skills, and moving students along towards adequate tone production, while engaging the students in activities including reading, writing, discussion, and cultural understanding. Chinese Studies 1 or 2 must be taken before Chinese Studies 3.

EL 407 Korean Studies 1 3 credits
This class will introduce Korean culture and teach the first steps in mastering the Korean language. According to the consonants and ten vowels in Korean, it introduces Korean pronunciation and basic vocabulary, and presents the modal verbs, co-verbs, the final verb system, and simple sentences. While the emphasis will be on speaking and listening, the Korean writing system will be introduced along with other elements of Korean culture. Korean Studies 1 or 2 must be taken before Korean Studies 3.

EL 408 Korean Studies 2 3 credits
This class will build on the foundations of the first level to deepen the students' understanding of Korean culture. It provides integrated applications for the material learned in Korean I in short essay form, while strengthening the vocabulary, increasing writing skills for compound sentence and the major complex sentence constructions, reinforcing listening skills, and moving students along towards adequate pronunciation production, while engaging the students in activities including reading, writing, discussion, and cultural understanding. Korean Studies 1 or 2 must be taken before Korean Studies 3.

EDU 301 Introduction to the Teaching Profession 2 credits
This course introduces the teaching profession to students who intend to complete the courses for teacher certification. Students will deepen their understanding of the significance of the teaching profession and the mission of the educator as they learn to care for the children/students they will teach. Students will also become familiar with the basic duties of the teacher. Students intending to become educators will be able to clarify the strength of their commitment to a future in the teaching profession and begin to plan their continued course of study to that end.

EDU 302 Health Science 1 credit
Physical education should foster the customs and attitudes necessary for living healthy and safe lives and for the harmonious development of mind and body. Students will study physical and spiritual health as well as athletic activities and sports training.

EDU 303 Physical Education 1 credit
In this course students are provided with rational and practical experience in a variety of athletic activities to heighten their athletic skills. Through this experience, attitudes of equity, cooperation, responsibility, etc. will be cultivated. These activities will help build strong and healthy bodies and will nurture the ability and desire to continue the pursuit of lifelong athletic activity. Students will examine the most effective ways of providing programs of physical education for a variety of schools and educational environments.

EDU 304 Constitution of Japan 2 credits
The constitution embodies the fundamental law of our nation. To deepen their understanding of the Japanese Constitution, students will learn the philosophy and content of the Constitution and examine how these principles function in daily life. Also, by looking at the political issues that surround the Constitution, students will come to understand the legal basis of the fundamental rules that govern our everyday lives.

EDU 306 Structure of the Educational Curriculum 2 credits
This course will outline educational developments in Japan by describing the changes in the structure of the educational curriculum as provided for by the amendments to the "Guidelines for Courses of Study". Students will review the issues posed and answered by the Central Education Commission and the Educational Curriculum Commission and examine the relationships between them. By actually engaging in the development of a curriculum, students will develop an understanding of the importance of the educational curriculum. They will deepen their understanding of curriculum development as they experience the process of creating a curricular structure appropriate to specific locales, schools, and students.

EDU 307 English Teaching Methodologies 1 2 credits
This course will introduce English teaching methodologies, including current trends in foreign language (English) education as outlined in the Guidelines for Courses of Study. Students will learn English language pedagogical theory and methods of developing teaching plans as they consider the importance of English education.

EDU 308 English Teaching Methodologies 2 2 credits
Students will apply the fundamental and theoretical knowledge of English teaching methodologies learned in English Teaching Methodologies 1 by developing practical applications of various pedagogical approaches. Students will develop teaching plans and conduct model classes.

EDU 309 Moral Education 2 credits
Moral education has been part of Japanese education for over a century, and has attempted to aid students in the cultivation of attitudes which protect the social fiber of daily life. Every opportunity should be taken in school education to cultivate the essence of morality in the lives of students as part of the teaching of academic disciplines and the implementation of special activities. Students will examine the history of moral education in Japan and consider their own experiences with the subject, investigate the trends in moral education as outlined in the Guidelines for Courses of Study, and engage in practical applications in model classroom situations.

EDU 310 Special Activities 2 credits
Students will learn what is expected of special activities in a school where the educational and teaching environment strives to nurture students as human beings. The course will examine the objectives of special activities and the necessary skills of organization and structure required. Participants will engage in the actual development and planning of special activities.

EDU 312 Theories and Methods of Student Guidance 1 credit
Student guidance and academic and career advising are important functions of school education. Effective advising coordinates the various guidance functions to help students mature and grow. Students will develop a heightened awareness of the need for guidance and effective coordination of guidance activities and will become familiar with methods of student advising. In this course students will have the opportunity to gain practical knowledge of student guidance by considering the solutions to some actual issues of student development.

EDU 313 Pre- and Post-Practicum 1 credit
Prior to the teaching practicum, students will visit their target schools, view classes, and become familiar with the body of students they will teach. In preparation for the practicum, students will gain a concrete and practical understanding of issues they must be aware of during their practicum, including their relationship with their host schools and their site advisors, and the process of interaction with students. The Post-Practicum will consist of follow-up consideration of the Practicum experience, including discussion of problems encountered and possible solutions.

EDU 314 Practicum 4 credits
The teaching Practicum, in conjunction with the Pre- and Post-Practicum, is an integral and necessary component of the program required for teacher certification by the Teacher Certification Law. Through the Practicum, students experience the realities of school education, the level of student understanding, the nature of student advising, career and future guidance, the process of instruction in one's discipline, and other aspects of the teaching profession. During the Practicum, students will re-evaluate their own motivation and their appropriateness for the teaching profession while they strengthen the indispensable and fundamental practical skills and mental attitude they will need to become teachers.

EDU 315 Practical Applications in the Teaching Profession (JHS/HS) 2 credits
This course is designed to augment the understanding and skills students have developed through their coursework and the teaching practicum, instilling in them the confidence and honing the practical skills they will need to perform successfully from their first day in the classroom.

- PBL 1 Practical Applications in Regional Studies 1** **1 credits**
- PBL 2 Practical Applications in Regional Studies 2** **1 credits**
- PBL 3 Practical Applications in Regional Studies 3** **1 credits**
- PBL 4 Practical Applications in Regional Studies 4** **1 credits**

In this course, after creating a foundation of subjective and collaborative team building among students, students will work in collaboration with designated organizations outside the university, repeatedly employing a variety of approaches such as grasping the needs of the organization, gathering information, analyzing information, planning and presenting proposals, and ultimately, making a presentation on how to solve a particular problem.

This course is available to all undergraduates and academic years in both Schools. Students will learn to accept diversity as they acquire a rich sense of team building that makes use of cooperative learning methods. In addition, after learning the basics of fieldwork, students will cooperate with designated organizations, grasp their needs and collect information, and by conducting information analysis and planning from various perspectives with each other, the formulate a plan and make a presentation that introduces it.

Also, due to the focus on fieldwork and independent study, this course will meet 8 times at appropriate times mainly in seminar-type sessions to provide sufficient time for self-motivated work prior to and in preparation for the next class. This course will function as a place for practical learning, where students will always place importance on the PDCA cycle and make use of worksheets in order to achieve self-monitoring both as individuals and as a team. Students will be expected to actively participate in the course.

Senior Thesis

- ST 401 Senior Thesis 1*** **2 credits**

Students complete a portfolio of academic writing that addresses the required submissions for the senior thesis process (i.e. research plan, research questions, bibliography, annotated bibliography, etc.) as well as exploratory essays that are related to the student's chosen senior thesis topic (advisors input required).

- ST 402 Senior Thesis 2*** **5 credits**

Each student is required to write a senior thesis of prescribed word length in English (including only the main body of the senior thesis, that is, from the introduction to the conclusion - appendices, title page, acknowledgements, etc., do not count) representing his or her own research and writing. Each student will work under the guidance of a thesis tutor who is a faculty member in the student's area of concentration and select a topic that is related to his or her course of study during the third and fourth years. The thesis includes the following required steps which are filed with the Registrar by the stated deadline.

All theses will be read and evaluated by the tutor and one other faculty member. The two will confer and submit one grade for the thesis to the Office of Academic Affairs by January 30 or the next working day if January 30 falls on a weekend or holiday. Theses will receive the grade of Not Passable (F), Pass (C), Honors (B), or High Honors (A).

Requirements for Students Who Wish to Prepare for English Teacher Licensing
教職課程（第一種教育職員免許状（中学・高校）取得のための課程）の1～4年次授業科目一覧表

		Number 科目コード	Title 科目名	Credit 単位	Category 区分	Remarks 備考
First Year Courses* 1年次科目						
General Education Courses 基礎教育科目	Introductory Courses 概論	GSC 101	Introduction to Information and Communication Technology 情報通信技術概論	4	Required by Article 66.6 施行規則第66条の6の科目	Required. 必修科目
	Language Courses 言語科目	ENG 1, 2	English 1, 2 英語 1, 2	各 4	Required by Article 66.6 施行規則第66条の6の科目 Discipline related course 教科に関する科目	Required. 必修科目
AW 1, 2		Academic Writing 1, 2 アカデミック・ライティング 1, 2	各 2	Discipline related course 教科に関する科目		
RDG1, 2		Reading 1, 2 リーディング 1, 2	各 2	Discipline related course 教科に関する科目		
Optional Courses 自主研究科目	EDU 301	Introduction to the Teaching Profession 教職概論	2	Teacher Certification-related course 教職に関する科目	These courses are required but do not count toward graduation credit. この科目は必修科目であるが、卒業要件の単位には入らない。	
	EDU 316	Principles of Education 教育原理	2			
	EDU 302	Health Science 健康の科学	1	Required by Article 66.6 施行規則第66条の6の科目		
	EDU 303	Physical Education 体育実技	1			
Second Year Courses* 2年次科目						
General Education Course 基礎教育科目	Humanities and Social Sciences 学際的課程 Interdisciplinary Courses	SSI 203	Issues in Education 教育の課題	4	Teacher Certification-related course 教職に関する科目	Required. 必修科目
	Language Courses 言語科目	ENG 3	English 3 英語 3	4	Discipline related course 教科に関する科目	Required. 必修科目
RDG3		Reading 3 リーディング 3	2			
Optional Courses 自主研究科目	EDU 304	Constitution of Japan 日本国憲法	2	Required by Article 66.6 施行規則第66条の6の科目	These courses are required but do not count toward graduation credit. この科目は必修科目であるが、卒業要件の単位には入らない。	
	EDU 317	The Educational System 教育制度論	2	Teacher Certification-related course 教職に関する科目		

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Third year courses 3年次科目						
Spring Semester 前期						
Specialized Courses 専門教育科目	Major Courses	LL 311	English Linguistics 1 英語学 1	3	Discipline related course 教科に関する科目	Required. 必修科目
		PSY 316	Educational Psychology 教育心理学	3	Teacher Certification- related course 教職に関する科目	
		PSY 308	Human Development 人間の発達	3	Teacher Certification- related course 教職に関する科目	
	Area Studies	ASE 356	British Thought and Culture イギリスの思想と文化	3	Discipline related course 教科に関する科目	Required. 必修科目
		ASN 380	American Literature 米文学	3	Discipline related course 教科に関する科目	
Optional Courses 自主研究科目	EDU 306	Structure of the Educational Curriculum 教育課程論	2	Teacher Certification- related course 教職に関する科目	These courses are required but do not count toward graduation credit. この科目は必修科目 であるが、卒業要件の 単位には入らない。	
	EDU 307	English Teaching Methodologies 1 英語科教育法 1	2			
Fall Semester 後期						
Specialized Courses 専門教育科目	Major Courses	PSY 309	Counseling カウンセリング	3	Teacher Certification- related course 教職に関する科目	Required. 必修科目
		IDS 308	Educational Technologies and Techniques of Communication コミュニケーションのための教育技術と教育機器	3		
		LL 312	English Linguistics 2 英語学 2	3		
	Area Studies	ASN 355	North American Thought and Culture 北米の思想と文化	3	Discipline related course 教科に関する科目	Elective 選択科目 Select 2 courses from this group. このグループから 1 科 目を履修する。
		ASN 362	North American Foreign Policy 北米の外交政策	3		
		ASN 3651	Topics in American Literature 米文学の課題	3	Discipline related course 教科に関する科目	
Optional Courses 自主研究科目	EDU 308	English Teaching Methodologies 2 英語科教育法 2	2	Teacher Certification- related course 教職に関する科目	These courses are required but do not count toward graduation credit. この科目は必修科目で あるが、卒業要件の単 位には入らない。	
	EDU 318	English Teaching Methodologies 3 英語科教育法 3	2			
	EDU 309	Moral Education 道徳教育論	2			
	EDU 312	Theories and Methods of Student Guidance 生徒・進路指導論	1			
	EDU 320	Educational Counseling 教育相談	2			

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Fourth year courses 4年次科目						
Spring Semester 前期						
Optional Courses 自主研究科目	EDU 319	English Teaching Methodologies 4 英語科教育学 4	2	Teacher Certification-related course 教職に関する科目	These courses are required but do not count toward graduation credit. この科目は必修科目であるが、卒業要件の単位には入らない。	
	EDU 313	Pre- and Post-Practicum 事前・事後指導	1			
	EDU 314	Practicum 教育実習	4			
Fall Semester 後期						
Specialized Courses 専門教育科目	Major Courses	PSY 310	Cognitive Psychology 認知心理学	3	Teacher Certification-related course 教職に関する科目	Required. 必修科目
		LL 307	World Literatures in English 英語による世界の諸文学	3	Discipline related course 教科に関する科目	Elective 選択科目 Select 1 course from this group. このグループから1科目を履修する。
		LL 3141	Topics in Linguistics 1 言語学の課題 1	3		
		LL 309	Comparative Literature 比較文学	3		
	PSY 312	Cross-Cultural Psychology 異文化間の心理学	3			
Area Studies 地域研究	ASE 382	British Literature 英文学	3	Discipline related course 教科に関する科目	Required. 必修科目	
Optional Courses 自主研究科目	EDU 310	Special Activities 特別活動論	2	Teacher Certification-related course 教職に関する科目	These courses are required but do not count toward graduation credit. この科目は必修科目であるが、卒業要件の単位には入らない。	
	EDU 321	Second language acquisition theory 第二言語習得論	2			
	EDU 315	Practical Applications in the Teaching Profession* 教職実践演習*	2			

*Policies concerning Teacher Certification have been revised. The revised policies apply to the entering class of 2018 onward. Students admitted prior to 2018 will follow the guidelines outlined in the Bulletin and Handbook of Information of their entering year.

※2018年度入学生より、教職課程に関する規定は改訂版が適用される。2017年度以前に入学した学生についてはそれぞれの入学年度の学生便覧に定める規定に従う。

Miyazaki International College
School of International Liberal Arts
Office of the Dean

September 7, 2018

Re: Spring 2018 Course Evaluation Report

Student Evaluation of Courses

Following the completion of the Spring 2018 semester, an inspection of course evaluations was conducted by the Dean of Faculty. At the end of this semester, students completed course evaluations for 94 courses, totaling 107 teacher evaluations due to team-taught courses. Course evaluations were conducted for full-time and part-time faculty, and include Teaching Certification-related courses taught in Japanese, elective language courses (Korean, Chinese), and Career Design Courses.

The average rating for “This Teacher” in all courses was 4.48, and the average rating for “In this Course” was 4.38. Table 1 and Table 2 below indicate the distribution of individual instructor ratings and courses in five bands.

Table 1 - Distribution of instructor ratings for “This Teacher”

Rating	<1	1.0 – 1.9	2.0 – 2.9	3.0 – 3.9	4.0 – 5.0
No. of Instructors	0	0	1 0.93%	15 14.02%	91 85.05%

Table 2 - Distribution of instructor ratings for “This Course”

Rating	<1	1.0 – 1.9	2.0 – 2.9	3.0 – 3.9	4.0 – 5.0
No. of Instructors	0	0	2 1.87%	14 13.08%	91 85.05%

Just as in previous evaluations, the data suggests a high level of student satisfaction with both, instructors and courses. These numbers show, once again, the result of the work of dedicated instructors inside and outside of the classroom, preparing classes that nurture critical thinking and employ active learning.

Looking at the comments provided by students for the few courses and instructors in the 2.0 to 2.9 point range, a clear factor for the low scores seems to be the fact that students in a given class felt as the content of the course was too difficult. The course was taught in multiple sections and the evaluation scores of the other sections are very different. This single fact suggests that this was the result of student’s perception.

Course Self-Inspection Sheets

In addition to the student course evaluations, 29 self-inspection sheets were submitted by the faculty of the School of International Liberal Arts. Many instructors mentioned points raised by students in their evaluations and mentioned points which they want to improve. Interestingly, the use of more games in class to promote student engagement and

concerns with the amount of homework were also raised.

Nevertheless, comments in the self-inspections sheets show how worry instructors are with their courses and with student's educational achievements. Although many instructors did not write points of improvement, I believe this was caused by misinformation on how to fill in the form, rather than instructor confidence.

Number of Students in the Classroom

One of the strengths of the School of International Liberal Arts is the small class sizes employed throughout the curriculum. In Spring 2018 the average number of students in the classroom was 19.5. This number is a little inflated due to the fact that some courses have to be taught for the entire cohort (Career Design course), only two sections of computer classes (to assure full usage of computers), and a higher number of incoming students, what resulted in one English class with more than 30 students.

Nevertheless, measures are being taken for Fall semester in order to lower this number and make sure students get the most of the Liberal Arts education provided by our department. Some of the measures taken are, for example, the creation of additional introduction and English language courses to accommodate the high number of incoming students.

Grade Distribution

Grade distribution in the School of International Liberal Arts shows that instructors take assessment very seriously. Most course grades, independent of the curriculum-year, have grades well distributed.

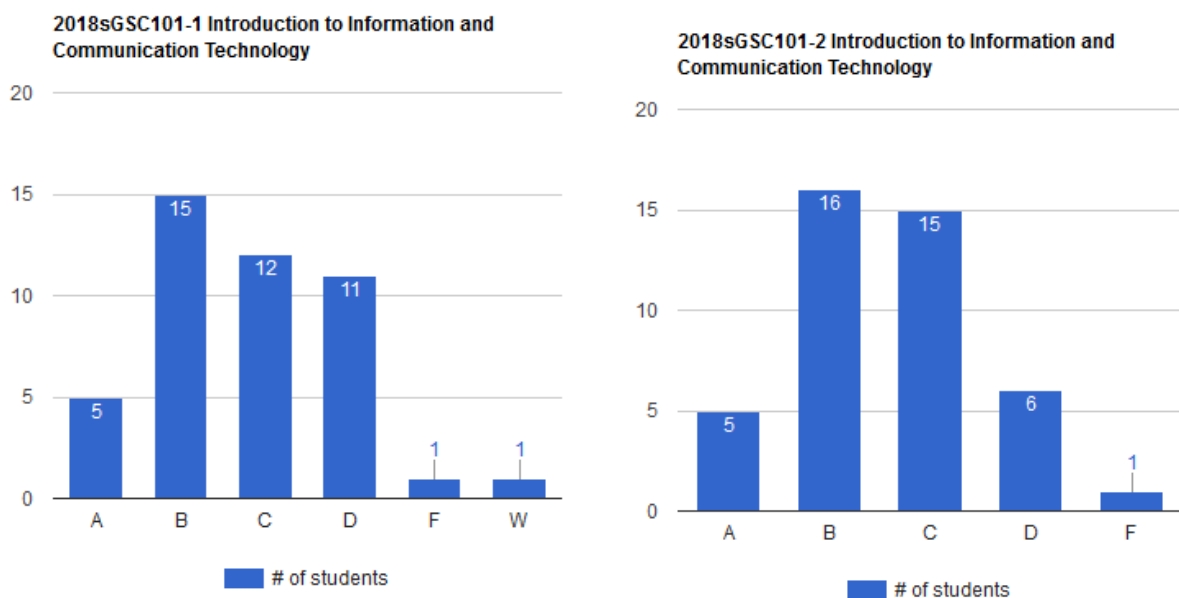


Figure 1 - Distribution of first year student grades in the two Introduction to ICT courses

Although the School of International Liberal Arts have no policy in place for grading on a curve, many course grades resemble a bell curve. Figure 1 shows the graphical representation of grade distribution for both Intro to ICT classes in Spring 2018.

SILA Student's GPA and TOEIC Scores

Unfortunately, in the 2018 academic year, TOEIC tests were administered only in the first day of classes. Therefore, it is difficult to visualize language gains for the first year students after one semester in MIC. Nonetheless, Figures 2 shows the distribution of TOEIC scores per student year according to their GPA.

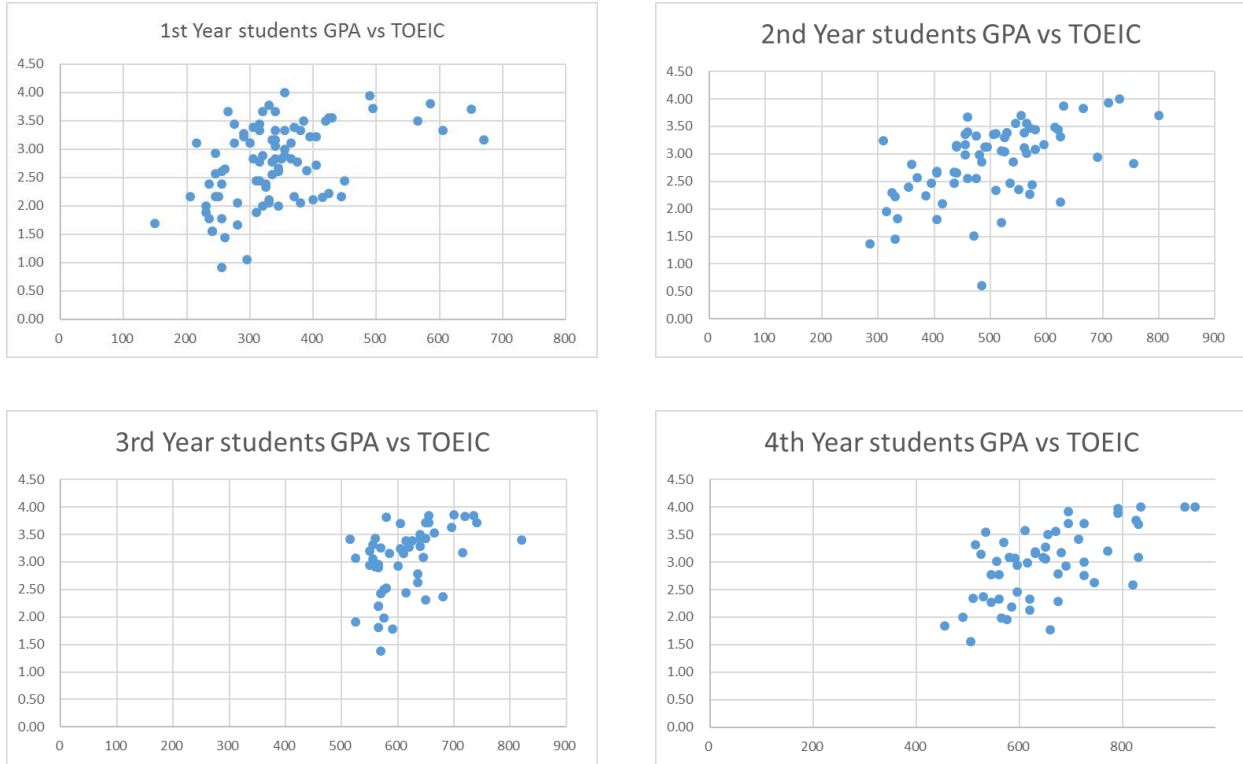


Figure 2 - GPA and TOEIC score correlations for each school year

At this point in time, it might be too early to conclude that TOEIC scores have a direct correlation to student GPA. As a score that evolves throughout the student academic career at MIC, an analysis of semester GPA might be more appropriated for the following years.

Anderson Passos

Dean of Faculty, School of International Liberal Arts

Class Code	Class Name	# of students	# evals	Avg. This teacher	Avg. this course	Grade Breakdown (%)
2018sANT309-1	World Ethnography	16	16	4.49	4.38	A:56.25% B:31.25% D:6.25% I:6.25%
2018sART3101-1	Topics in International Art 1	6	5	5	5	A:100%
2018sASA365-1	Japan and East Asia	24	24	3.92	3.9	A:54.17% B:25% C:8.33% D:12.5%
2018sASA369-1	Chinese Studies 3	6	5	5	5	A:42.86% B:28.57% R:14.29% W:14.29%
2018sASA370-1	Korean Studies 3	5	4	4.8	4.88	A:60% B:20% C:20%
2018sASE356-1	British Thought and Culture	24	24	4.53	4.43	A:75% B:16.67% C:8.33%
2018sASN3651-1	Topics in American Literature 1	14	13	3.95	4	A:20% B:40% C:20% D:6.67% R:6.67% W:6.67%
2018sAW1-1	Academic Writing 1	19	18	4.3	3.91	A:31.58% B:31.58% C:31.58% D:5.26%
2018sAW1-2	Academic Writing 1	19	19	4.81	4.66	A:20% B:30% C:20% D:25% W:5%
2018sAW1-3	Academic Writing 1	18	17	4.12	3.97	A:26.32% B:31.58% C:26.32% D:10.53% W:5.26%
2018sAW1-4	Academic Writing 1	31	31	4.22	4	A:19.35% B:38.71% C:35.48% D:3.23% R:3.23%
2018sCEC201-1	Introduction to Cultures of English-speaking Countries	20	13	4.62	4.58	A:50% B:20% C:25% F:5%
2018sCEC201-2	Introduction to Cultures of English-speaking Countries	23	15	4.43	4.53	A:25% B:45.83% C:8.33% D:16.67% W:4.17%
2018sCEC201-3	Introduction to Cultures of English-speaking Countries	21	11	4.15	4.18	A:36.36% B:27.27% C:13.64% D:13.64% F:4.55% W:4.55%
2018sCED1-1	Career Design	82	82	3.87	3.98	A:46.99% B:34.94% C:15.66% D:1.2% W:1.2%
2018sCED1-1	Career Design	82	82	3.89	4.08	A:46.99% B:34.94% C:15.66% D:1.2% W:1.2%
2018sCED2-2	Career Design2	61	37	3.71	4.15	A:45.16% B:27.42% C:6.45% D:17.74% F:1.61% W:1.61%
2018sCED2-2	Career Design2	61	37	3.93	4.08	A:45.16% B:27.42% C:6.45% D:17.74% F:1.61% W:1.61%

2018sCED3-1	Career Design3	53	52	4.17	4.35	A:49.06% B:37.74% C:5.66% D:7.55%
2018sCED3-1	Career Design3	53	53	4.35	4.4	A:49.06% B:37.74% C:5.66% D:7.55%
2018sECO304-1	International Business	16	17	4.26	3.73	A:29.41% B:23.53% C:17.65% D:23.53% W:5.88%
2018sECO310-1	Comparative Economics	17	16	3.83	3.9	A:41.18% B:41.18% C:11.76% D:5.88%
2018sECO3121-1	Topics in Economics 1	1	1	5	5	A:100%
2018sEDU301-1	Introduction to the Teaching Profession	31	31	3.86	3.48	A:25.81% B:35.48% C:16.13% D:19.35% F:3.23%
2018sEDU303-1	Physical Education	31	31	4.57	4.69	B:29.03% C:51.61% D:19.35%
2018sEDU304-1	Constitution of Japan	14	6	4.97	5	A:35.71% B:50% C:14.29%
2018sEDU306-1	Structure of the Educational Curriculum	9	9	4.53	4.44	A:11.11% B:44.44% C:33.33% D:11.11%
2018sEDU307-1	English Teaching Methodologies 1	9	9	4.69	4.61	A:33.33% C:33.33% D:11.11% F:22.22%
2018sEDU313-1	Pre- and Post-Practicum	7	7	4.54	4.57	A:28.57% B:57.14% C:14.29%
2018sEDU314-1	Practicum	7	6	4.7	4.5	A:14.29% B:71.43% I:14.29%
2018sEL405-1	Chinese Studies 1	6	8	4.46	4.29	A:10% F:50% W:40%
2018sEL407-1	Korean Studies 1	11	15	4.83	4.83	A:11.76% B:23.53% C:23.53% D:5.88% W:35.29%
2018sENG1-1	English 1	19	18	4.45	4.34	A:15.79% B:57.89% C:21.05% D:5.26%
2018sENG1-2	English 1	19	19	4.55	4.58	A:25% B:65% C:5% W:5%
2018sENG1-3	English 1	14	13	4.89	4.92	A:7.14% B:57.14% C:21.43% D:7.14% R:7.14%
2018sENG1-4	English 1	31	31	4.24	4.06	A:12.9% B:32.26% C:45.16% D:6.45% R:3.23%
2018sENG3-1	English 3	20	12	4.67	4.42	A:10% B:60% C:10% D:15% F:5%
2018sENG3-2	English 3	21	15	4.84	4.67	A:37.5% B:12.5% C:33.33% D:4.17% W:12.5%
2018sENG3-3	English 3	25	14	4.66	4.57	A:16% B:48% C:32% F:4%
2018sGSC101-1	Introduction to Information and Communication Technology	44	43	4.41	4.31	A:11.11% B:33.33% C:26.67% D:24.44% F:2.22% W:2.22%
2018sGSC101-1	Introduction to Information and Communication Technology	44	43	4.53	4.37	A:11.11% B:33.33% C:26.67% D:24.44% F:2.22% W:2.22%

2018sGSC101-2	Introduction to Information and Communication Technology	43	43	4.63	4.5	A:11.63% B:37.21% C:34.88% D:13.95% F:2.33%
2018sGSC101-2	Introduction to Information and Communication Technology	43	43	4.73	4.51	A:11.63% B:37.21% C:34.88% D:13.95% F:2.33%
2018sGSC102-1	Introduction to Natural/Life Science	14	14	4.66	4.68	A:33.33% B:26.67% C:20% D:13.33% W:6.67%
2018sGSC102-1	Introduction to Natural/Life Science	14	14	4.69	4.75	A:33.33% B:26.67% C:20% D:13.33% W:6.67%
2018sGSC102-2	Introduction to Natural/Life Science	11	11	4.69	4.41	A:36.36% B:36.36% C:27.27%
2018sGSC102-2	Introduction to Natural/Life Science	11	11	4.78	4.41	A:36.36% B:36.36% C:27.27%
2018sHIS311-1	Comparative History	12	11	4.33	4.27	A:50% B:8.33% C:33.33% D:8.33%
2018sHMN101-1	Introduction to Art History	19	18	4.52	4.6	A:36.84% B:31.58% C:10.53% D:15.79% F:5.26%
2018sHMN101-1	Introduction to Art History	19	18	4.54	4.46	A:36.84% B:31.58% C:10.53% D:15.79% F:5.26%
2018sHMN104-1	Introduction to Literature	18	18	3.72	3.56	A:50% B:38.89% C:11.11%
2018sHMN104-1	Introduction to Literature	18	18	4.51	4.14	A:50% B:38.89% C:11.11%
2018sIDS301PSY317-1	Research Methods 1: Data Collection	21	20	4.2	4.05	A:61.9% B:14.29% C:9.52% D:9.52% I:4.76%
2018sIDS301PSY317-2	Research Methods 1: Data Collection	20	20	4.49	4.38	A:40% B:50% C:5% D:5%
2018sIDS312-1	Global Leadership Seminar	2	2	5	4.75	A:100%
2018sJA2-1	Japanese 2	4	1	5	5	B:75% C:25%
2018sJAC202-1	Japanese Thought and Arts	20	10	4.66	4.8	A:25% B:20% C:25% D:20% F:10%
2018sJAC202-1	Japanese Thought and Arts	20	10	4.84	4.75	A:25% B:20% C:25% D:20% F:10%
2018sJAC203-1	Japanese Popular Culture	22	16	3.83	3.41	A:39.13% B:39.13% C:17.39% W:4.35%
2018sJAC208-1	Japanese Photographic Expression and Methods	24	11	4.85	4.77	A:54.17% B:25% C:12.5% D:4.17% F:4.17%
2018sJES1-1	Studies in Japanese Expression A	27	27	2.85	2.88	A:33.33% B:29.63% C:33.33% D:3.7%
2018sJES1-2	Studies in Japanese Expression A	27	26	3.82	3.82	A:32.14% B:28.57% C:35.71% W:3.57%
2018sJES1-3	Studies in Japanese Expression A	28	28	3.83	3.86	A:35.71% B:42.86% C:17.86% D:3.57%
2018sJES2-1	Studies in Japanese Expression B	26	26	4.7	4.58	A:34.62% B:42.31% C:23.08%

2018sJES2-2	Studies in Japanese Expression B	25	25	4.46	4.36	A:28% B:56% C:12% D:4%
2018sJES3-1	Studies in Japanese Expression C	26	25	4.59	4.8	A:61.54% B:38.46%
2018sJESC-2	Studies in Japanese Expression C	25	25	4.84	4.82	A:36% B:64%
2018sJESD-1	Studies in Japanese Expression D	5	4	5	5	A:100%
2018sJESF-1	Studies in Japanese Expression F	1	1	5	5	A:100%
2018sJEX2-1	Japanese Expression 2	35	22	3.5	3.25	A:45.95% B:18.92% C:16.22% D:8.11% F:5.41% W:5.41%
2018sJEX2-2	Japanese Expression 2	34	26	3.77	3.52	A:29.73% B:16.22% C:37.84% I:8.11% W:8.11%
2018sJST1-1	Japanese Studies 1	4	2	5	5	A:50% B:50%
2018sJST1-2	Japanese Studies 1	3	2	5	5	A:66.67% B:33.33%
2018sJST2-1	Japanese Studies 2	3	1	4	2	B:66.67% D:33.33%
2018sLIB101-1	Introduction to Liberal Arts	22	22	4.62	4.57	A:72.73% B:22.73% C:4.55%
2018sLIB101-2	Introduction to Liberal Arts	21	21	4.59	4.57	A:31.82% B:27.27% C:27.27% D:9.09% W:4.55%
2018sLIB101-3	Introduction to Liberal Arts	21	21	4.55	4.43	A:23.81% B:66.67% C:9.52%
2018sLIB101-4	Introduction to Liberal Arts	22	22	4.58	4.5	A:31.82% B:54.55% C:9.09% D:4.55%
2018sLL307-1	World Literatures in English	11	11	4.84	4.77	A:27.27% B:36.36% C:36.36%
2018sLL311-1	English Linguistics 1	17	16	4.71	4.63	A:17.65% B:23.53% C:29.41% D:23.53% F:5.88%
2018sLL315ASE382-1	British Literature	13	12	4.78	4.5	A:61.54% B:23.08% C:7.69% F:7.69%
2018sLL316ASN380-1	American Literature	24	22	4.54	4.55	A:36% B:28% C:24% D:8% W:4%
2018sPHI301-1	Logic	6	6	4.5	4.58	A:16.67% B:16.67% C:16.67% D:33.33% F:16.67%
2018sPHI303-1	Ethical Theory	4	4	4.45	4	B:50% C:25% D:25%
2018sPOL304-1	International Relations	19	19	4.32	4.29	A:75% B:10% C:10% W:5%
2018sPOL305-1	Comparative Political Philosophy	10	9	3.89	4	A:16.67% B:33.33% C:33.33% W:16.67%
2018sPSY305-1	Abnormal Psychology	23	22	4.41	4.3	A:17.39% B:39.13% C:26.09% D:17.39%
2018sPSY308-1	Human Development	18	18	4.54	4.47	A:44.44% B:33.33% C:5.56% D:16.67%

2018sRDG1-1	Reading 1	19	18	4.47	4.42	B:26.32% C:10.53% D:63.16%
2018sRDG1-2	Reading 1	19	19	4.71	4.84	A:25% B:50% C:10% D:5% F:5% W:5%
2018sRDG1-3	Reading 1	18	17	4.52	4.47	A:22.22% B:61.11% C:11.11% R:5.56%
2018sRDG1-4	Reading 1	31	31	4.43	4.42	A:22.58% B:41.94% C:25.81% D:6.45% F:3.23%
2018sRDG3-1	Reading 3	20	12	4.9	4.96	B:10% C:60% D:25% F:5%
2018sRDG3-2	Reading 3	22	15	4.87	4.77	A:12.5% B:54.17% C:8.33% D:4.17% F:12.5% W:8.33%
2018sRDG3-3	Reading 3	21	10	4.3	4.5	A:14.29% B:38.1% C:28.57% D:9.52% F:9.52%
2018sREL311ASE384-1	Religions of the Bible	31	30	4.63	4.48	A:38.71% B:45.16% C:9.68% D:6.45%
2018sSOC302-1	Sociological Theories	23	23	4.42	4.48	A:37.5% B:37.5% C:4.17% D:12.5% I:4.17% W:4.17%
2018sSOC309ASA385-1	Japanese Society	23	19	4.68	4.46	A:60.87% B:21.74% C:8.7% D:8.7%
2018sSSC103-1	Introduction to Political Science	14	14	4.57	4.46	A:14.29% B:14.29% C:21.43% D:35.71% F:14.29%
2018sSSC103-1	Introduction to Political Science	14	14	4.57	4.43	A:14.29% B:14.29% C:21.43% D:35.71% F:14.29%
2018sSSC104-1	Introduction to Psychology	11	10	4.24	4.15	B:54.55% C:18.18% D:18.18% R:9.09%
2018sSSC104-1	Introduction to Psychology	11	10	4.26	4.25	B:54.55% C:18.18% D:18.18% R:9.09%
2018sSSI202-1	International Social Issues	26	19	4.81	4.82	A:26.92% B:57.69% C:3.85% D:7.69% F:3.85%
2018sSSI202-1	International Social Issues	26	19	4.82	4.71	A:26.92% B:57.69% C:3.85% D:7.69% F:3.85%
2018sSSI203-1	Issues in Education	14	6	4.8	4.67	A:26.67% B:60% C:6.67% W:6.67%
2018sSSI206-1	Issues in Human Relationships	25	12	4.57	3.92	A:12% B:52% C:20% D:8% F:8%
2018sSSI206-1	Issues in Human Relationships	25	12	4.78	4.22	A:12% B:52% C:20% D:8% F:8%

Course Evaluation

Teacher: Anderson Passos	Year: 2018
Course: GSC101-2 Introduction to Information and Communication Technology	Semester: Spring

This teacher: 先生は

#	Question	-
1	Listened to my ideas and encouraged me to express myself. 私の意見を聞き、自分自身の考えを述べるようながしてくれた。	5
2	Responded clearly to my questions about the course. 科目についての質問に明確に答えてくれた。	5
3	Helped me to understand the course content. 授業内容を理解するのに協力してくれた。	5
4	Encouraged me to explore new information and perspectives. 新しい知識や見方を検討するようながしてくれた。	4
5	Helped me to understand the course materials. 授業の教材を理解するのに協力してくれた。	5
6	Treated me fairly. If no, please explain 私を公平に扱ってくれた。 そうでないときは説明してください。	Yes

Additional comments and suggestions: for example, what about this teacher's teaching impressed you, either positively or negatively? (Please write in English, if possible.)

7 その他の意見・提案：例えば、この先生の考え方で印象に残った良い点、悪い点、気が付いたことなど（できれば英語で）

一人ひとりの質問に全部丁寧に答えてくれて、生徒が理解出来ているかを何度も確認してくれた。また、授業以外の時間にも質問を受けてくれたり授業の理解にたくさん協力してくれた。

About myself:

#	Question	-
8	I have applied things that I have learned in this course to other situations. この授業で習ったことを他の状況にも適用させることができた。	4
9	I actively participated in all course activities. 全ての授業内のアクティビティに積極的に取り組んでいる。	5
10	I always asked questions when I needed to. 分からない時は必ず質問をするよう努力した。	4
11	I think that my attendance and participation were: 授業への私の出席・参加態度は	3
12	I think that my work in this course deserves a grade of: Please give reasons: この科目での私の成績は そう思う理由は	B

In this course:

#	Question	-
13	Overall, how satisfied were you with this class? 総合的に判断して、この授業に満足しましたか。	5
14	Would you recommend this course to other students? この授業を他の学生に勧めますか。	5
15	Do you have any recommendations for improving this course? この授業の改善するのにどうすればいいと思いますか？	
16	How many hours did you study per week for this course? この科目のための1週当たりの授業外学習時間を教えてください。	0~1時間

Miyazaki International College
School of International Liberal Arts
Course Inspection Sheet

August 24, 2018

2018-2019	Course : 2018sGSG101-2 Intro to ICT	Instructor : Anderson Passos
Semester: Spring		Credits : 4
Type of course : Team-Teaching		
Enrollment (No. of students who received a grade) : 43		
Was student evaluation conducted? Yes		No. of times attendance was taken : 30
No. of class sessions (finals not included) : 30		No. of class cancellations : 0
Makeup methods and number of times employed for cancelled classes, if any : N/A		
<p>Example teaching methods, etc. (class activities, educational equipment, textbooks, other materials, etc.) :</p> <p>Instructor developed textbook-like material (70 pages), group and pair work, surveys, data analysis, graph plotting, presentation skills, small-group presentations</p>		
<p>Evaluation method (tests, essays, homework, etc.) and standards :</p> <p>Tests, homework, e-Portfolio and final project</p>		
<p>Returning reports and tests sheets to students (timing and methods) :</p> <p>Test grades returned as soon as possible through the Moodle system so students could check their grades even if they were off-campus</p>		
Grade breakdown: A:11.11% B:33.33% C:26.67% D:24.44% F:2.22% W:2.22%		
<p>In your estimation, to what degree did students achieve the goals set out in the syllabus :</p> <p>Overall, students satisfactorily achieved the goals set in the syllabus. This can be seen in their grades and class evaluations.</p>		
<p>In your estimation, how were student study habits (preparedness, review, questions, etc.) and attitudes :</p> <p>As any first year/first semester class, this group was noisy at the beginning of the semester and many homework assignments were missed. As the course unfolded, students realized the amount of work required for this course and</p>		

Appendix: Sample Course Inspection Sheet

many changed their posture.

Points, if any, do you want to improve in response to student evaluations :

Some students wrote that I was calling their names too much, so I plan to rotate the names I call next year. Also, due to the shape of the classroom, some students reported problems listening to my explanation. This can be addressed by using a microphone or speaker system.

Introduction to Doing Research at MIC (Anne Howard, Christopher Johnson, James Furse)

Date: November 27, 2018

Session Start/End Time: 16:15~17:15

Place: 2-103

Summary:

This FD session introduced the procedures necessary for either you or your thesis students to do research with human subjects at MIC. It was particularly aimed at new faculty, but all were welcome. We covered the following topics: (1) What actually is research? (Furse), (2) Formulating research questions and 'selling' your research proposal (Furse) (3) Research ethics (Johnson), (3) TRAC procedures for teachers and students (Howard).

Participants:

Coordinators:

A. Howard
J. Furse
C. Johnson

FD committee:

S. Lim

General attendees:

F. Kobayashi
A. Passos
C. Mork
J. Maeda
D. Occhi
A. Kasai
A. Simpson
E. Head

Introduction to Doing Research at MIC

Faculty Development Session
November 27, 2018

What is TRAC?

- The Dean has the responsibility of reviewing and overseeing research conducted at MIC
- TRAC is charged with advising the Dean on matters of research

TRAC and faculty research

- What kind of research goes through TRAC?
 - Research that takes place at MIC, or with MIC faculty or students, needs to go through TRAC.
 - Research does not need to go through TRAC if an instructor is doing research in their own classroom through normal class activities.
 - TRAC will provide feedback about research which does not require TRAC approval as a courtesy upon request.
- What kind of feedback will TRAC provide?
 - The main focus of the feedback is ethics. TRAC also will provide some feedback about research design.

Procedure for faculty

- Application timeline
 - Please allow as much time as possible—at least one month.
- What to provide in your research proposal
 - See next slide.
- What does it mean if you're approved?
 - TRAC approval means that the person named in the application has approval to do the procedure specified. Other people do not have permission to use the data, and the named person does not have permission to use the data for other purposes.

Application should include:

- Background for non-specialists
- Your instrument if applicable
- Informed consent
 - In the language of the people who will provide your data
 - Must include:
 - Subjects can withdraw without penalty
 - Risks/rewards
 - Participation/non-participation has no influence on grades or class standing

Procedure for students

- Why do they have to do it?
 - Students were including personal information in theses without thinking about the ramifications.
 - Students were padding theses with unnecessary surveys.
- Who has to do it?
 - All students who want to use surveys, interviews, observations, or other types of research using humans as a data source.
 - Students who are interviewing an expert about the subject they are expert in do NOT need TRAC approval, provided the interview includes no personal information.

Procedure for student, cont.

• Application timeline

- Students submit to TRAC in mid-December. They need advisors to review and check it before the deadline.

• What to check

- The submission does not need to be error-free. However, **TRAC should be able to figure out what the student is talking about.**
- Does the proposed research answer (or partially answer) the research question?
- Is the research necessary in order to answer the research question? Is the student avoiding reading?
- Please advise your students not to submit to TRAC if you are reasonably certain the application will not pass.

What is Research?

“to study a subject in detail, especially in order to discover new information or reach a new understanding”

Cambridge University Press 2018

- Asking questions is what drives research.

- Research is about discovering new things, and the process of research **should be** driven by asking questions
- Ironically, the simple matter of asking questions is a common, and real impediment, to the research process.
- Typically, there are two issues that frequently interfere with research projects.

Two Common Issues in Research

1. People do not know what they are doing

- For example, unfamiliarity with:
 - Methods (e.g. survey design, complex techniques, costs)
 - Experimental execution (e.g. errors, not labeling samples)
 - Data management (i.e. data storage and security, or not...)
 - Data analysis (e.g. statistical or other analysis)
 - Interpretation of results – what does it all actually mean?
 - Reporting – telling everyone what it all actually means.

- One common issue is that people do not quite know what they are doing.
 - The very nature of innovative research ensures that people get to deal with things they are not familiar with
- Simple technical things can create major issues for the researcher, and the research project
 - e.g. new techniques, labelling samples, data management, computers crashing and so forth
- Typically, such things are not impossible to sort out.

Two Common Issues in Research

2. People do not know what they are doing

- Very often students, and other researchers, do not have a clear understanding of what they are *actually* trying to achieve, or measure
 - Specifically, they do not have a well developed question
 - The “Research Question”

- Another common issue is that people really do not know what they are doing
 - People planning research often do not *understand* what they are actually trying to achieve.
- This is frequently observed in Honours students, PhD candidates and here at MIC with Senior Thesis students
- and in Academics...

Two Common Issues in Research

2. People do not know what they are doing
 - The researcher is able to fully articulate their:
 - Rationale
 - Justification for the work, plus
 - All the key background information on the topic, and
 - Their interest and passion on the topic.
 - But, they are *not able* to clearly articulate their actual research question.

Research Questions – Why Bother?

1. Developing a (good) research question is a key step in the research process
2. Research questions, when properly developed and written, direct the entire research project
3. Research questions *must be* clear, focused and summarise exactly what the researcher plans to investigate.

Contrived Example – Chicken Dynamics

In the context of road safety, the movements of chickens in Cunnamulla (Queensland, Australia) warrants investigation, and the researcher starts formulating research questions

1. Why did the chicken cross the road?
 - This question is too broad: it includes all chickens, and all roads, in all places
 - It does not define the parameters, or boundaries, of the investigation (what chicken(s), place(s) or time(s))

- This is an uncomplicated question, but is not focused and does not summarise what the researcher really wants to investigate
 - As stated, this is a trivial question in the context of chickens and road safety.
- The researcher revises the question to now include quantitative, spatial and temporal parameters – how many, what place and what time.

Chicken Dynamics

2. How many chickens crossed Railway Street in Cunnamulla on January 26th 2018?
 - Question now includes some parameters, but there is no scope for analysis
 - The definitive answer to this question will be a single number
 - A trivial question that could perhaps be easily answered. Simply asking someone who lives on Railway Street, or a literature search, might reveal the answer.

- A better question than the previous version, but the question:
 - Is temporally limited (to one day)
 - Leaves no scope for any meaningful analysis
 - Could be answered in a single sentence stating a single number
- Still a trivial question in the context of road safety, and movements of chickens
- The researcher revises further and the question now includes independent variables (environmental factors) and a temporal range

Chicken Dynamics

3. What were the key environmental factors during January and February 2018, in Cunnamulla, that may have caused chickens to cross Railway Street?

- This is a non-trivial question that will permit:
 - A range of analysis
 - Examination of what factors might be significant, and
 - The researcher to take and defend a position on if the results are meaningful, or not, in the context of road safety.

- A more comprehensive question that will
 - Permit meaningful analysis of factors that may contribute to chickens crossing the road
 - Indicate if any factors are significant, or not
 - Some of the results may not be meaningful, and may need to be dismissed – the researcher will retain that capacity
- In the context of chickens and road safety on Railway Street Cunnamulla (in early 2018) this is a non-trivial question.
 - This question may actually reveal why the chicken crossed the road.
- Developing good research questions is important for all TRAC applications.

- The TRAC template for research on “Human Subjects”, is uncomplicated, but is your only opportunity to “sell your project”.
 - Accordingly, it is essential that you can clearly communicate to TRAC that you know what you are doing
- This need not be difficult, you basically need to communicate
 - 1. What you are doing**
 - 2. Why you are doing it, and**
 - 3. How you are going to do it**

- To achieve this, you really need to understand what you are doing yourself, and this is where a well-developed research question is critical.
- You are also required to communicate what you are doing to the human participants in your project (*via* consent paperwork)
 - a well articulated research question will assist that process.

TRAC Research Proposal Template

Miyazaki International College – Research Proposal

Title:

Researcher(s):

Research question:

Background:

Method:

Participants:

Institutional Resources:

Expected results:

Benefits:

Risks:

References:

Statement of informed consent:

Appendix:

Faculty/Thesis Advisor Signature (for Student Projects):

The TRAC template has places to outline your “what”, “why” and “how”

1. The research question needs to be a short, focused statement summarizing exactly what you plan to investigate – What you are doing
2. Background is where you outline the logical basis for the work (often a knowledge gap), and your justification (why it is right and a reasonable project) – Why you are doing it.
3. The method is where you describe your methodological approach – How you will do it.

TRAC Research Proposal Template

Miyazaki International College – Research Proposal

Title:

Researcher(s):

Research question: ← What you are doing

Background: ← Why are you doing it

Method: ← How you will do it

Participants:

Institutional Resources:

Expected results:

Benefits:

Risks:

References:

Statement of informed consent:

Appendix:

Faculty/Thesis Advisor Signature (for Student Projects):

- These are only opportunities to convince TRAC that you know what you are doing and “sell” your project – it is not that difficult.
- Note that student proposals require signing by faculty:
 - 1) If you do not agree with the proposal, do not sign it.
 - 2) If TRAC cannot understand *exactly* what is being proposed, the proposal will be pushed right back to you (and the student).

Fundamental Ethical Tension in Research

- 1) **Advance knowledge** 2) **Protect subjects**

History of Codes of Research Ethics

Can be seen as the history of trying to find the right balance between 1) and 2).

Example

- Horrors perpetrated by German & Japanese physicians in WWII.
 - Prioritization of Knowledge (1) over Protection (2)
 - Response: Nuremberg Code (1947)
- 1950s: determined that Nuremberg Code is inadequate
 - No requirement for independent ethical review and approval (1/2)
 - Abuses continue (e.g., Jewish Chronic Disease Hospital)
 - No provision for proxy consent (2/1)
 - Wide range of research cannot be conducted
 - Dementia patients, children, etc.

The Declaration of Helsinki (1964; 2013)

The Belmont Report (1979)

Beauchamp & Childress’ “Principles of Biomedical Ethics” (1979)

Set of general principles providing ethical guidance regarding research involving human subjects.

Helsinki Declaration, Article 9:

“It is the duty of [researchers] to protect the life, health, dignity, integrity, right to self-determination, privacy, and confidentiality of personal information of research subjects.”

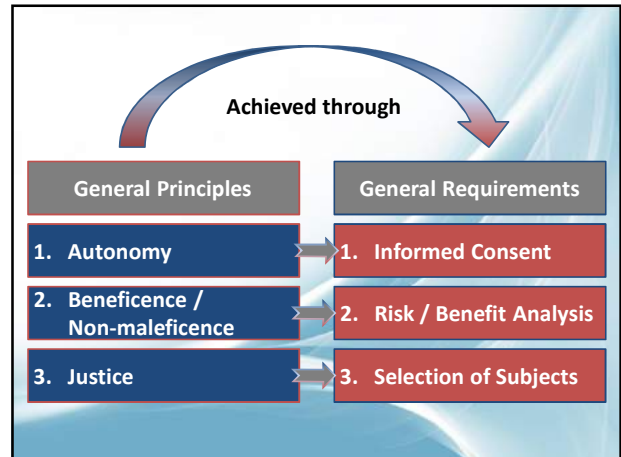
Helsinki Declaration, Article 8:

“While the primary purpose of...research is to generate new knowledge, this goal can never take precedence over the rights and interests of individual research subjects.”

The Declaration of Helsinki (1964; 2013)
The Belmont Report (1978)
Beauchamp & Childress' "Principles of Biomedical Ethics" (1979)

Set of general principles providing ethical guidance regarding research involving human subjects.

- Not formulaic
- General principles
- Strength, not weakness
- Casuistic approach – interpretation of principles and application to particular cases



General Principles

1. Autonomy

2. Beneficence / Non-maleficence

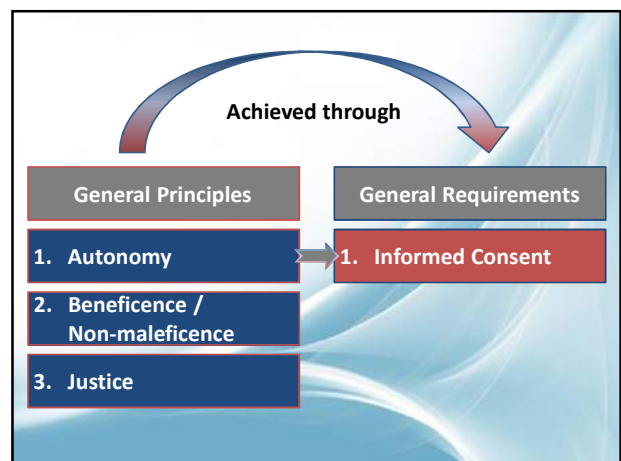
3. Justice

Autonomy

- The **capacity** to make one's own **choices** and to determine one's own life
- A function of **rationality** – connected to ideas of **dignity** and **respect** for persons
- Those incapable of making their own decisions should be protected - **guardians**, responsible **proxies**, etc.
 - Children, mentally handicapped, severely demented, etc.
- Conditions for autonomous decision-making (i.e., for **proper consent**) must obtain

Beneficence / Non-Maleficence

- **Beneficence** – do good to subjects (advance their interests).
 - Acts of commission
 - Unless sufficient reason otherwise, create more good than harm.
- **Non-maleficence** – avoid harm to subjects (don't damage interests)
 - Acts of omission
 - Unless sufficient reason otherwise, don't cause harm
- **Fundamentally contextual**
 - Requires consideration of subjects' situation and their interests.
- **Generally:** non-maleficence trumps beneficence



1. Autonomy & Informed Consent

Respect for autonomy requires informed consent

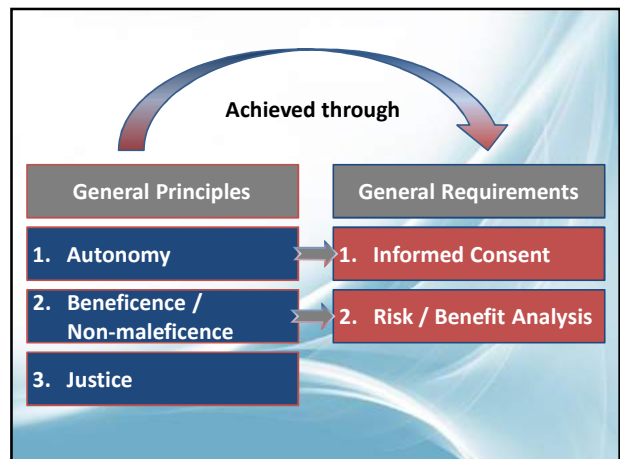
- 1) **Full information**
 - Subject must be provided *all relevant information*
 - Which information is relevant?
- 2) **Comprehensible**
 - Subject must *understand* information and its effect on interests
 - Requires mental capacity; appropriate proxies where lacking
 - Of particular concern in research involving students at MIC
- 3) **Voluntary**
 - Subject must be free from coercion or undue influence.
 - Of particular concern in research involving students.

1. Autonomy & Informed Consent

- a) **How to ensure full information?**
 - Relevant information only (more is sometimes less)
 - All information that would affect (i) understanding of the project, and (ii) consequences of participation.
 - Determined from within the context of the participants' interests – what would be relevant to *them*?
- b) **How to ensure comprehension?**
 - Accessible language
 - Discussion regarding purpose of research & possible risks/benefits
 - Discussion regarding personal information & confidentiality
- c) **How to ensure voluntariness?**
 - No detriment redounds to refusal to participate.
 - Ability to withdraw from research at any time without penalty.

Informed Consent Form

- **Written, bilingual forms**
 - Two forms: for researcher and for participant
 - Availability of researcher for further discussion
- **Specific, precise information regarding:**
 - Purpose and methodology
 - Risks and benefits
 - Management of risk (confidentiality, etc.)
- **No penalties attaching to:**
 - Refusal to participate
 - Withdrawal from participation at any time



2. Beneficence & Risk-Benefit Analysis

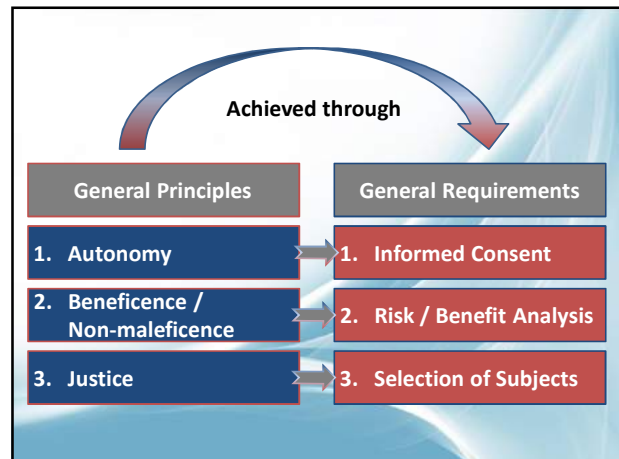
- Risks must not outweigh benefits
 - Function of (i) severity of harm and (ii) likelihood of occurrence.
 - E.g. likely significant benefit vs. low risk of minor harm
 - E.g. possible significant benefit vs. high risk of significant harm
 - Grey areas demanding judgement and discussion
 - General rule: protection of subject is prioritized

Risks & Benefits

- **How to understand harm?**
 - Physical, psychological, social
- **How to understand benefit?**
 - Function of individual's interests: health, personal projects, etc.
 - Individual usually best judge of own interests (though proxies)
 - Extrapolation of interests from knowledge of test group
- **Management of harm:**
 - Avoid as much as possible
 - Steps to ensure privacy, confidentiality
 - Post-research debriefing

Examples

- **Obvious cases:**
 - Physical pain – Tuskegee syphilis study
 - Psychological pain – Milgram experiments
- **Less obvious cases:**
 - Student survey about peers' opinions re. sexuality
 - Student project asking local teachers about work burden



3. Justice & Selection of Participants

- Benefits of research should accrue to those undertaking risks
 - Risk / benefit analysis cannot be conducted across parties
 - Cannot justify risks to one party in terms of benefits to others
 - (e.g., Tuskegee Syphilis Study)
 - (Research on poor that benefits rich)

Tacit or Implied Consent

When can you presume consent?

1. When it is reasonable to expect that agreement to one course of action implies agreement to another.
 - Example: Agreement to take a course includes agreement to be held responsible for assignments within the course.
2. When it is reasonable to think that one would not object – that someone *would* consent if they were asked.
 - Example: It is reasonable to presume that an incapacitated car accident victim would want to receive life-saving treatment.
3. Err on side of caution.
 - Within the context of 1) and 2)...
 - the importance of obtaining actual consent is proportional to the significance or risk of harm.

Evaluating Student Bulletin Courses, and identifying course skill development (Erik Bond & Anderson Passos)

Date: December 21st 2018

Session Start/End Time: 14:45~15:45

Place: room CCR 1

Summary:

All of the International School of Liberal Arts courses, were considered whether they were necessary to offer new MIC students, specifically whether current faculty can teach them. Then for each course, the skills being developed in that course were identified, so that they could be written into future syllabi.

Participants:

Coordinator:

E. Bond & A. Passos

FD committee:

S. Lim

General Attendees:

A. Passos

J. Maeda

E. Head

Staff:

L. Walker

How to deal with students' mental health issues (Aya Kasai and Yuko Sakabe)

Date: December 21, 2018

Session Start/End Time: 15:45~16:30

Place: CCR1

Summary:

Participants met the school counselor and learned about the student counseling services available at MIC. Participants were oriented to mental health services in Miyazaki. The workshop also included discussion on what to do/no to do when students express their suicidal or self-harm wishes to their teachers through.

Participants:

Coordinators:

Kasai & Y. Sakabe

FD Committee:

S. Lim

E. Bond

General Attendees:

J. Maeda.

C. Mork

D. Occhi

E. Head

Staff:

L. Walker

Suicide Help: TALK
Talk, Ask, Listen, Keep Safe

Yuko Sakabe & Aya Kasai

Suicide is the highest cause of death for youth
(Ministry of Health and Labor, 2017)

Age	No 1 cause of death			No 2 cause of death			No 3 cause of death		
	Cause	# of death	Per 100,000	Cause	# of death	Per 100,000	Cause	# of death	Per 100,000
10 ~ 14	Cancer	95	1.6	Accident	92	1.6	Suicide	55	0.9
15 ~ 19	Suicide/ Accident	457	7.6				Cancer	143	2.4
20 ~ 29	Suicide	1474	22.1	Accident	568	8.5	Cancer	222	3.3
30 ~ 34	Suicide	1739	23.9	Accident	507	7.0	Caner	339	4.7
35 ~ 39	Suicide	2003	23.9	Cancer	802	9.6	Accident	546	6.5
40 ~ 44	Cancer	2792	25.9	Cancer	1694	17.8	Heart related	774	8.1

TELL

- Tell the student that you are concerned.
- (It's also important to thank the student for honestly confiding difficult thoughts and feelings.)

ASK

- Ask directly the extent student thinks about dying.
- Ask if they have the means, method and plan. (how, when and where)

LISTEN

- Listen without judgement.
- (Do not deny their wish to die and other feelings.)

KEEP SAFE

- If the student's safety is at risk, ensure safety first and then ask for help from others.

The MIC-AP Project: Towards its Final Year (Satoshi Ozeki)

Date: January 10th, 2019

Session Start/End Time: 16:15~17:15

Place: room 1-201

Summary:

In this FD session, I reviewed purposes of AP described by MEXT with a focus on the AP theme I & II, which MIC has worked on since 2014. The purpose of the theme I was to foster generic skills by implementing teaching/learning method that incorporate student autonomous learning participation, while the purpose of the theme II was to improve college-wide management of teaching and learning by visualizing learning outcomes. Also, I provided background information on where AP stood in the context of higher education in Japan with an AP brief history. Then, I introduced the MIC-AP project in comparisons with other AP universities. Finally, I explained what needed to be done towards the final year of the MIC-AP project.

Participants:

Coordinators:

S. Ozeki

FD Committee:

S. Lim

General Attendees:

E. Head

A. Yasutomi

J. Adachi, J.



C. Johnson

R. Schmidt

A. Simpson

C. Mork

A. Passos






The MIC-AP Project : Towards its Final Year

Satoshi Ozeki
AP Assessment Officer

2019.1.10
16:15~
1-201



1

Agenda

1. Overview of an AP Project
2. Overview of the MIC-AP Project
3. What has been done so far
4. Towards its Final Year
 - AL Survey late January
 - AL Teaching Activity Submissions
 - A booklet / catalog project



2

Agenda

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3



AP Overview (2014)

文部科学省「大学教育再生加速プログラム」=AP
Acceleration Program for University Education
Rebuilding (MEXT)

(At the time of application) From 2014 until
2019

The objective of this program is to support advanced initiatives that match the policy direction stated in the Education Rebuilding Implementation Council in order to further promote university educational reforms.

4

Reform Direction

Reform Direction that MEXT moves for



[Regarding what colleges should be] (The Education Rebuilding Implementation Council, Third Suggestion, 2013, May, 28th)

1. Qualitative changes in educational methodology (Teaching/learning methodology incorporating autonomous student learning activities (Active Learning), two-way communication in class)
2. Improvements in college-wide management of teaching and learning (Increasing the self-learning hours of students, visualizing learning outcomes, systematizing curricula, establishing organizational education) → MEXT focuses on supporting institutions work on such reforms

[Regarding connection between high school education, college education and student selection] (The Education Rebuilding Implementation Council, Fourth Suggestion, 2013, Oct, 31st)

3. Shift in college admission process that evaluates applicant's comprehensively from multifaceted perspectives→MEXT willingly supports institutions that promote such reform

5

AP Overview (In 2014)

- I. Active Learning (AL)
- II. Visualization of Learning Outcomes
- III. Entrance Exam Reform & High School/College Connection

MIC
Themes I・II
Combined
21/88

6

Themes I&II
(From a MEXT application document)

Theme I : Active Learning

Fostering generic skills, including cognitive/ethical/social skills, knowledge, problem-solving, autonomous learning, and critical thinking by implementing teaching/learning method that incorporate student autonomous learning participation

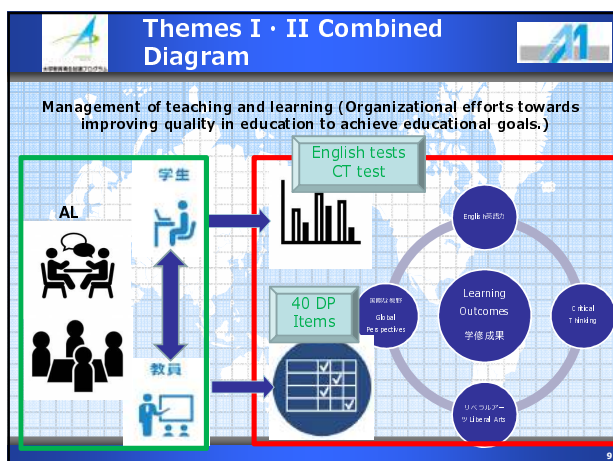
7

Themes I&II
(from a MEXT application document)

2. Visualization of Learning Outcomes

In order to improve college-wide management of teaching and learning, visualizing learning outcomes using indicators and improving educational content and methods based on educational outcomes

8



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10

Overview: MIC-AP

Advancing AL Measuring CT Skills

Incorporating Rubric into Syllabi Using e-Portfolio

40 DP Items Electronic Portfolios

11

MIC-AP Project Goals

Theme I : Active Learning (AL)

1. To identify and categorize AL teaching strategies in use at MIC, and determine best practices
2. To create an AL program for the enhancement of English language skills

12

MIC- AP Project Goals

Theme II : Visualization of Learning Outcomes

1. To develop a critical thinking assessment tool
2. To establish a PDCA learning cycle by introducing rubric-based syllabi
3. To visualize learning outcomes through an e-Portfolio

13

Modification in 2016

Suggestion

The Education Rebuilding Implementation Council, Fourth Suggestion Regarding unified reform on high school education, college education, and college student selection to realize the connection between high school and college, which corresponds to the needs of a new era.

↓

In order to foster the ability of each student to live independently in a drastically changing society, it is imperative to **conduct unified reform on high school education, college education, and college student selection.**

14

Reform Direction by MEXT

The Direction of MEXT reform

In accordance with the consistent **three policies (Admission, Curriculum, and Diploma) that form the foundation of the educational program**, institutions of higher education are required to collaborate with society to fundamentally reform educational content and learning/teaching methodology from perspectives that further nurture the three academic skills that have been developed at high school.

※3 Academic skills: (1) Knowledge, Skill (2) Ability (Thinking, Judging, Expressing)
(3) Attitude toward learning from and working with people with diverse background

15

AP as High school/College Connection Reform Project

【 AP 「高大接続改革推進事業」 のイメージ 】

- Theme I: Active Learning
- Theme II: Visualization of Learning
- Theme III: Entrance Exam Reform & High School/College Connection
- Theme IV: Long-Term Outside Class Learning Program
- Theme V: Strengthening efforts toward quality assurance at the time of graduation

大学教育再生加速プログラム (AP)

H26	H27	H28	H29	H30	H31	H32
テーマ I ~ III (平成 26 年度選定)			当初 5 年間		1 年追加	
テーマ IV (平成 27 年度選定)					5 年間	
テーマ V (平成 28 年度選定予定)						4 年間

A (中間評価) Mid-term Evaluation

「高大接続改革推進事業」としての実施期間

16

Latest Follow-up Report from Japanese Society for the Promotion of Science

1. Overview of Progress
 - Observed Progress: 4 WGs showed steady progress towards their goals, including AL survey, CT test implementation, rubric improvement and ePortfolio use.
 - Room for Improvement: N/A
2. Responses to the issues raised at the time of the interim evaluation
 - Observed Progress: We can see that MIC has sincerely worked on the issues raised in the interim evaluation report. (The issues include holding a symposium outside of Miyazaki, improving the response rate of a student survey, clarifying what learning outcomes mean, and using a student support system, such as a advisor system)
 - Room for Improvement: N/A
3. Goals and Project Content
 - Observed Progress: Out of 14 items, 8 items exceeds their goals. Especially, a dropout rate has reduced significantly since 2014.
 - Room for Improvement: Improve a response rate of a course satisfaction survey, increase self-study hours outside class. Analyze why self-study hours have not changed much since 2014.

17

AP as High school/College Connection Reform Project

The diagram illustrates the AP project's impact on the educational path from High School to Society. It features a central flow from High School (left) to Society (right). This flow is supported by Admission Policy and Diploma Policy. The process is guided by Curriculum Policy. Five themes are highlighted: Theme I (Active Learning), Theme II (Visualization of Learning Outcomes), Theme III (Entrance Exam Reforms & High School/College Connection), Theme IV (Long-Term Outside Class Learning Program), and Theme V (Strengthening efforts toward quality assurance at the time of graduation). A red circle highlights Theme I and Theme IV, and another red circle highlights Theme II.

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Agenda

1. Overview of an AP Project
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3. **What has been done so far**
4. Towards it Final Year
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Diagram

The diagram illustrates the integration of AL (Assessment for Learning) into the curriculum. It shows two themes: Theme I: AL and Theme II. Theme I: AL focuses on AL Best Practices, Advance, and Current AL Practices. Theme II focuses on Visualization of Learning Outcomes, CAT, TOEIC, and English Skills. The e-Portfolio (mahara) is used to visualize learning outcomes, including evidence of learning outcomes and student progress toward educational goals.

Diagram

This diagram is identical to the one above, but with a red box highlighting the 'Theme I: AL' section, which includes AL Best Practices, Advance, and Current AL Practices.

Theme I Development of AL Matrix

Development of AL Teaching Strategies Matrix

Informal Conversation with Instructors + Class Observations & Follow-up Instructor Interviews

Survey to understand and AL at MIC

1. Faculty Survey to understand frequency of ALTS use
2. Student Survey to understand AL from their perspectives

Diagram

This diagram is identical to the one above, but with a red box highlighting the 'Theme II' section, which includes Visualization of Learning Outcomes, CAT, TOEIC, and English Skills.

Theme II Development of CT test

MIC Critical Thinking Test

Test Overview

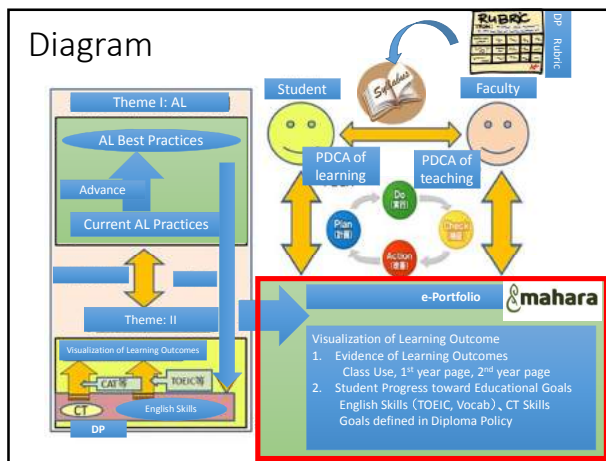
- Test in English adapted to SILA context
- 26 multiple-choice questions
- Administration Schedule: 1st year(July), 3rd year (Apr), 4th year(Nov)
- Targeting 7 CT skills

Theme II SILA Rubric

SILA Rubric incorporated into syllabi

DP項目	Can-do文庫	0	1	2	3	4	5
Advanced Thinking	I can evaluate results and make a logical conclusion						
Critical Perspective	I can understand and share feelings of inequality						
English	I can speak clearly with a natural rhythm						
Japanese	I can make concise answers						
IT Skills	I can use a spreadsheet						

Self-Evaluation / Evaluation from Grade



Evidence of Learning Outcomes

Class Use

1st Year: Year-End Page

2nd Year Study Abroad

ICT Spring 2016

SILA End of 1st year Roll Invoice

Thesis

Idea: 3rd, 4th year Thesis Page

テーマII Visualization of Learning Outcomes: English Skills

Vocabulary Test

TOEIC TEST SCORES (2nd Year)

TOEIC TEST

Ideally... mahara

Progress Towards Educational Goals

Evidence of Learning Outcomes

Thesis

PDCA for Learning (Plan, Do, Check, Action)

PDCA for Teaching

ePortfolio in 2019 mahara

Progress Towards Educational Goals

Evidence of Learning Outcomes

Thesis

New Students will have pre-installed template pages. Let me show you some examples.

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Plan and Request

1. Collecting more data on AL use
 - A survey will be distributed late January.

Plan and Request

1. Collecting more data on AL use
 - A survey will be distributed late January.
2. Collecting class activity examples
 - To learn from each other to improve AL skills as an institution
 - To serve as FD for incoming faculty
 - To improve classroom instruction
 - To reflect on own pedagogical methods

Collecting class activity examples

AL Class Activities

Activity
Teaching Material
Language Skills Targeted
CT Skills Targeted

Correspondence between particular AL teaching strategies and CT/English skills

ALの手法

Listening + Speaking + Reading + Writing

Plan and Request

1. Collecting more data on AL use
 - A survey will be distributed late January.
2. Collecting class activity examples
 - To learn from each other to improve AL skills as an institution
 - To serve as FD for incoming faculty
 - To improve classroom instruction
 - To reflect on own pedagogical methods
3. Making an AL booklet from class observations
 - Alan's activity (Real Class)
 - Ellen's activity (Demo Class) : evaluated by a selected student evaluators

Thank you so much for listening.

If we have time, I would like to discuss ways to find "best" practices.

- Demo Class: best is defined by student evaluation.
- Class Observation by me
- Mutual class observation
- Document evaluation of AL activity submissions: best is defined by a selected experts.

Rainbow Human Rights Forum (Aya Kasai & Erik Bond)

Date: Jan 11, 2019

Session Start/End Time: 2:40~17:00

Place: International Center

Summary:

This is a student facilitated symposium supervised by Bond and Kasai. It was offered to faculty as an FD as a basic training for LGBTQ support. After studying abroad, students learned that there are big differences in the way LGBTQ students are supported on college campus. They thought that there was something they could do and decided to create a student group, Nijiuro Café. Their aim is to create a safe community that welcome and support gender diversity and they started holding meetings. Last year, they were fortunate to do some outreach through newspaper and local TV, as well as to collaborate with organizations Miyazaki Gender Equality Center to create outreach events aimed at young people. This year, they want to move forward in creating a safe community. As our first step, it is important for students, faculty and staff to share basic knowledge and to stimulate discussions. We held this forum with the support of Miyazaki prefecture.

Participants:

Coordinators: A. Kasai E. Bond	K. Bishop K. Yamashita
FD Committee: S. Lim E. Bond	
General Attendees: E. Rummel A. Howard E. Head J. Maeda A. Passos C. Mork	

LGBT (Sexual Minority)
The basic Understanding
from LGBT Stand Point



まずはLGBT(性的少数者)に関する
基本のお話をはじめようと思うのですが・・・

Let us begin by telling you a few basic
things about LGBT.....



性的少数者のご友人等がいる、と言う方
Do you personally know someone who is
a sexual minority?



We don't leave
them out!

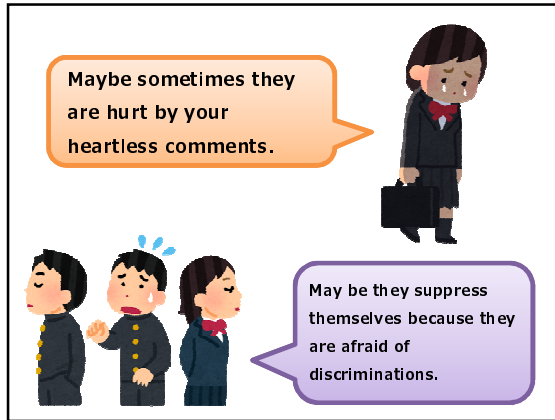


No problem!
I'm a good
friend!




But wait!

Actually . . .



It's important to understand the basics
AND
to hear the diversity of voices
from
LGBT people.



LGBT

Have you heard of LGBT?
Can you explain LGBT?

L Lesbian
(Attracted to women as a woman)

G Gay
(Attracted to men as a man)

B Bisexual
(Attracted to more than one gender)

T Transgender
(Gender dysphoria)

Each Keynote speaker today
have one of LGBT identity.
(We are sexual minorities)

- **Name** Asumi Egami
- **Gender identity** Transgender
(Gender dysphoria, born as a male)
- **Attracted to** women

Point①



Gender Identity

Depends on how you feel about your own gender.

- I'm a woman. I'm a man
- I'm not a male or female.
- I'm both a male and female.
- I don't want to be assigned to gender.

X-gender

• **Name** Kenji Yamada

• **Sexuality** Gay

• **Attracted to** Men

Point②



Sexual Orientation

Depends on who you are attracted to.

- I like woman. I like men.
- I'm attracted to both men and women.
- I'm attracted to who I am attracted to regardless of gender.
- I'm not attracted to anyone.
- I'm not interested.

Each of you have different sexuality.
Please think about your case now.

When you think about your own sexuality

Sexual **O**rientation **G**ender **I**dentify
性的指向 **性自認**
(誰を好きになるのか) (自分自身の性別)

SOGIESC

Gender **E**xpression **S**ex **C**haracteristics
性表現 **性的特徴**
(表現する性) (身体の性)

When you think about your own sexuality

Sexual **O**rientation **G**ender **I**dentify and . . .
(Who you are attracted to) (How you feel about yourself)

Biological gender

Presence and combinations of internal and external sexual organs, sex glands, and chromosomes.

Intersex (Having both male and female biological characteristics)
Medically called "Disorders of Sex Development"

Social Gender Role · Gender Expression

Socially expected gender role
 Maleness, Femaleness
 Fashion, manner of speechh, body language, etc.

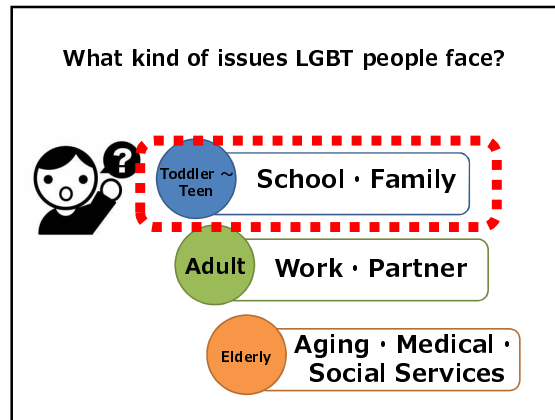
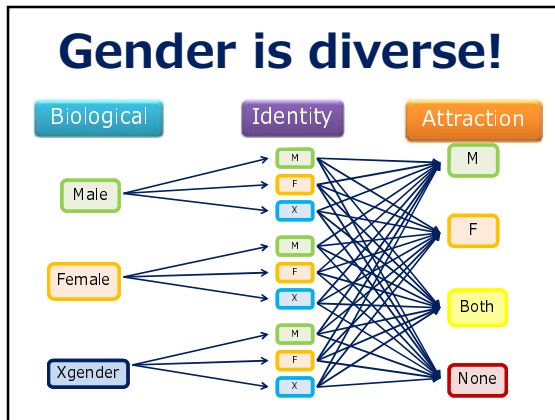
Let's think about your own gender...

Body (Biological) ← male → female

Mind/Heart (Identity) ← male → female

Attraction (Orientation) ← male → female

Expression (Social Role) ← male → female



What is coming out?

To disclose your sexuality to someone in your life.
 Who would you tell?
It's like playing catch!

Me: Actually, I am ○○.
 Friend: I see. And?
 Me: That's all. I just wanted to tell you.
 Friend: I see.
 Me: Do you mind it?
 Friend: It's fine with me.
 Me: I'm glad! I hope we get along.
 Friend: It doesn't change our friendship!

Coming out

OK!

- I'm glad you told me.
- Thank you for telling me.
- I'm sorry for not noticing.
- We can be even better friends!
- Please don't feel like you are alone. Talk to me.
- That's fine with me. You are you and nothing changes.

NG

- That's gross.
- I don't understand. I don't want to understand.
- That's normal.
- It doesn't matter.
- So what?
- It does not have anything to do with me.

You can be helpful to someone with your words. But please remember that you can also hurt or trouble someone with your words.

What is outing?

To make the private information public without the person's permission.

Friend

- Did you know? ○○ is ○○!

Parent

- Yes, my child is ○○.

Teacher

- ○○ in my class ○○.

What kind of issues LGBT people face?

Toddler ~ Teen
School · Family

Adult
Work · Partner

Elderly
Aging · Medical · Social Services

Do you ever use these words in Japanese?

レズ Rezu ホモ Homo
オカマ Okama · オネエ Onee
両刀 Ryoto · 二刀流 Nitoryu
おなべ Onabe おとこおんな Otokoko onna
男っぽい Otokoppoi · 女っぽい Onnappoi
ボーイッシュ Boisshu
 · 女装 Jyoso · 男装 Danso

Do you ever use these Japanese words?

あっち系の人 Acchikei no hito
そっち系の人 Socchikei no hito
結婚はしないのか
Aren't you going to get married?
彼氏 · 彼女はいるのか
Do you have boyfriend /girlfriend?

What kind of issues LGBT people face?

Toddler ~ Teen
School · Family

Adult
Work · Partner

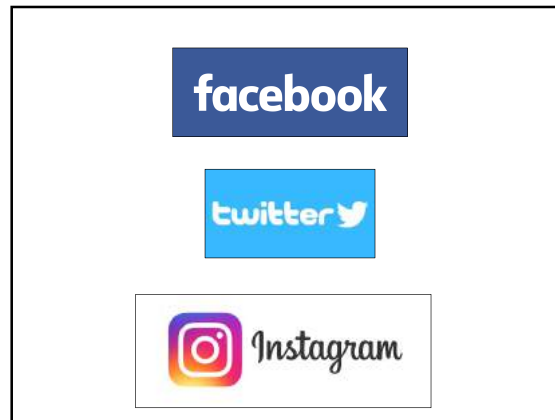
Elderly
Aging · Medical · Social Services

Your words, your actions are important.
Empathic thinking is important.
Please try to be aware that without knowing,
you might be hurting someone.





CLOSED MEETING
LGBT people
→Feb 2 15:30

OPEN MEETING
→Feb 2 16:30



LGBT meeting

We started in August 2016 and we have met 28times as of November, 2018



2016	8 meeting	75 participants
2017	12 meetings	168 participants
2018	8 meetings	170 participants
28 meetings		413

(47 Students to my awareness)

On March 29 2018



We met with governor Kawano to exchange our opinions.

性別平等に関する三二懇談会、宮城での当事者団体としての活動の中で、宮城に在住する当事者が存在する県庁舎のラウンジ兼河野知事と関係者の当事者による対談（直感交換）を実施。懇談のメディアにも取材に寄りました。広く普及していただきたい。宮城の県庁舎、河野知事との対談は、対談の場を設けることにより、当事者の目撃の事実も報告もされました。また、LGBTQ+の当事者団体にも対談し、今後の活動にも報告予定です。

宮城県議会の中で、当事者との「対話」の場を設けるべきではないかといった質問をしてくださった県議会議員（議員補選）の方がいらっしゃり、それが契機となって実現したものでした。県のリーダーとして日々県民のために奔走されている知事。年度末の忙しい中、対談の場に、私たちが当事者の声にも耳を傾けてくださる場を確保してくださいました。当事者団体として伺っているのか、そして今後の取組とされているのか、ポイントを押さえてお伝えしました。高松知事の場には県内各地、それぞれオンラインや対面での対談が関係者の当事者にもご協力いただき、1人ひとり違う「困りごと」や「生きづらさ」などを知事へ直接お話していただきました。



Because we made some suggestions in that meeting,

Miyazaki Prefectural Office



lit up in rainbow colors!

From Aug 1 2018 to Aug 7, the prefecture office which is registered as national cultural treasure was lit up in 6 rainbow colors which is a symbol for gender diversity. This was the first such attempt made in conjunction with the human rights awareness month last year. This provided an opportunity for the prefecture to show their future direction. Official statements have been made in the prefectural assembly to make it happen again this year. We are planning to have a lighting ceremony ! ! !

Our efforts in 2018

LGBT Caravan 2018



Nishimera
Misato
Shiba
Morotsuka
Kijo
Saito
Aya
Kunitomi
Tsunno
Kawaminami
Takanabe
Shintomi

Gokase
Tachiho
Hinokage
Nobeoka
Kadogawa
Hyuga
Ebino
Kobayashi
Miyakonojo
Mimata
Nichinan
Kushima

What we can do as a support organization

We attempted to visit all towns and cities in Miyazaki. We want to connect with government personnel but some towns did not have any designated personnel. We want to make improvements in these areas.

Collaboration with Miyazaki City



LGBT
(性的少数者)
フォーラム
2018

1人ひとりが考え、行動に移すことで、宮崎は大きく変わります

10月16日(水)
19:00 START

宮崎市民プラザ
Miyazaki Citizen Plaza

参加費 無料
申し込み 不要

当日の予定
19:00 開会式
19:15 講演
20:00 映画鑑賞
20:30 歌謡ライブ
21:00 閉会式

講演者
高橋 洋一 (宮崎県知事)

当日の楽しみ
ライトアップ
映画鑑賞
歌謡ライブ
お楽しみ抽選会

お問い合わせ
LGBT推進課
TEL: 099-271-2111
E-MAIL: LGBT@miyazaki-city.jp

We wanted to think about what we could do in Miyazaki with Miyazaki people!

Citizen's Plaza stage was lit up in 6 rainbow colors with the effort of the facility staff!! Nice ambient!

Let's think about Kyushu With Kyushu people!

↓ Participants Comments ↓
About the Prefecture Building Light-up
→ Lighting Ceremony, Movie, Rainbow Shaved Ice
Food and drink stand

Disseminating Information
→ YouTube, promo film, theme song
Collaborating with other events
→ Dancing with Kerasoba festival
JAM night, Marathon Event

Your voices and opinions are helping us!



意見交換会を実施します

宮崎県において「性的少数者差別解消法」を推進する中で、市民の声を聴くことが重要である。2018年11月14日に宮崎県庁で実施したことが一つの契機として、県民の声を聴く「意見交換会」を開催する。本日は、宮崎県庁で実施した。市民の声を聴くことが重要である。広く市民の皆さまにも参加していただきたいです。

LGBTがわかる
宮崎がわかる

11月14日(水)
19:00開演

11月15日(木)
19:00開演

11月16日(金)
19:00開演

11月17日(土)
19:00開演

11月18日(日)
19:00開演

11月19日(月)
19:00開演

11月20日(火)
19:00開演

11月21日(水)
19:00開演

11月22日(木)
19:00開演

11月23日(金)
19:00開演

11月24日(土)
19:00開演

11月25日(日)
19:00開演

11月26日(月)
19:00開演

11月27日(火)
19:00開演

11月28日(水)
19:00開演

11月29日(木)
19:00開演

11月30日(金)
19:00開演

12月1日(土)
19:00開演

12月2日(日)
19:00開演

12月3日(月)
19:00開演

12月4日(火)
19:00開演

12月5日(水)
19:00開演

12月6日(木)
19:00開演

12月7日(金)
19:00開演

12月8日(土)
19:00開演

12月9日(日)
19:00開演

12月10日(月)
19:00開演

12月11日(火)
19:00開演

12月12日(水)
19:00開演

12月13日(木)
19:00開演

12月14日(金)
19:00開演

12月15日(土)
19:00開演

12月16日(日)
19:00開演

12月17日(月)
19:00開演

12月18日(火)
19:00開演

12月19日(水)
19:00開演

12月20日(木)
19:00開演

12月21日(金)
19:00開演

12月22日(土)
19:00開演

12月23日(日)
19:00開演

12月24日(月)
19:00開演

12月25日(火)
19:00開演

12月26日(水)
19:00開演

12月27日(木)
19:00開演

12月28日(金)
19:00開演

12月29日(土)
19:00開演

12月30日(日)
19:00開演

12月31日(月)
19:00開演

We hold public discussion to make opportunities for government, board of education, educators, parents, companies, medical and social service to hear the real voice and the challenges LGBT face.

Monthly meeting

7 times
(We have completed on 11.24)

Current collaboration with Miyazaki City



LGBT学習会

宮崎市内4か所で開催します!!

参加費 無料
申し込み 不要
大歓迎!!!

11月14日(水)
19:00開演

11月15日(木)
19:00開演

11月16日(金)
19:00開演

11月17日(土)
19:00開演

11月18日(日)
19:00開演

11月19日(月)
19:00開演

11月20日(火)
19:00開演

11月21日(水)
19:00開演

11月22日(木)
19:00開演

11月23日(金)
19:00開演

11月24日(土)
19:00開演

11月25日(日)
19:00開演

11月26日(月)
19:00開演

11月27日(火)
19:00開演

11月28日(水)
19:00開演

11月29日(木)
19:00開演

11月30日(金)
19:00開演

12月1日(土)
19:00開演

12月2日(日)
19:00開演

12月3日(月)
19:00開演

12月4日(火)
19:00開演

12月5日(水)
19:00開演

12月6日(木)
19:00開演

12月7日(金)
19:00開演

12月8日(土)
19:00開演

12月9日(日)
19:00開演

12月10日(月)
19:00開演

12月11日(火)
19:00開演

12月12日(水)
19:00開演

12月13日(木)
19:00開演

12月14日(金)
19:00開演

12月15日(土)
19:00開演

12月16日(日)
19:00開演

12月17日(月)
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12月24日(月)
19:00開演

12月25日(火)
19:00開演

12月26日(水)
19:00開演

12月27日(木)
19:00開演

12月28日(金)
19:00開演

12月29日(土)
19:00開演

12月30日(日)
19:00開演

12月31日(月)
19:00開演

November 24
In Sadowara

December 8
In Takaoka

We want to create better understanding in local areas.

1.18 at 14:00
Kiytake City Hall

We were invited to do 70 talk events in 2017

Nearly 100 in 2018!



We deliver our educational talks to Schools, Parents, Teachers, Government offices, Companies, Medical and Social Service

We give out rainbow flags to people who participated in our educational talk.



Changing "awareness" and changing the "norm" can not achieved in one session of learning. We hope that people are reminded of the learning every time they see this flag.




**We are busy!
But also having fun!**



Camping events!
We provide fun social events for LGBT community ♪



Going for a drive!
We enjoy the beautiful scenery together!

Rainbow View Miyazaki

「Community building」

「Deliver knowledge」

「Deliver our voices」

「Create Ally」



Understading and Support
Allies are the people who wish to understand, support and contribute to making kinder society for LGBT people



今日、お話を聞いていただいた皆さんも
「ALLY」 になってみませんか?
Would you become our "ALLY" ?

