Faculty Development 2017

session schedule

Date	Presenter(s)	Topic	Content	Number of participants
April 26, 2017	Pawel Mlodkowski	New theory of the crowding out effect	This presentation will show how fiscal expansion in the open economy results in reduced private domestic investment spending via a profitability channel.	6
May 25, 2017	Cathrine-Mette Mork / Catherine Bishop / Julia Christma	ALTSs and work so far in ALWG	This session presents the current Active Learning Teaching Strategies (ALTSs) list and preliminary instructor survey results from the ALWG	22
June 8, 2017	Katherine Bishop and Jason Adachi	Active Learning: Gamification and Game-Based Learning	This session discusses the relative pedagogical merits of gamification and game-based learning, focusing particularly on their use in facilitating active learning. Specific tools, strategies, and resources will also be covered.	15
July 6, 2017	Mr. Morishige	MEXT Symposium on the future Teacher Training	This session addressed "MEXT" - Improvement of the Caliber and Capability of Teachers for Future School Education - the suggested "core and curriculum including the goal of teacher training and training as a result of two years of research and research".	16
July 13, 2017	Anne Howard	Evaluation of English Learners	This session covers how instructors express evaluation and a few ways of making it clearer to students.	9
October 26, 2017	Cathrine-Mette Mork and Anderson Passos	Creating individual blogs in Mahara	This workshop shows participants how to help students set up their own blog(s) in Mahara for use in a course, and how to set up a teacher e-portfolio page providing links that allow students to actively read and comment on each other's posts. This may be particularly useful for content teachers who want to provide a channel for reflection and/or forum-like functionality, and for writing teachers.	9
December 7, 2017	**Jason Adachi and Alan Simpson**	E-portfolio and Rubrics Working Group Faculty Development Session	The E-portfolio presentation explained that e-portfolios at MIC are divided into two distinct types. The first showcases student development through end-of-year, Study Abroad, and other student-generated Mahara pages. The second compiles institutionally managed data relevant to student progress through the academic program. This section may include TOEIC data, grade performance, and other information that students obtain from the administration. The rubrics underdevelopment by the Rubrics Working Group would fit into this section as well.	17
February. 1, 2018	Chris Johnson & James Furse	The CTWG will discuss the development of the MIC CT test and provide example questions from the test. Participants will also be provided with a general analysis of test results.	DETAILS: The CTWG discuss the development of the MIC CT test in terms of content (skills to be tested), format (what type of test questions to develop) and delivery (when and how to develop the test). The CTWG also provided 5 example test questions to participants representing a range of question types, skills tested, and difficulty level. Information regarding students' performance on these 5 questions, and overall participation in the CT test was also provided. A question and answer period followed that discussed concerns about participation rates and possible solutions; the prospects of and problems with translating the CT test into Japanese; the importance of not compromising research methodology and procedures; the	15

			option of restarting the research project by changing the research methodology and procedures; and possible interpretations of the terms of the AP grant.	

Session Feedback Form

1. The objectives of the session were clearly defined

2. Participation and interaction were encouraged.

3. The topics covered were relevant to me.

4. The content was organized and easy to follow.

5. The session experience will be useful in my work.

6. The presenter was knowledgeable about the training topics.

7. The session length and pace were appropriate.

8. The session room and facilities were appropriate.

9. The materials distributed were helpful.

10. What aspects of this session could be improved?

11. How do you plan to apply the contents of this session to your work?

12. Additional comments.

NOTE:
Number **1** = STRONGLY DISAGREE
Number **5** = STRONGLY AGREE

Faculty Development Session Report
Workshop (Paweł Młodkowski)

Date: April 26, 2017
Session Start/End Time: 16:15~17:15
Place: room 2-103

Summary:
This presentation will show how fiscal expansion in the open economy results in reduced private domestic investment spending via a profitability channel.

Title: Profitability as a propagation mechanism of the fiscal policy in an open economy

By: Paweł Młodkowski

DETAILS:

The theoretical problem in question is the presence of the crowding-out effect in the open economy. According to the literature so far, there is no crowding-out of private investment expenditure by the fiscal expansion. He only crowding-out in the open economy may refer to net exports (Larrain, Sachs 1993, p. 1999). The prominent crowding-out effect that operates through the interest rate channel is present in the closed economy model only. Therefore, it may be of great interest for theoretical studies and of significant importance for fiscal policymakers to present a new mechanism in this regard. In particular, the current discussion on increasing the state support and intervention is missing this crucial argument against excessive deficits. Since the postulated mechanism is complex and involves several stages, it is not easily perceived and not properly interpreted. The reason for these problems in full perception and proper interpretation results from the fact of several stages between fiscal expansion and the ultimate decrease in private domestic investment expenditure.

There are many automatic mechanisms in the free market economy that bring the economic system back to equilibrium. One of them is the exchange rate adjustment resulting from different real economic growth rates in trade partners. Fast growing economies experience appreciation that makes their exports less attractive and stimulates this way economic activity in their trade partners making imports more attractive for consumers in those fast-growing economies. This mechanism makes economic growth, as an imbalance, disappear in the long run. Therefore, to maintain a much higher rate of economic growth, as in Japan during 1980s, there must be some other factors and mechanisms to outweigh and neutralize the detrimental, but still a natural response of the foreign exchange market in a form of appreciation of the domestic currency. Appreciation of Yen started on the day of the Bretton Woods system collapsed. The fast, strong and permanent appreciation should be a serious problem for Japanese economy that is not only highly open, but also mostly export-oriented. Therefore, it should be a mysterious result for every analyst to observe a dynamic and sustainable economic growth for more than one decade,

after the systematic and permanent appreciation against the currency of the biggest trade partner (the USA) started in 1970s. How the export-oriented industries in Japan managed to overcome competitiveness changes resulting from the strong appreciation? The answer is: by enormous investments in the Research & Development that were financed by domestic savings. These endowments allowed for a systematic decreasing of production costs. The problems for this scheme of dealing with appreciation driven by the relatively higher economic growth started when the asset bubble burst. The government's response to the recession resulted in a substantial building up of the public debt. Due to liberalization of the BOP accounts, foreign investors added a significant appreciation impulse that made the previously applied solution unavailable. Profitability of domestically available investment projects decreased and the carry trade emerged. Japan entered a period of the economic stagnation and recession that lasts for the last 20 years. In the year 2000 this case received its name, as "the lost decade" (in Japanese: USHI-NO WARETA JIU NEN). Today one can say that Japan has not been growing for two decades already. There is a whole generation in that Asian society that was born and lives the entire life in the economic recession.

Participants:

Cathrine-Mette Mork
Satoko Kimpara
Ed Rummel
Monica Hamuic
Debra Occhi
Erik Bond

Session Feedback - Profitability as a propagation mechanism of the fiscal policy in an open economy (Paweł Młodkowski)

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	4	5	Some what	5	5	5	Yes	If we have some handout, it will be nice.	Think about effectiveness of our work including economical issues.	Thank you!
5	5	3	5	Some what	5	5	5	None were distributed			Good learning experience. Thanks!
5	5	4	5	Yes	5	5	5	Yes	None. Pawel made good use of the time provided.	I teach 'Cultures'. Economics is a major reason and form of cultural exchange.	More, more, like this!
4	5	5	5	Some what	5	5	5	None were distributed			

Faculty Development Session Report
Workshop (Cathrine-Mette Mork, Katherine Bishop, Julia Christmas)

Date: May 25, 2017
Session Start/End Time: 16:15~17:15
Place: room 2-103

Summary:

This session presents the current Active Learning Teaching Strategies (ALTSs) list and preliminary instructor survey results. The Rubrics WG will also provide an update of activities.

Title: ALTSs and work so far in ALWG

By: Cathrine-Mette Mork

DETAILS:

This FD session presented an overview of the activities of the ALWG since inception, with an update on future plans.

The initial plan of this FD was to present was to update particularly new faculty about the activities and progress of the ALWG and to disclose findings from the fall 2017 questionnaire sent to faculty and students at the end of last semester. However, since money have not yet come in to pay for a required upgrade to Qualtrics (the survey software), the ALWG has not been able to adequately dissect the data we have collected. This information will therefore have to wait.
The ALWG has, however, been working in the meantime on a website to serve as a repository for ALTSs (active learning teaching strategies) at MIC. This website is not yet live and awaits approval from MEI and MIC. It will require participation from all faculty (in the form of ALTS contribution) in order to be successful. The purpose of this site is also to serve as an area to showcase the work of the ALWG (particularly to MEXT), and hopefully other working groups as well, particularly the Critical Thinking working group, since one of our goals is to link AL and CT skills. Looking forward, it is hoped that this website will prove useful to faculty who want to design better teaching strategies, particularly ones that focus on CT development. The website could potentially be extended to participation from other institutions.

Title: Update from Rubrics WG

By: Katherine Bishop & Julia Christmas

DETAILS:

The Rubrics Working Group discussed their plans for the first and second semesters 2017.

1. Surveys—The WG members are working on getting Qualtrics to improve the quality of data collection and flexibility in looking at the results. The WG now has Erik to support more effective data collection. We will be surveying faculty and students again in the Fall.

2. A sample rubric was presented by K. Bishop.
3.RWG will be working to update the institutional rubric. A Lower division rubric and an upper division rubric will be created based on the new three Policies.

4. Two WG members will be taking a trip to Kansai University of International Studies in Hyogo. The purpose of the trip is a) collaboration b) better understanding of institutional rubrics c) using the information gathered during the visit to improve the rubric and/or the institutional use of rubrics

5. The RWG representatives fielded questions from faculty.

Participants:

Benjamin Peters	Christopher Johnson
Anderson Passos	Aya Kasai
Phil Bennett	Katherine Bishop
Pawel Mlodkowski	James Furse
Cathrine-Mette Mork	Jason Adachi
Julia Christmas	Gregory Dunne
Micheal Thompson	Brendan Rodda
Satoshi Ozeki	Edward Rummel
Erik Bond	Jeong-Pyo Hong
George Knapman	Debra Occhi
Anne McLellan Howard	Satoko Kimpara

Session Feedback - ALTSs and work so far in ALWG (Cathrine-Mette Mork, Katherine Bishop, Julia Christmas)

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	5	Yes	5	5	5	Yes	None	Learn more active learning strategies and utilization of rubric.	We want to have more workshop types of active learning or rubric.
4	4	5	4	Yes	4	4	4	None were distributed	None.	Make clearer connection between critical thinking and active learning in my classes. Find new ways to use rubrics, especially for students to evaluate their learning.	Thank you for helping MIC's AP project succeed. Your efforts are much appreciated!
3	2	3	4	Somewhat	2	2	5	Yes			
4	4	5	5	Yes	5	5	4	None were distributed			
3	3	3	3	Somewhat	3	4	4	None were distributed			
5	5	5	5	Yes	5	5	3	Yes			
2	1	5	1	No	2	2	5	No	everything should be improved, from the design of presentations to the way presenters proceeded with the merit content, they were chaotic, there were many digressions not related to the merit, and references to events and people that do not really matter	no way to apply anything	all presenters showed total lack of respect for the audience and no diligence in preparing presentations, the displayed merit content was totally unreadable, slides were unacceptable in terms of their composition & font size and when it comes to other information displayed (not PPT) these were just photos of hastily handwritten comments (totally unreadable) on a piece of printed paper, as if they

												were done just 5 minutes before presenters entered the room - MIC students know much better how to design a presentation with due diligence and this way they show respect for an audience; MIC employees should ask MIC students for some support in this regard to avoid such embarrassing situations in the future
5	5	5	5	Yes	5	5	5	Yes				I was much encouraged!
4	3	3	5	Somewhat	5	5	5	Somewhat				
5	5	5	5	Yes	5	5	5	Yes	None		Learn more active learning strategies and utilization of rubric.	We want to have more workshop types of active learning or rubric.

Faculty Development Session Report
Workshop (Jason Adachi, Katherine Bishop)

Date: June 8, 2017
Session Start/End Time: 16:15~17:15
Place: room 2-103

Summary:

This session discusses the relative pedagogical merits of gamification and game-based learning, focusing particularly on their use in facilitating active learning. Specific tools, strategies, and resources will also be covered.

Title: Active Learning: Gamification and Game-Based Learning

By: Katherine Bishop & Jason Adachi

DETAILS:

We examined the roles of "fun" and "play" in active learning and their utility before discussing game-based learning and gamification in general before moving onto a discussion of MIC-application and, finally, a workshop.

Participants:

Monica Daniela Hamciuc	Phil Bennett
Micheal Thompson	Brendan Rodda
James Furse	Futoshi Kobayashi
Erik Bond	Debra Occhi
Benjamin Peters	Mlodkowski Pawel
Cathrine-Mette Mork	Edward Rummel
Christopher Johnson	Satoko Kimpara
Anne McLellan Howard	

Session Feedback: Active Learning: Gamification and Game-Based Learning (Jason Adachi, Katherine Bishop)

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	5	Yes	5	5	5	None were distributed	it was great as it was	mostly no new information for me, but enjoyed hearing from others on what they do	
5	5	5	5	Somewhat	4	5	5	Yes			
4	5	3	5	Somewhat	5	5	5	None were distributed			
3	5	3	3	Somewhat	3	3	4	None were distributed			
4	5	4	3	Somewhat	5	4	4	None were distributed			
3	5	3	2	No	3	2	4	Somewhat			
5	5	4	4	Somewhat	4	4	5	None were distributed	Less content & more focused	It would be great to create a database of games by subject area	
3	5	4	3	Somewhat	5	5	5	Yes	Flipping through slides from a larger presentation while others spoke was distracting.	Not sure yet	Students don't belong at FD; let's not make this a habit
5	5	5	4	Yes	5	3	3	None were distributed			
3	5	4	3	Somewhat	5	5	5	None were distributed	clearer explanation of gamification	try new game approaches in my classes	Thank you Katherine and Jason

Faculty Development Session Report
Workshop/ Research (Fumikazu Morishige)

Date: July 6, 2017
Session Start/End Time: 16:15~17:15
Place: room 2-103

Summary:

The suggested "core and curriculum including the goal of teacher training and training as a result of two years of research and research" were presented.

Title: MEXT - Improvement of the Caliber and Capability of Teachers for Future School Education

By: Fumikazu Morishige

DETAILS:

From the Central Council for Education (CCE), (by the end of this month) the direction of the next **Curriculum guidelines** (*Gakushu shido yōryō*) was presented, in which English language education reform will begin in earnest. As a result of early English language education & curricularization at elementary school, and recommendations for further improvement and enhancement at middle and upper secondary schools, it will be further required to have teachers with high English and leadership ability. In order to make the core curriculum (draft) of training and training of English teachers proposed in 2015 more effective, in 2016, under the cooperation of many educational committees, universities, academic societies, English educators, etc., paper and interview surveys were conducted. Based on the proposal, the core curriculum of training and training of English teachers was studied.

Participants:

James Furse	Debra Occhi
Jason Adachi	Christopher Johnson
Benjamin Peters	Yukichi Shimizu
Anne McLellan Howard	Phil Bennett
Anderson Passos	Edward Rummel
Cathrine-Mette Mork	Gregory Dunne
Erik Bond	Lloyd Walker
Futoshi Kobayashi	Satoko Kimpara

Session Feedback: MEXT - Improvement of the Caliber and Capability of Teachers for Future School Education (Fumikazu Morishige)

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	5	Yes	5	5	5	Yes	Morishige Sensei put a lot of times and efforts to present us. Thank you so much.	None	We need to rethink about the teacher certification program.
5	5	5	4	Yes	5	5	5	Yes	less slide reading?	not sure yet	
5	5	5	4	Yes	5	4	3	Somewhat			
5	4	4	5	Yes	4	4	3	Yes			
5	3	4	5	Somewhat	5	5	3	Somewhat			
3	3	2	3	No	3	3	3	Somewhat			
4	4	1	3	No	4	3	1				
5	4	3	4	Somewhat	4	4	2	Yes			
5	2	4	3	Somewhat	2	4	4	Yes	The presenter just said 'read this slide' several times; if that is the case I would rather read it on my own than be forced to attend another meeting	I'm sure this will have far reaching impact on our work (and could be a great benefit to the college if our noble leaders deal with it effectively)	This is the second time at MIC (and the third time overall) I've heard about this through someone's reading of slides I could read myself more quickly. We could have gotten the English version for the recent mandatory afternoon session held at the Kiyotake hall by the MEXT officer and Julia and not needed to take time in our busy schedules to hear about it again here. No offense intended to those whose efforts went into the session, of course.

Faculty Development Session Report
Workshop/ Research (Anne Howard)

Date: July 13, 2017
Session Start/End Time: 16:15~17:15
Place: room 2-103

Summary:
How instructors express evaluation and a few ways of making it clearer to students.

Title: Evaluation of English learners

By: Anne Howard

DETAILS:

Evaluation is a very complex phenomenon in language, so much so that even native or native-like speakers may not be aware of what goes into it. This can lead to misunderstandings when we assess our students' performance in class, and our own attempts to soften assessment may make it even harder to understand….

Participants:

Micheal Thompson
Erik Bond
Benjamin Peters
Cathrine-Mette Mork,
Monica Daniela Hamciuc
Jason Adachi
Edward Rummel
Anderson Passos
Satoko Kimpara

Session Feedback: How instructors express evaluation and a few ways of making it clearer to students (Anne Howard).

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	5	Yes	5	5	5	Yes	Please provide us some useful techniques which are based on research studies.		I enjoyed her presentation today.
5	5	5	5	Yes	5	5	5	None were distributed			
4	4	5	5	Yes	5	5	5	None were distributed		I'll try not to kill discussion by giving feedback too soon! (Thanks for the tip!)	
4	2	3	3	Yes	4	5	5	None were distributed			
4	4	4	4	Somewhat	5	5	4	None were distributed		Be more aware of what kind of feedback I give and how I word it.	

Faculty Development Session Report
Workshop (Cathrine-Mette Mork)

Date: October 26, 2017

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

Place: CCR 1 computer room

Summary: A workshop guiding participants on how to set up interactive student blogs/journals in Mahara/Moodle. Rationale for doing so will be given at the start.

Title: Creating Interactive blogs/journals in Mahara

By: Cathrine-Mette Mork

DETAILS:

This workshop shows participants how to set up / or how to help students to set up student blog(s)/journal(s) in Mahara for use in a course, how to set up a Mahara page including the blog/journal, and then how to provide links within a Moodle course to all pages of student blogs so that students can actively read and comment on each other's posts/entries. This may be particularly useful for content teachers who want to provide a channel for reflection and/or forum-like functionality, and for writing teachers who want to provide opportunities for fluency work.

A brief overview and review of the literature supporting journaling as a form of extensive writing across the curriculum was shared beforehand. The main rationale is gains in fluency, accuracy, and comprehensibility of writing (in L2 specifically, but also for native writers); gains in confidence levels and self-directed learning ability; deep learning: Students can be asked or required to paraphrase, summarize, analyze, criticize, or offer opinions on content they have read, watched, listened to, or experienced in or for a class. In doing so, students discover meaning, make connections, and think critically. They can gain the perspective and insight of others if they read each other's journals or blogs. Journaling creates a loop that mandates students to internalize and synthesize content instead of just cutting and pasting information. If the content is vocational in nature, they can also instill values of the profession and reflect on professional roles.

Participants:

Benjamin Peters
Eric Bond
Alan Simpson
Ellen Head
Debra Occhi
Jason Adachi
Jeong-Pyo Hong
Gregory Dunne
Yukichi Shimizu

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	4	Somewhat	4	5	5	None were distributed		thinking about this	well done!
5	5	5	5	Yes	5	5	5	None were distributed	Nothing it was smashing	I just made a Mahara journal and I was able to embed it in a page during the workshop so I think I can teach students to do it and exhange secret urls with their friends for AW 2 and Area studies over the next 3 to 4 weeks.	thank you, great session and just at the right time for me.
5	4	4	4	Somewhat	5	4	5	Yes		I'd like to use journalling in my classes, if I learn how to set it up.	
3	5	5	5	Yes	5	3	3	None were distributed			
5	5	5	5	Yes	5	5	5	Yes		Going to use more Mahara journals in my classes to boost writing	Thanks!

Faculty Development Session Report
Workshop/ Research Alan Simpson

Date: December 7, 2017

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

Place: room 1-201

Summary: **E-portfolio Part:**

1) **Overview of e-portfolio at MIC**
2) **Showcasing student evidence**
3) **Visualization of learning outcomes**

   Rubric Part:
4) **Kansai International University rubric**
5) **Newly developed MIC institutional rubric**
6) **Student self-evaluation visualization**
7) **Linking grades to the institutional rubric**

Title: E-portfolio and Rubrics Working Group Faculty Development Session.

By: Jason Adachi and Alan Simpson

DETAILS:

The E-portfolio presentation explained that e-portfolios at MIC are divided into two distinct types. The first showcases student development through end-of-year, Study Abroad, and other student-generated Mahara pages. The second compiles institutionally managed data relevant to student progress through the academic program. This section may include TOEIC data, grade performance, and other information that students obtain from the administration. The rubrics underdevelopment by the Rubrics Working Group would fit into this section as well.

Rubrics

Described the Kansai International University rubric.

Introduced how the 5 diploma policies break down into 40 institutional rubric categories.

(Diploma categories need updated.)

If we are going to ask students to do a self-evaluation using these categories, then we will need to develop 80 can do statements, with examples, bilingually. Kinki uni. do something similar, (Ellen has more info). This might be difficult to get the students to understand the questions. We looked at example spider plot visual representations, and faculty survey responses.

We explained two approached to link grades to the institutional rubric. First, giving the student class grade, to the relevant diploma policies selected in the syllabus. Second,

selecting all of the relevant 40 categories for that class, and then assigning the grades. We will trial this with two classes, and report to the faculty council in Jan/Feb 2018.

We will need to discuss with the e-portfolio group how to integrate it into the Mahara system. For example, it is possible for teachers to use a rubric in Moodle, but not for students to self-evaluate. (Study the 2015-2016 Moodle course to see if there is anything useful to build on.)

Participants:

Trine, Anderson, Lloyd, Ellen, Anne, Jason, Alan, Michael, James, Satoshi, Futoshi, Debra, Chris, Phil, Ed, Aya, Erik

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
4	5	2	5	Somewhat	5	5	5	Yes			
3	4	3	3	Somewhat	4	4	4	Somewhat			
4	5	4	3	Somewhat	2	5	4	None were distributed	The presenter stated clearly that he was reporting someone else's work and pled ignorance at several points, but as he is the leader I had expected more expertise. Maybe the person who did the work should have run the session?	I'm sure we'll be told how to apply it in due course.	
5	5	5	4	Somewhat	5	5	5	Yes			
3	3	3	3	No	3	3	5	None were distributed			
3	3	3	3	Somewhat	3	3	3				
5	5	5	5	Yes	5	5	5	Yes	It was a bespoke session to explore ways of adapting rubrics to fit e-portfolio visualizations and so of necessity it was open ended. I don't think it needed improving.	It is more of a question of waiting and seeing what is decided in relation to e portfolios and rubrics.	I would possibly like the opportunity to contribute a bit more to these decisions about rubrics and e portfolios as they are going to affect my work in future. I would have been happy with an even more open-ended session but the presentation was good and suggests that the various committees have professors' interests at heart in terms of creating a system that is not burdensome to teachers but is useful to advisors.
2	5	5	4	Somewhat	4	5	5	Yes	To get more feedback from instructors	Develop more rubrics	
5	4	5	5	Yes	5	5	5	Yes			
2	2	4	2	Somewhat	2	5	5	Somewhat	Concrete examples were missing from both presentations.	The rubrics presentation gave me many ideas for my courses next year.	The e-portfolio session was pretty much the same as last year. I believe everyone's expectation was to see improvements and new things, but we were left with old screenshots (as pointed out by one attendee) and no suggestions for implementation in our classes.

The rubric presentation had a lot of information that could be summarized into "ideas for future implementation". Again, I think the attendees were expecting to see suggestions of how to implement things in the classroom.

Faculty Development Session Report
Workshop/ Research: Chris Johnson & James Furse

Date: February 1, 2018

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

Place: Room 1-201

Summary: The CTWG will discuss the development of the MIC CT test and provide example questions from the test. Participants will also be provided with a general analysis of test results.

Title: The MIC CT Test

By: Chris Johnson & James Furse

DETAILS: The CTWG discuss the development of the MIC CT test in terms of content (skills to be tested), format (what type of test questions to develop) and delivery (when and how to develop the test). The CTWG also provided 5 example test questions to participants representing a range of question types, skills tested, and difficulty level. Information regarding students' performance on these 5 questions, and overall participation in the CT test was also provided. A question and answer period followed that discussed concerns about participation rates and possible solutions; the prospects of and problems with translating the CT test into Japanese; the importance of not compromising research methodology and procedures; the option of restarting the research project by changing the research methodology and procedures; and possible interpretations of the terms of the AP grant.

Participants:

James Furse
Chris Johnson
Cathrine-Mette Mork
Anderson Passos
Satoshi Ozeki
Erik Bond
Jason Adachi
Edward Rummel
Aya Kasai
Yukichi Shimizu
Iain Stanley
Phil Bennett
Anne Howard
Alan Simpson
Satoshi Ozeki

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	5	Yes	5	5	5	Yes	Free snacks and coffee from the AP grant budget?	My research sometimes involves creating testing instruments, so it was useful to listen to the findings of another group working in a similar area.	The discussion at the end of the session was also useful. It highlighted one of the main problems that the AP grant has faced - the huge disconnect between administrators who create these plans and faculty (and students) who have to deal with the reality of their implementation. I hope that future grant applications will be planned appropriately (by drawing on expertise and involving faculty in decisions) and that needs analyses will be carried out before submitting applications. I also hope that a proper evaluation of the AP grant will be carried out so that its failings are learned from and not repeated.
5	4	3	5	Somewhat	5	5	5	Yes			The presenters talked about "chain of custody". Based on their explanation it is my understanding that this "chain of custody" was already compromised because one faculty member left the room for more than 10 minutes with a copy of the questions. I hope this deviation is disclosed properly.
5	5	5	5	Yes	5	5	5	Yes	Nothing could be improved, it was perfect !	The CT test is not directly relevant to my work	Best FD I have ever been to at MIC.
5	5	3	4	Somewhat	5	4	4	Yes			
5	5	4	5	Yes	5	5	5	Yes			
5	5	5	5	Yes	5	5	5	Yes			
5	5	5	5	Yes	5	5	5	Yes			
4	5	4	4	Somewhat	5	5	5	Yes	Clearer action outcomes, namely, deciding on how and when to conduct the CT tests.	I plan on incorporating the CT thinking categories into the institutional rubric.	