Course Guidebook
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1 Outline of the Practical FD Program

(1) Overview of the Practical FD Program

**Phase 1 (Individual Evaluation)**
Certificates are issued following discussion by Education Consultants, on the basis of participants’ course records and teaching portfolios.

**Phase 2 (Organizational Evaluation)**
Outcomes are verified using Total Educational Reform Indicators (TERI) by reference to educational enhancements and improvements to the academic organization.

**Phase 3 (Academic and Policy Evaluation)**
Presentation and review at academic conferences

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**Evaluation**

The quality assurance of Higher Education

**Attainment Objectives**

Educational abilities and professional skills required of a university instructor

**Content**

Practical FD Program

Video-on-demand lectures

Workshops

Educational consultation

**Partnerships**

Japan Private Universities FD Coalition Forum

* The Practical FD Program is developed and operated with the assistance of the Japan Private Universities FD Coalition Forum.

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**Delivery:**
By faculty members from Ritsumeikan University’s Institute for Teaching and Learning, senior specialist faculty members from undergraduate colleges and experts from other institutions

**Course content:**
Higher Education Theory, Theory of Teaching and Learning, Educational Methodology, Theory of Class Planning, Theory of Class Evaluation, Educational Psychology, Adolescent Psychology, and Clinical Psychology; as well as administration, compliance and other skills required of members of university organizations

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**Demanding educational conditions faced by private universities:**
- Large class sizes
- Heavy teaching loads
- Diversity in scholastic ability and motivation among students

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**Fundamental capacity to employ both educational and individual specialist perspectives to reflect on the suitability, validity and effectiveness of the design, delivery and evaluation of curricula and one’s own classes, and to realize improvements thereto**

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**Knowledge, skills and approaches for active learning cultivated as key components of the capacity to reflect**

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**Examining the educational abilities and professional skills required of university instructors by reference to precedents in the Japan Private Universities FD Coalition Forum**

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• 3% of private sector universities currently enroll 20% of the sector’s students; robust faculty autonomy poses a common challenge

• Joint development / joint use of lectures and workshops through Japan Private Universities FD Coalition Forum

• Partnerships to foster FD-ers and educational consultants

• Building networks among participants (developing personal connections among classmates and fostering future FD-ers and educational consultants)
(2) Aims of the Practical FD Program

The Practical FD Program is a training program to equip faculty members with knowledge, skills and approaches to enable them to reflect on their own teaching employing perspectives from both the discipline of education and their own fields of specialization. There is a particular emphasis on the development of active learning techniques.

Addressing all four fields of academic practice for university faculty members (education, research, social contribution, and administration), the Program is comprised of the following three components: (1) video-on-demand lectures introducing systematized theoretical approaches from education and other fields, (2) workshops to develop teaching techniques and communication skills; (3) ongoing educational consultation delivered by educational consultants in response to the needs of individual faculty members.

Japan’s private universities operate in conditions that are demanding in many ways. The challenges include large class sizes, heavy teaching loads and the diverse levels of scholastic ability and motivation among students. By offering this Program to newly-appointed faculty members of Ritsumeikan University, we seek to cultivate the educational abilities and professional skills demanded of university faculty members today, and thereby assure the quality of education at our university.

What is FD (Faculty Development)?

At Ritsumeikan University, FD (Faculty Development) is defined as:

“Activities in which faculty members act in cooperation with administrative staff members and with the involvement of students to pursue organized research and training that addresses the appropriateness of configuration, content, methods, teaching materials, evaluation and other aspects of curricula and individual classes, and to engage in ongoing verification of the validity and effectiveness of these approaches and apply them to realize further improvements. These activities are conducted in line with our university’s founding spirit and educational principles, and undertaken for the purpose of realizing the ideals and educational objectives stated by the colleges, graduate schools and other academic organs.”
### (3) Instructional Competencies Assured by the Practical FD Program

<table>
<thead>
<tr>
<th>Area</th>
<th>Instructional Competencies</th>
</tr>
</thead>
</table>
| **1. Designing teaching**                 | 1-1. Understands general theories of teaching and learning.  
1-2. Can design courses with an appreciation of how students learn.  
1-3. Can design and plan learner-centered classes.  
1-4. Can set goals necessary for learner-centered classes and formulate statements appropriate for them.  
1-5. Can design evaluation approaches and select evaluation methods appropriately for learner-centered classes.  
1-6. Can design and plan classes employing active learning methods. |
| **2. Implementing teaching**              | 2-1. Understands teaching and learning strategies and methods for conducting learner-centered classes in the context of higher education.  
2-2. Understands the features and applications of a range of learning support technologies, and can use them in class.  
2-3. Can modify and transform classes flexibly in accordance with learning developments.  
2-4. Is motivated to operate classes in collaboration with students.  
2-5. Actively applies research and practical processes and outcomes from one’s own specialist field in the classroom.  
2-6. Can conduct classes employing active learning methods. |
| **3. Testing and evaluating teaching**    | 3-1. Understands how to evaluate educational effects in accordance with teaching and learning strategies and methods.  
3-2. Can undertake objective and rigorous evaluation of student performance.  
3-3. Can provide effective feedback to students on the outcomes of evaluation of educational effects.  
3-4. Can reflect on one’s own classes and practices, and work to improve them.  
3-5. Can evaluate classes employing active learning methods. |
| **4. Organize and coordinate the learning environments** | 4-1. Can promote the formation of learning communities.  
4-2. Can apply a range of media and tools to develop effective learning environments and learning support.  
4-3. Can develop tools and environments for learning support. |
| **5. Professionalisation**                | 5-1. Appreciates and respects diversity among students.  
5-2. Applies oneself to the design and ongoing development of one’s own career.  
5-3. Works as a member of the university faculty group.  
5-4. Applies oneself constantly to the assimilation of new knowledge concerning higher education and teaching methodology |
| **6. Understanding one’s own university** | 6-1. Understands Ritsumeikan University's educational policy. |
### Video-on-demand Lectures (VOD)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Field</th>
<th>Subject</th>
<th>Lecturer</th>
<th>Attainment Objectives</th>
</tr>
</thead>
</table>
| L1EGV10     | Ritsumeikan Studies I          | Promoting learner-centered education: education at Ritsumeikan University | Tadashi NAKAMURA (Ritsumeikan University)    | 1. To understand the student characteristics and student culture of Ritsumeikan University (knowledge)  
2. To be able to give an account of the characteristics of academic education at Ritsumeikan University (knowledge)  
3. To understand the university culture, philosophy and aims, ethos, education and research support systems, and other aspects of Ritsumeikan University (knowledge) |
| L1EA10      | Higher Education Theory I      | Contemporary higher education                                          | Motohisa KANEKO (University of Tokyo)        | 1. To be able to describe the state of higher education both in Japan and around the world (knowledge)  
2. To be able to contemplate the current position of one's own university and how to address it (knowledge)                                                  |
| L2EAV30     | Higher Education Theory III    | The place of FD in University Reform                                    | Takekazu EHARA (Ritsumeikan University)      | 1. To be able to describe the progress of FD research and university reforms both in Japan and around the world (knowledge)                                                                                          |
| L3EAV40     | Higher Education Theory IV     | Theory of university evaluation                                         | Takashi YASUOKA (Ritsumeikan University)      | 1. To be able to give an account of the history and present state of Japanese and worldwide university evaluation and the future trends (knowledge)                                                                 |
| L1EDV10     | Theory of Class Planning I     | Planning of university classes                                          | Hirotaka OKI (Ritsumeikan University)         | 1. In the planning of curriculum and classes, to be able to define learning outcomes clearly and set appropriate attainment objectives (behavioral objectives) (knowledge and skills)  
2. In the planning of curriculum and classes, to be able to select appropriate domains and methods for evaluation (knowledge and skills)                                                                 |
| L1EBV10     | Theory of Teaching and Learning I | Theory of teaching and learning and educational practice (1)           | Kazuo NAGANO (University of the Sacred Heart) | 1. To acquire a concrete knowledge of the basic theories of teaching and learning (knowledge)  
2. To be able to differentiate between the two learning theories of behaviorism and cognitivism (knowledge)                                                                                                      |
| L1EBV20     | Theory of Teaching and Learning II | Theory of teaching and learning and educational practice (2)         | Kazuo NAGANO (University of the Sacred Heart) | 1. To acquire a concrete knowledge of the basic theories of teaching and learning (knowledge)  
2. To be able to differentiate between the two learning theories of behaviorism and cognitivism (knowledge)                                                                                                      |
| L1ECV10     | Educational Methodology I       | The perspective of educational technology                              | Tokjuji HAYASHI (Ritsumeikan University)      | 1. To be able to give an account of the teaching strategies and methods used in higher education (knowledge)  
2. To be able to analyze and give an account of one’s own teaching strategies and methods (skills)                                                                                                               |
| L1ECV20     | Educational Methodology II      | Teaching techniques in higher education                                 | Shigeru KINO (Ritsumeikan University)         | 1. To be able to give an account of the salient points of instructional techniques for use in class (knowledge)  
2. To be able to reflect on the instructional techniques used in one’s own classes (attitude)                                                                                                                |
| L2EEV10     | Educational Evaluation Theory I | Methods of grade evaluation                                            | Tomoko TORII (Ritsumeikan University)         | 1. To learn how to set grade evaluation methods and grade evaluation criteria appropriate to the attainment objectives (activity objectives) of the course (skills)  
2. To learn how to research and develop appropriate methods of grading learning achievements (e.g. rubric formulation) in line with teaching strategy and methodology (knowledge, skills)  
3. To promote objective and rigorous grade evaluation in the teacher’s own classes and appropriate feedback to learners (attitude)                                                                                |
| L1EFV10     | Psychology I                   | Adolescent psychology                                                   | Toshiaki SHIRAI (Osaka Kyoku University)      | 1. To be able to give an account of the basic aspects of adolescent psychology, which is an area of developmental psychology (knowledge)  
2. To be able to give an account of the emotional conflicts and developmental tasks associated with adolescence (knowledge)  
3. To work to respond to the needs of mentored students based on an understanding of the psychology of adolescence (attitude)                                                                 |
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>L1EDW10</td>
<td>Theory of Class Planning Workshop I</td>
<td>Writing syllabus entries and class attainment objectives</td>
<td>Junko NISHIGAKI (Osaka City University)</td>
<td>1. To be able to express the syllabus and attainment objectives in terms of behavioral objectives in each domain (skills)</td>
</tr>
<tr>
<td>L2EDW20</td>
<td>Theory of Class Planning Workshop II</td>
<td>Class planning using compulsory linkage</td>
<td>Masashi KUSHIZAKI (Kansai University)</td>
<td>1. To understand and be able to give an account of the basic understandings and approaches to students used in clinical psychology (knowledge, skills)</td>
</tr>
<tr>
<td>L2EDW30</td>
<td>Theory of Class Planning Workshop III</td>
<td>Micro-teaching and evaluation</td>
<td>Shinichi YAMAMOTO, (Hiroshima University)</td>
<td>1. To be able to explain the background regarding the need for university reforms and the fundamentals of university administration (knowledge)</td>
</tr>
<tr>
<td>L1AJV10</td>
<td>University Administration I</td>
<td>Fundamentals of university administration for university faculty and administrative staff members</td>
<td>Hiroshi KOEZUKA (Ritsumeikan University)</td>
<td>1. To be able to reflect on one’s own classes through exchange of individual active learning experiences (attitude)</td>
</tr>
<tr>
<td>L1AJV20</td>
<td>University Administration II</td>
<td>New ideas for university administration in light of developments in university reforms in recent years</td>
<td>Shinichi YAMAMOTO, (Hiroshima University)</td>
<td>1. To master active learning methods employing peer supporters, and to be able to implement these methods (skills)</td>
</tr>
</tbody>
</table>

**Workshops (WS)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Lecturer</th>
<th>Attainment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1EDW10</td>
<td>Theory of Class Planning Workshop I</td>
<td>Methods and practices of active learning (centering on the use of peer supporters)</td>
<td>1. To master active learning methods using ICT and to be able to implement them (skills)</td>
<td></td>
</tr>
<tr>
<td>L1EBW20</td>
<td>Theory of Teaching and Learning Workshop II</td>
<td>Tips for good teaching (focusing on verbal communication): using diagrams</td>
<td>L1EBW10 Theory of Teaching and Learning Workshop I</td>
<td>1. To gain direct experience of to what extent information that must be imparted is transmitted clearly by oral means (knowledge)</td>
</tr>
<tr>
<td>L1ECW20</td>
<td>Educational Methodology Workshop II</td>
<td>1. To gain direct experience of the difference in the extent to which oral directions are transmitted when feedback (questioning and repeated inquiry) is used and when it is not (knowledge)</td>
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<td>3. To gain direct experience of the limitations of verbal communication, the forte of university faculty members (knowledge, skills)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Field</td>
<td>Subject</td>
<td>Attainment Objectives</td>
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</tr>
<tr>
<td>L1ECW30</td>
<td>Educational Methodology Workshop III</td>
<td>Tips for good teaching (focusing on non-verbal aspects and the use of visual materials): expressive ability, eye contact, silent interviewing</td>
<td>1. To become aware of the impression that one’s facial expression, eye contact and attitude has on others (knowledge) 2. To be able to perform the type of facial expressions, attitudes and eye contact that will make a positive impression on others in various circumstances (skills)</td>
<td></td>
</tr>
<tr>
<td>L1EFW10</td>
<td>Psychology Workshop I</td>
<td>Abilities expected of listeners</td>
<td>1. To become aware of the fact that a listener’s stance and attitude can influence a speaker’s inclination to speak (skills) 2. To understand the factors that enhance/diminish a speaker’s inclination to speak (skills)</td>
<td></td>
</tr>
<tr>
<td>L2EFW10</td>
<td>Psychology Workshop II</td>
<td>Ability to talk from the other party’s standpoint (the INU-BARA method)</td>
<td>1. To master techniques such as “active listening” and “repeating the speaker’s words,” using the INU-BARA method (skills) 2. To be able to visualize the opinions and feelings that underpin what the other party is saying (skills)</td>
<td></td>
</tr>
<tr>
<td>L2EFW20</td>
<td>Psychology Workshop III</td>
<td>Assertion training</td>
<td>1. To understand one’s own methods of giving directions and guidance (skills) 2. To be able to provide guidance and directions that value the feelings of both oneself and the other party (skills)</td>
<td></td>
</tr>
</tbody>
</table>

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**Optional Course Listings**

**Video-on-demand Lectures (VOD)**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EL2</td>
<td>Theory of Class Planning II</td>
<td>Class planning and class methods, techniques and evaluation</td>
<td>Manabu YOKOTA (Kyoto City University of the Arts)</td>
<td>1. To be able to give an account of effective class methods and techniques in line with class planning (knowledge) 2. To be able to evaluate classes from appropriate perspectives (knowledge, skills, attitude)</td>
</tr>
<tr>
<td>EL1</td>
<td>Bridging Education I</td>
<td>Initiatives in first-year education</td>
<td>Reiko YAMADA (Doshisha University)</td>
<td>1. To understand the importance of first-year education and the significance of initiatives therein (knowledge)</td>
</tr>
<tr>
<td>EL2</td>
<td>Educational Methodology III</td>
<td>Use of educational media</td>
<td>Hitoshi MIYATA (Shiga University)</td>
<td>1. To be able to explain the characteristics and merits of various types of teaching and learning support media (knowledge) 2. To be able to reflect on the use of media in one’s own classes and endeavor to use them effectively (attitude)</td>
</tr>
<tr>
<td>EL1</td>
<td>Educational Methodology IV</td>
<td>Understanding copyright issues in teaching material development</td>
<td>Tomoji SAKAI (Tokiwa University)</td>
<td>1. To understand the copyright-related legislation that must be taken into consideration when using photographs, videos and written documents as teaching materials (knowledge) 2. To use written documents and other materials in compliance with the Copyright Act and the Personal Information Protection Act (attitude)</td>
</tr>
<tr>
<td>EL2</td>
<td>Educational Methodology V</td>
<td>Interpretation of student class evaluations and their use in classes</td>
<td>Takashi YASUOKA (Ritsumeikan University)</td>
<td>1. To understand the significance of implementing student class evaluations (knowledge) 2. To apply the results of student class evaluations appropriately in improving one’s own classes (attitude)</td>
</tr>
<tr>
<td>EL1</td>
<td>Educational Evaluation Theory II</td>
<td>Evaluation of scholastic attainment (examinations, assignments, production skills, distribution of marks, evaluation methods)</td>
<td>Eiichiro NOJIMA (Waseda University)</td>
<td>1. To understand how examinations, assignments, etc. should be matched to class goals (knowledge)</td>
</tr>
<tr>
<td>EL1</td>
<td>Educational Evaluation Theory III</td>
<td>Teaching portfolios</td>
<td>Kayoko KURITA (National Institution for Academic Degrees and University Evaluation)</td>
<td>1. To understand the significance of creating a teaching portfolio (knowledge) 2. To be able to give an account of the methods for creating a teaching portfolio (knowledge)</td>
</tr>
<tr>
<td>EL1</td>
<td>Fundamental Information Applications</td>
<td>Supporting the activities of a learning community using ICT</td>
<td>Hidehiro NAKAJIMA (Meijo University)</td>
<td>1. To be able to create and support the activities of a learning community using ICT (knowledge)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Field</td>
<td>Subject</td>
<td>Lecturer</td>
<td>Attainment Objectives</td>
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</tbody>
</table>
| EL2         | Psychology IV       | Learning by students with developmental disabilities                   | Hozumi ARAKI (Ritsumeikan University) | 1. To have concrete knowledge of the types and nature of developmental disabilities (knowledge/understanding)  
2. To be aware of appropriate methods for handling students with developmental disabilities (knowledge/understanding)  
3. To be interested in education for students with developmental disabilities (motivation/attitude) |
| EL2         | Higher Education Theory II | History of higher education research                                      | Akira ARIMOTO (Hijiyama University) | 1. To be able to describe the historical development of higher education research in Japan and throughout the world (knowledge) |
| AL1         | Higher Education Policy I | University policy in postwar Japan (university policy in transition, international comparisons) | Kazuko TAKANO (Meiji University) | 1. To understand the development of and issues in university policy in Japan in the period after World War Two (knowledge) |
| AL2         | Risk Management I   | Campus harassment for university faculty members                         | Hiroshi IGUCHI (Tokyo Yumanite Law Office) | 1. To be able to give an outline of sexual harassment, academic harassment and power harassment (knowledge)  
2. To take care in one’s own words and actions to ensure that campus harassment does not occur (attitude) |
| RL1         | Ethics for Researchers I | Ethical principles to be observed by researchers                        | Akira MOCHIZUKI (Ritsumeikan University) | 1. To understand the fundamental research ethics expected of researchers (knowledge)  
2. To endeavor to uphold the fundamental research ethics expected of researchers (attitude) |
| RL1         | Research Outreach Activities I | The many possible outreach activities for researchers                   | Toshihiro HANADA (University of Tokyo) | To be able to give an account, using concrete examples, of the types of outreach activities that can be conducted by researchers (science café, consensus meetings, etc.) (knowledge) |
| EL2         | Theory of Teaching and Learning III | Theories of active learning (particularly PBL)                            | Makoto MIURA (Kansai University) | 1. To understand the theories of active learning (particularly PBL) (knowledge)  
2. To be able to give an account of the need for active learning (particularly PBL) in university classes (knowledge) |
| EL2         | Ritsumeikan Studies II | Historical overview of the Ritsumeikan Academy, 1900 to 2008            | Kazuichi SAKAMOTO (Ritsumeikan University) |                                                                                                                                                     |
| EL2         | Ritsumeikan Studies III | Creation of the Academy in the 1980s and 1990s, focusing especially on the establishment of the Biwako-Kusatsu Campus, the expansion and relocation of the College of Science and Engineering, and the new development of the Biwako-Kusatsu Campus | Kazuichi SAKAMOTO (Ritsumeikan University) |                                                                                                                                                     |
| EL2         | Ritsumeikan Studies IV | How Ritsumeikan Asia Pacific University was created                       | Kazuichi SAKAMOTO (Ritsumeikan University) |                                                                                                                                                     |

* In the “Course Level” column above, EL indicates Education, RL indicates Research, and AL indicates Administration.
<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EL2</td>
<td>Educational Methodology Workshop V</td>
<td>Using ICT in the classroom (operation)</td>
<td>1. To be able to use ICT (web course tools, PowerPoint, wireless LAN, etc.) in class (skills)</td>
</tr>
</tbody>
</table>
| EL1         | Educational Evaluation Theory Workshop I  | Evaluating scholastic attainment (examinations, assignments, production skills, distribution of marks, evaluation methods) | 1. To be able to produce examinations, assignments, etc. that match the goals of the class (skills)  
2. To be able to provide students with an appropriate account of perspectives and methods employed in evaluation (skills)                                      |
| EL2         | Educational Evaluation Theory Workshop II | Creating a teaching portfolio    | 1. To be able to create a teaching portfolio using actual syllabus materials, evaluation questionnaire results, etc. (skills)  
2. To actively use the teaching portfolio to improve classes (attitude)                                                                                                                                             |
| EL1         | Fundamental Information Applications Workshop | Supporting the activities of a learning community using ICT | 1. To be able to create and support the activities of a learning community using ICT (skills)                                                                                                                                  |
| EL2         | Theory of Teaching and Learning Workshop III | Practical methods in active learning | 1. To be able to design active learning activities in university classes (knowledge)  
2. To be able to implement active learning activities in university classes (skills)                                                                                                                                            |

* In the “Course Level” column above, EL indicates Education.
As far as possible, please endeavor to take the video-on-demand lectures (referred to below simply as “VOD”) and workshops (“WS”) in the order given below.

Consultations (referred to below as “CS”) will be operated by a group leader determined in advance, but it is also possible to change groups.

When creating your teaching portfolio (referred to below as “TP”) you may consult whenever necessary with education consultants and teaching portfolio development coordinators.

1st year
April
Registration of ID and password with Web Course Tool

May
Live lecture:
1. Ritsumeikan Studies I

VOD:
2. Higher Education Theory I

June
VOD:
3. Higher Education Theory II

July
VOD:
4. Higher Education Theory III

August
VOD:
5. Higher Education Theory IV

September
Live lecture:
5. Theory of Class Planning I

WS:
①②③ Theory of Class Planning Workshop I, II, III

Note: Access the VOD lectures and submit your report via the Web Course Tool. You can also participate in discussions on the discussion board.

Reports and discussions are only accepted up to a certain date; please check the VOD course outline for details. If you submit your report after the deadline, feedback from the lecturer may be delayed. (This applies to all VOD courses below.)

Routine individual consultations (consultations accepted at any time, scheduled lunch meetings each semester, etc.)

October
VOD:
6. Theory of Teaching and Learning I

November
VOD:
7. Theory of Teaching and Learning II

December
VOD:
8. Theory of Teaching and Learning III

January
Course adjustment period

@ Use this time to take the VOD courses you have not completed up to this point.

February-March
Proceed to next year level

1st seminar on TP creation

2nd seminar on TP creation

Looking back over the year (interim submission)
Use this time to take the VOD courses you have not completed up to this point.

Completion approved

Completion certificate issued
There are 33 video-on-demand courses, including optional courses, that you can view using the Ritsumeikan University Web Course Tool (WebCT). Each 45-minute course is composed of three 15-minute parts. Each course is accompanied by text files entitled "Course Outline", "PowerPoint Materials" and "Lecture Notes" (The last file is only available for some courses). These files can all be viewed on and printed from the WebCT. Due to copyright issues, we ask that you refrain from distributing downloaded materials to others. Please contact the office if you must distribute materials and have a justifiable reason to do so.

You can view these courses at any time and as many times as you like, but remember that deadlines for reports and discussions are set in advance (see Section (4) “List of Course Outlines” in this chapter). If you submit your report after the set deadline, it will be accepted but you may not receive feedback from your lecturer until later. The same applies for discussions. If you submit questions and opinions after the set deadline, you may not receive feedback from your lecturer until later. Report submission and discussions will be conducted online via the WebCT.

(1) Accessing video-on-demand courses

All video-on-demand courses are stored in the Ritsumeikan University WebCT. Login to the WebCT with your user ID and password and open 「全国私立大学FD連携フォーラム」オンデマンド講義（Japan Private Universities FD Coalition Forum Video-on-Demand Courses）. The following illustrations outline the steps for viewing courses.

(a) Ritsumeikan University top page (http://ritsmei.jp/)

Click “在学生の皆さんへ（Current Students）”
(b) Current Students page: Click "コースツール (Course Tools)" under "学びのサポートツール (Learning Support Tools)"

(c) WebCT page: Click "ログイン (Login)"

(d) WebCT Login page: Enter your user ID and password and click "OK".
(e) My Blackboard page: Under “コース一覧（Course Listing）” click “全日本私立大学FD連携フォーラム オンデマンド講義（Japan Private Universities FD Coalition Forum Video-on-Demand Courses）”.

(f) Japan Private Universities FD Coalition Forum Video-on-Demand Courses page: Click the title of the course you wish to take from the list (e.g., Theory of Class Planning I “Planning of University Classes” (L1EDV10)).
(g) Theory of Class Planning I “Planning of University Classes” (L1EDV10) page: Click the part (1 through 3) you want to view. (e.g., Part 1).

(h) Part 1 of Theory of Class Planning I will begin.
(i) To view other videos, return to step (g) and select another video.

(2) Submitting reports

For each course, you will write a report on a topic chosen by the lecturer. (Reports should be 2-3 A4 pages long (about 2000 characters in Japanese [about 1000 words in English]) unless otherwise specified by your lecturer). To submit reports, open the Assignments tab from the left-hand menu on the course page and select the course title. Write your report directly into the box provided, or if your report is longer than the limit, write your report in Word, Excel or another word processing or spreadsheet program and upload it as an attachment. The following illustrations outline the steps for report submission.

(a) Course page, left-hand menu: Click “課題 (Assignments)”.
(b) Select the course title for which you need to submit a report.

(c) Write your report directly in the box provided or upload a Word or Excel file.

(c-1) Write your report directly.

*You may save drafts of your reports temporarily.

*Use the comment box for questions or opinions about the course.
(c-2) Upload your report as an attachment.

(d) Select My Computer.
(e) Click Browse to locate the file on your computer.

(i) Click "参照 (Browse)" to locate the file on your computer.

(ii) Click "OK"!

The attached file will be displayed here.

(f) Submit your report.

Click "提出 (Submit)" to finish.
(g) Finish report submission.

(h) You can confirm report submission from "提出済み (the Uploaded Files folder)".

(i) Submitted text, attached files and comments will be displayed here.
(3) Discussions

Discussions may be conducted during the report/discussion submission period for each course, at which time you may submit questions for your lecturer and exchange opinions with other students. Discussions are conducted using the Discussion tool on the course page. Questions and comments for the lecturer will be collected by the program coordinator and sent to the lecturer. Please be aware that the lecturer may not be able to provide immediate feedback.

Please follow IT etiquette when submitting questions and comments on the discussion board and remember that the lecturer and other students can view these freely. The following illustrations outline the steps for discussions.

(a) Click “ディスカッション (Discussion)”.

(b) Select the course title for which you wish to write a message.
(c) Post a message.

(d) Enter the title and content of your message.

(e) Check to see if your message has been posted.

The title of your message will be displayed here. Click the title to view the content of your message.
Please refer to the manual available from "the WebCT Support page" (internal page) on the login screen for information on how to use other WebCT functions.
### 1. Ritsumeikan Studies I  
**Subject**: Promoting learner-centered education: education at Ritsumeikan University  
**Lecturer**: Tadashi NAKAMURA, Ritsumeikan University  
**Attainment Objectives**:  
1. To understand the student characteristics and student culture of Ritsumeikan University (knowledge)  
2. To be able to give an account of the characteristics of academic education at Ritsumeikan University (knowledge)  
3. To understand the university culture, philosophy and aims, ethos, education and research support systems, and other aspects of Ritsumeikan University (knowledge)  
**Outline**  
**Part 1**: History and ideals of Ritsumeikan  
- The birth of the Ritsumeikan Academy and its founding ideals and academic education philosophy  
- The student profile fostered by the Ritsumeikan Academy  
- Ritsumeikan University, Ritsumeikan Asia-Pacific University, and affiliated schools  
**Part 2**: Academic education at Ritsumeikan  
- The situation of higher education and relevant policy  
- Approach to academic education at Ritsumeikan University and education content  
- Changes in students and new developments in academic education  
**Part 3**: Educational Tasks and FD  
- What is FD (Faculty Development)?  
- Student situation at Ritsumeikan from various surveys  
- Public reputation of Ritsumeikan University  
- Cooperation between administrative and teaching staff and support systems  
**Reports**: Not applicable  
**Submission period for reports and discussion**: 1st year: May 1-31  

### 2. Theory of Higher Education I  
**Subject**: Modern Higher Education  
**Lecturer**: Motohisa KANEKO, Tokyo University  
**Attainment Objectives**:  
1. To be able to describe the current state of higher education in Japan and around the world (Knowledge)  
2. To be able to think about the place of one’s own university and the ways to deal with it in the future (Knowledge)  
**Outline**  
**Part 1**: “What is higher education?”  
How are “higher education” and “the university” different? Will explain the long history of the university from its beginnings to today’s higher education, and what significance that history has for higher education and university’s in today’s world.
### Part 2: "Basic issues for higher education"

Higher education is responsible for an important function in modern society. From that viewpoint, will explain the basic issues of

1. Form (systems and management)
2. Substance (educational functions) and
3. Function (relationship to the labor market and equality of educational opportunities.)

### Part 3: "Changes in modern society and higher education reform"

General reforms are needed for higher education in today’s rapidly changing economy and society. From that viewpoint, will discuss the issues of reform that must be faced head on for Japan’s conditions and international competitiveness.

### References (in Japanese)


### Reports

Right now, what aspect of the university needs to change the most from what they have been like? Please select one of the three major aspects of Form, Substance, or Function and discuss from that viewpoint.

**Due**

June 30

**Submission period for reports and discussion**

1st year: June 1–30

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### 3. Theory of Higher Education III

**Subject**

FD research and university reforms

**Lecturer**

Takekazu EHARA, Ritsumeikan University

**Attainment Objectives:**

To be able to describe the progress of FD research and university reforms both in Japan and around the world (knowledge)

**Outline**

**Part 1: "The background to university reforms"

Since the late 1980s, universities all around the world have been engaged in rapid large scale reforms. The background that has been driving these simultaneous worldwide reforms will be explained in the three main forces of (1) the globalization of society, (2) “small government” university reforms, and (3) the unfolding of the IT revolution.

**Part 2: "The future of the university"

Universities are predicted to face an age when self-reliant and healthy university administration will be emphasized. This section summarizes the properties of future universities as (1) rehabilitating university administration, (2) responding to the increasing needs of stakeholders, and (3) the diversifying universities.

**Part 3: "The issue of FD and university reforms"

After summarizing the characteristics of the Japanese university system, clarify the place of faculty development (FD) in the unfolding university reforms, as well as the problems and issues involving FD, and search for a future direction.
## References (in Japanese)

Arimoto, Akira and Ehara, Takekazu (editors), *The International Comparison of the University Teaching Profession*, Tamagawa University Press, 1996.  

## Reports

Select one issue of university reforms that interests you (university education reforms, society and the university 10 years hence, relations between issues of university reforms in one’s own university and the government’s university policy, imagining the future of one’s own university, etc.) and critically examine that issue from the viewpoint of a university faculty member. Length: around 2000 words.

**Due**  
**July 31**

### Submission period for reports and discussion

1st year: July 1-31

## 4. Theory of Higher Education IV

**L3EAV40**

### Subject

Theory of University Evaluation

### Lecturer

Takashi YASUOKA, Ritsumeikan University

### Attainment Objectives:

To be able to give an account of the history and present state of Japanese and worldwide university evaluation and the future trends (knowledge).

### Outline

#### Part 1

History and present state of worldwide university evaluation  
What is the purpose of university evaluation? What is the background to the introduction of university evaluation? Different backgrounds, aims, and evaluation systems in different countries. The lecture will characterize the situation in the major nations and present the differences from the situation in Japan.

#### Part 2

University evaluation and ranking  
The main form of university evaluation in Japan is accreditation evaluation and the main form of ranking the deviation score. The aims and techniques of university evaluation and ranking are quite different, but they are the same in that they both evaluate the university in some form. The lecture will discuss what kind of relationship exists between university evaluation and ranking and which of these should be the aim of activities at leading universities.

#### Part 3

Parameters of self-assessment  
Self-assessment is an essential technique for acquiring university evaluation (accreditation evaluation) and for improving ranking and is a technique which needs to be understood. In order to ensure the practical effectiveness of self-assessment, the organization must implement the PDCA cycle. The lecture will discuss conditions to support the functioning of the PDCA cycle and touch on the practice of evaluation into the future.

### References (in Japanese)

*IDE Higher Education Today*, the journal of the Institute for Development of Higher Education (IDE), has published a number of special reports on university evaluation and ranking which it would be advisable to look through.
### Reports

Selecting a subject which interests you, prepare a self-inspection and evaluation report based on the PDCA cycle, carry out an evaluation of the report, and submit both documents. **Due August 31**

**Submission period for reports and discussion** 1st year: August 1-31

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### 5. Theory of Instructional Design I

<table>
<thead>
<tr>
<th>Subject</th>
<th>Instructional Design of University Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Hirotaka OKI, Ritsumeikan University</td>
</tr>
</tbody>
</table>

#### Attainment Objectives:

1. In the designing of curriculum and classes, to be able to define learning outcomes clearly and set appropriate achievement objectives (behavioral objectives) (knowledge and skills).
2. In the designing of curriculum and classes, to be able to select appropriate perspectives and methods for evaluation (knowledge and skills).

#### Outline

**Part 1**
The lecture will consider the theory and problem points of educational objectives. In awareness of the limitations of behavioral objectives and based on the current situation of the university, the lecture will consider the roles of educational objectives and examine the direction of quality assurance policy in Japanese higher education.

**Part 2**
The lecture will first present examples of the behavioral objectives used in the educational objectives of curriculum and classes. Next, the lecture will explain strategies for the clarification of DP (Diploma Policy), CP (Curriculum Policy), and AP (Admission Policy), using the curriculum map, which is essential to quality assurance in higher education, and will consider how to evaluation academic performance in line with behavioral objectives.

**Part 3**
The lecture will explain concrete strategies to ensure accountability in higher education quality assurance, presenting types of evaluation indicators and evaluation methods to apply to situations from objective and appropriate evaluation of individual classes to the evaluation of the results of the overall curriculum. Lastly, the lecture will explain methods of formulating AP (Admission Policy).

#### Reports

Those who are unable to participate in the workshop 'Theory of Instructional Design: Practice I – How to write syllabus and class achievement objectives' are requested to submit a report as follows: Taking one of your own classes, rewrite its achievement objectives as behavioral objectives indexed by domains or perspectives and consider which evaluation methods should be used to measure their degree of achievement. Additionally, illustrate how the achievement objectives of your classes correspond to the departmental DP. **Due September 30**

**Submission period for reports and discussion** 1st year: September 1-30
## 6. Theory of Teaching and Learning I

### Subject
Teaching Theory, Learning Theory and Instructional Design (1)

### Lecturer
Kazuo NAGANO, University of the Sacred Heart

### Attainment Objectives:
1. To acquire a concrete knowledge of the basic theories of teaching and learning (knowledge)
2. To be able to differentiate between the two learning theories of behaviorism and cognitivism (knowledge)

### Outline

#### Part 1
1. Theory of teaching and learning
   1) Learning about the roles of educational philosophy, science, and technology as academic disciplines that support education, and learning about the position of theories of teaching and learning as foundational theories for problem-solving.
   2) Learning in outline about noted teaching theories and learning theories, including programmed learning, meaningful receptive learning, mastery learning, and discovery learning.
   3) Discussing theories of teaching and learning based on a classification into the categories of behavioral learning theories and cognitive learning theories.

#### Part 2
2. Behavioral learning theory
   1) Learning about the behavioral approach and the operant conditioning approach.
   2) Examining the five principles of Skinner’s programmed learning as representative of the behavioral learning theory.
   3) Considering the advantages and problem points of interpreting learning from a behavioral approach.

#### Part 3
3. Cognitive learning theory (constructivism)
   1) Learning about Piaget’s idea of assimilation and adjustment.
   2) Discussing Cognitive learning theory including Piaget’s theory of cognition and development and the responsive environment (5 rules)
   3) Learning about recent ideas on learning including the zone of proximal development and situated learning.
   4) Comparing and contrasting the two learning theories of behaviorism and cognitivism and confirming the characteristics of each.

### Reports
1) Taking at least five noted teaching or learning theories, research them in detail in dictionaries, specialist reference works, or other literature, compare and contrast their respective characteristics, and summarize them in a table or other format.

2) Taking the theories of learning cited in 1) above, prepare a report presenting how you think they can be interpreted according to the contrasting categories of behaviorism and cognitivism.

3) By gathering recent information, prepare a simple report on the way in which advances in cognitive science and brain science explain the processes whereby humans understand things, memorize things, and retrieve memories.

### Submission period for reports and discussion
1st year: October 1-31

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**Due October 31**
# 7. Theory of Teaching and Learning II

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teaching Theory, Learning Theory and Instructional Design (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Kazuo NAGANO, University of the Sacred Heart</td>
</tr>
<tr>
<td><strong>Attainment Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>To acquire a concrete knowledge of the basic theories of teaching and learning (knowledge)</td>
</tr>
<tr>
<td>2.</td>
<td>To be able to differentiate between the two learning theories of behaviorism and cognitivism (knowledge)</td>
</tr>
<tr>
<td><strong>Outline</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Part 1</strong></td>
<td>From theory to practice</td>
</tr>
<tr>
<td>1)</td>
<td>Learning about procedures for class planning and class development from the perspective of behaviorism.</td>
</tr>
<tr>
<td>2)</td>
<td>Learning about procedures for class planning and class development from the perspective of cognitivism.</td>
</tr>
<tr>
<td>3)</td>
<td>Recognizing the importance, in the design of the learning environment, of setting learning tasks, ensuring time for trial and error, providing the necessary information and tools, and planning appropriate advice.</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td>Learning mechanisms in light of the human information processing ability</td>
</tr>
<tr>
<td>1)</td>
<td>Learning about the mechanisms of episodic memory and semantic memory.</td>
</tr>
<tr>
<td>2)</td>
<td>Viewing learning design from the perspective of the human information processing mechanism.</td>
</tr>
<tr>
<td>3)</td>
<td>Learning key points relevant to class planning in light of the characteristics of human learning.</td>
</tr>
<tr>
<td><strong>Part 3</strong></td>
<td>Abilities required in the world of the future</td>
</tr>
<tr>
<td>1)</td>
<td>Recognizing that the view of abilities required in the information age extends beyond knowledge and understanding and that the principles of curriculum structure in academic subjects are changing.</td>
</tr>
<tr>
<td>2)</td>
<td>Learning an awareness of the importance of introducing exercises based on learner-led learning activity (in which learners use their own hands and heads) in order to have learners acquire new abilities.</td>
</tr>
<tr>
<td>3)</td>
<td>Reaffirming the importance of setting appropriate learning tasks in exercises.</td>
</tr>
<tr>
<td><strong>Reports</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>If you were to structure one of your own classes in an exercise-centered way, consider in concrete terms how you would approach the execution of a 90-minute exercise, with consideration of what kind of learning tasks you would set.</td>
</tr>
<tr>
<td>2.</td>
<td>Give a summary stating the knowledge (or skills) required for the student to carry out the tasks and what kind of advice and support you as the teacher can provide to enable the student to acquire them.</td>
</tr>
<tr>
<td><strong>Submission period for reports and discussion</strong></td>
<td>1st year: December 1-31</td>
</tr>
</tbody>
</table>

Due December 31
# 8. Educational Methodology I

<table>
<thead>
<tr>
<th>Subject</th>
<th>The perspective of educational technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Tokuji HAYASHI, Ritsumeikan University</td>
</tr>
</tbody>
</table>
| Attainment Objectives: | 1. To be able to give an account of the teaching strategies and methods used in higher education (knowledge).  
2. To be able to analyze and give an account of one’s own teaching strategies and methods (skills). |

## Outline

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Discussion of the characteristics of education as seen from the perspective of the concepts of ‘teaching-centered learning’ (behaviorism) and ‘student-led teaching’ (constructionism) in the context of university teaching. Discussion of the factors important in the teaching skills needed by teaching staff in order to give classes that are comprehensible, enjoyable, and useful in the university context.</td>
</tr>
<tr>
<td>Part 2</td>
<td>Introduction of some of the factors required in university teaching in order to achieve ‘learner-led participatory teaching’ (e.g. compulsory linkage, micropresentations, logic trees) and discussion of their application to teaching strategies and methods.</td>
</tr>
<tr>
<td>Part 3</td>
<td>Presentation of an example class using the abovementioned teaching methods (academic seminar: The Information Society and Human Communication) and discussion from the perspective of lesson planning, execution, and evaluation. Additionally, discussion of factors required to develop communicative ability as an academic skill needed by students.</td>
</tr>
</tbody>
</table>

## References (in Japanese)


## Reports

Using compulsory linkage, set as the starting point the students of one of your classes and as the endpoint the content you wish them to learn in the class (one of the attainment objectives) and describe how you plan the lesson. (Example) Course: Theory of the Information Society; starting point: course students (1st year students); endpoint: attainment objective: ability to block harmful data through filtering. Taking account of the interests and previous knowledge of the course participants, describe the process by which they are guided to the attainment objective.  

Due April 30

## Submission period for reports and discussion

2nd year: April 1 to April 30
### 9. Educational Methodology II

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teaching Techniques in Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Shigeru KINO, Ritsumeikan University</td>
</tr>
</tbody>
</table>

**Attainment Objectives:**
1. To be able to explain the points of teaching techniques necessary for running classes (knowledge).
2. To be able to reflect on teaching techniques used in one’s own class (skills).

**Outline**

<table>
<thead>
<tr>
<th>Part</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Part 1 | “Problem areas in university teaching”  
Taking the typical example of an oversized and easy class, the lecture will consider the problems of these classes. As a countermeasure, lecturer recommends to take attendance and to grade not easy. Student course evaluations show that what students want instructors to improve the most is class communication. |
| Part 2 | “Invitation to an interactive class”  
What university classes will need is interactive teaching that facilitates student-led, student-driven learning, or what is called “active learning.” After considering the efficacy of interactive learning the lecture will illustrate concrete examples. |
| Part 3 | “Improving classes: Begin by listening to students”  
The lecture will consider ways to improve classes including how to use student course evaluations. It will illustrate how the level of class communication affects the level of course effectiveness, and how the modes of communication impact the effectiveness. Finally, the lecture recommends that instructors not rely solely on their own individual efforts to improve their classes but also on mutual support between faculty members as well as institutional support by the university. |

**References (in Japanese)**

- Kino, Shigeru, *Creating a class together with students: An invitation to large-size interactive classes*, R. Shimizu, M. Hashimoto, & M. Matsumoto (editors), Nakanishiya Shoten, 2009

**Reports**

Taking one of your own classes, formulate a plan for improving the class and discuss how the efficacy could be verified.  
Due: May 31

**Submission period for reports and discussion**  
2nd year: May 1-31

### 10. Educational Evaluation Theory

<table>
<thead>
<tr>
<th>Subject</th>
<th>Methods of Grade Evaluation</th>
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<tbody>
<tr>
<td>Lecturer</td>
<td>Tomoko TORII, Ritsumeikan University</td>
</tr>
</tbody>
</table>

**Attainment Objectives:**
1. To learn how to set grade evaluation methods and grade evaluation criteria appropriate to the attainment objectives (activity objectives) of the course (skills)
2. To learn how to review and develop appropriate methods of grading learning achievements (e.g. rubric formulation) in line with teaching strategy and methodology (knowledge, skills)
3. To promote objective and rigorous grade evaluation in the teacher’s own classes and appropriate feedback to learners (attitude)
| Part1 | Introduction to methods and criteria for grade evaluation: explanation, with examples, of areas including: current state and issues of grade evaluation in university teaching, meaning of 'rigorous grade evaluation', aims of grade evaluation, significance of grade evaluation (educational function), objects of grade evaluation (compatibility with attainment objectives), conditions required of grade evaluation (adequacy, reliability, objectivity, efficiency), procedure for grade evaluation, timing of grade evaluation (diagnostic evaluation, formative evaluation, summative evaluation). |
| Part2 | Grade evaluation methods and concrete techniques relating to setting of grade evaluation criteria: explanation, with examples, of areas including: grade evaluation methods (composition-based examination, oral examination, objective testing, simulation, practical examination, observation and recording method, essay/report), relationship between grade evaluation methods and measurable objectives (knowledge, understanding, skills, attitude, etc.), grade evaluation methods emphasizing learning process and quality (checklist, rubric), absolute evaluation and relative evaluation, GPA (significance, calculation method, examples of application). |
| Part3 | Methods of grade evaluation feedback and lecture summary: explanation of areas including: methods of feedback to students on grade evaluation (during course, at end of course), disclosure of attainment levels, response to student grading appeals (if Ritsumeikan University has appeal response guidelines, show copy). Lastly presentation of self-check points on grade evaluation to summarize lecture. |

**References (in Japanese)**

Health Sciences University of Hokkaido, FD Committee (Ed.), *Health Sciences University of Hokkaido FD Handbook, Design of University Education*, Health Sciences University of Hokkaido, 2003.

**Reports**

You are requested to make a written submission covering the three following items in no more than two sides of A4 paper.

1. Formulate a syllabus with reference to the classes you teach and set grade evaluation methods and grade evaluation criteria appropriate to the attainment objectives. If there is already a syllabus for the classes you teach, you may submit an appropriately amended version of it.
2. Explain with reference to the syllabus you have formulated what particular steps you have taken to enhance the methods for grading learning achievement.
3. Explain what concrete methods you will use to give feedback to students on grading results.

**Due**

June 30

**Submission period for reports and discussion**

2nd year: June 1–30
## 11. Psychology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Adolescent psychology</th>
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</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Toshiaki SHIRAI, Osaka Kyoiku University</td>
</tr>
</tbody>
</table>

### Attainment Objectives:

1. To be able to give an account of the basic aspects of adolescent psychology, which is an area of developmental psychology (knowledge).
2. To be able to give an account of the emotional conflicts and developmental tasks associated with adolescence (knowledge).
3. To work to respond to the needs of mentored students based on an understanding of the psychology of adolescence (attitude).

### Outline

#### Part 1
Explanation of the developmental characteristics of adolescence
1. Developmental tasks of adolescence
2. Role of adults during adolescence

#### Part 2
Explanation of the historical significance of adolescence
1. Historical issues of adolescence
2. Conditions surrounding the search for identity

#### Part 3
Implications of the findings of adolescent psychology for university education
1. Tasks for university education from the perspective of adolescent development
2. Important points for student guidance in light of adolescent psychology

### References (in Japanese)


### Reports
Discuss how you work with students in university education and provide guidance in light of your own experience and techniques based on the understanding of adolescent psychology

Due: July 31

Submission period for reports and discussion: 2nd year: July 1-31

## 12. Psychology II

<table>
<thead>
<tr>
<th>Subject</th>
<th>Human Development and Developmental Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Junko NISHIGAKI, Osaka City University</td>
</tr>
</tbody>
</table>

### Attainment Objectives:

1. To be able to explain human development and growth (knowledge)
2. To be able to explain the characteristics of adolescence compared with childhood and infancy (knowledge)
3. To be able to give an account of the difficulties and maladjustments to which adolescent students are susceptible, and to consider them in the lecturer’s educational activities (knowledge/skill/attitude)
The role of university education will be studied from the perspective of lifelong development. Concerning plasticity and diversity of human development, multiplicity of intelligences (existence of various intelligences), diversity of experiences and studies (learning methods and objectives), and diversity of others/environment, as sources of diversity, will be addressed. The concept of the “zone of proximal development” will be explained as a role of others in human development. It is also showed how lecturers/other students play their roles when students relativize their worldview in class.

Many university students are adolescence. Its characteristics will be explained while comparing them with those of infancy and childhood.

While focusing on personality development and career design i.e. the formation of identity, and cognitive development e.g. abstract and critical thinking, the possible effect of university lectures on the human development of students will be examined.

In contrast to Part 2 which addresses adolescence as a fulfilling time, Part 3 explain adolescence as a time of troubles. In this period, students face serious problems concerning the selection of their future path and career options, and may become maladjusted due to changes in their living environment. How university education can respond to these problems will be explored.


Please write a report covering the following 1. to 3.
1. What sort of abilities would you like your students to acquire during their university life? Please explain it based on the education philosophy and diploma policy of your university.
2. In order for the students to acquire such abilities, what do you take into consideration when you design your lectures and seminars?
3. Please conduct a survey of your students (e.g. interviewing one or two students, distributing a questionnaire to all students, or any other method) concerning the effectiveness of your classes and how well students understood what you wrote at (2). Please explain the results and write what you have found from it.

Due September 30

Submission period for reports and discussion 2nd year: September 1-30
# 13. Psychology III

<table>
<thead>
<tr>
<th>Subject</th>
<th>Foundation of Clinical Psychology and Its Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Masashi KUSHIZAKI, Kansai University</td>
</tr>
</tbody>
</table>

## Attainment Objectives:

1. To be able to understand and to give an account of the basics concerning the understanding of and dealing with students from the viewpoint of clinical psychology (knowledge/skill)
2. To be able to understand and to give an account of the characteristics of students’ mental/emotional troubles and the basics of their recovery (knowledge/skill)
3. To be able to appropriately respond to students suffering from developmental disorders (LD, Asperger’s disorder etc.) by acquiring knowledge concerning their characteristics (attitude)

## Outline

### Part 1
- Taking frequently absent students as an example, the basics of understanding students with mental and psychological difficulties will be explained based on the following cases: students who have been diagnosed, who have not consulted a doctor, who need medical attention, who should be just observed, whose complaint is explicit, whose complaint is not explicit, and who are demanding.

### Part 2
- Students’ mental/emotional troubles and the basics of how to deal with them will be explained. Based on the characteristics of their troubles and interpersonal relationships, the role of teaching staff, seven habitual responses, and examples of successful responses will be presented, and their points summarized.

### Part 3
- The process of recovery from developmental disorders and mental health problems will be explained. A definition of developmental disorders and the characteristics of Asperger’s disorder will be given, and the process of recovery from depression, use of the counseling service and considerations concerning academic affairs including credit acquisition explained.

## Reports
- Observe students’ interpersonal relationships. What kind of mental/emotional troubles do you think they suffer from? Review your habitual responses to students.

## Submission period for reports and discussion
- 2nd year: October 1-31

**Due October 31**
# 14. University Administration I

<table>
<thead>
<tr>
<th>Subject</th>
<th>Basics of university administration for university teaching and administrative staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Hiroshi KOEZUKA, Ritsumeikan University</td>
</tr>
</tbody>
</table>
| Attainment Objectives: | 1. To understand the organizational characteristics of the university (knowledge)  
2. To understand the role played by teaching and administrative staff in university administration (attitude) |
| Outline | Part 1  
Having confirmed the role of the university in the knowledge society, the lecture will seek to understand that, as private universities are established by educational corporations, and as schools including private universities established by educational corporations are regulated by the School Education Act, private universities need to be operated within the outlines of the Private Schools Act and the School Education Act. The lecture will further promote the understanding that, as these private universities are characterized not only by independence but also a high level of public utility, their operation is not for profit. Among the perspectives from which the non-profit operation of the university can be considered are its mission, customers, value, results, and plans, and the organizational characteristics of the university will be discussed in terms of these factors.  
Part 2  
Approaching university administration from the perspective of governance, the lecture will seek to understand the relevant management responsibilities and consensus-building mechanism, with particular focus on how the balance between top-down and bottom-up structure. The lecture will discuss the relationship of universities, elementary schools and junior and senior high schools to corporations, in other words the relationship (balance) between pedagogy and organizational management, the cooperative relationship between teaching staff and administrative staff, and related matters, leading to an understanding of the basic workings of national university corporations and private university corporations.  
Part 3  
In considering the mission of the university and the role of teaching and administrative staff, the lecture will seek to understand the existence of a coordinated operation from university mission down to individual staff level. Then, with a view to value creation through educational research at the university, which is a non-profit organization, the lecture will consider mission, as explained through the framework of a so-called strategic map, from the various perspectives of the recipient, customers, internal processes, and learning and growth. Additionally, the lecture will argue that teaching and administrative staff practicing career development as they work also promotes career support to students. The lecture will close by setting out future issues for university administration. |
| Reports | Investigate the mission, vision, future plan, etc., of the university or the organization you belong to (faculty, graduate school, or administrative department), and summarize the role you should play in it. |
| Submission period for reports and discussion | 2nd year: November 1-30 |
| Due | November 30 |
# 15. University Administration II

**Subject**  
New ideas for university administration in light of recent progress of university reform

**Lecturer**  
Shinichi YAMAMOTO, Hiroshima University

### Attainment Objectives:

1. To be able to explain the background of university reform and the fundamentals of university administration (knowledge)
2. To improve the ability of university staff and faculty so that they can make appropriate judgments in response to the new state of administration (ability)
3. To learn the basics of compliance and accountability with which universities are growingly expected to deal (attitude)

### Outline

#### Part 1

There have been marked developments in university reforms in recent years. University education has experienced a rapid expansion and popularization, and in addition, universities are faced with the serious issue of how to secure ever decreasing population of 18 year olds. Under such conditions universities can no longer use entrance examinations to screen students based upon potential ability but rather, have to re-organize themselves as such places that provide them of practical and useful knowledge and skills. University administration must be properly undertaken to make their education accord to the regulations (compliance) and produce graduates that are useful for society (accountability).

#### Part 2

Universities are public service organizations in our society because they provide education, research and social contributions. Exploiting such character of a university contributes to improve its compliance and accountability of universities. The basic principles of university administration are: 1) universities must be administered and financially supported by those who establish them; 2) Presidents and deans must take their leadership; and 3) Faculties also play important role in the decision making process through council and others. Having a clear understanding of these is very important for better administration.

#### Part 3

Universities are expected to play important roles in the knowledge based society, and it is necessary for university administration to make their institutions meet these expectations. Especially, in order to fulfill their role as institutions of continuing education in the future, they must increase efforts to provide quality, beneficial education to all students. It is also important for administration to be aware of this issue. In addition, universities must improve the skills and roles not only of faculty but also administrative staff with the principle of cooperation between them.

### References (in Japanese)


Yamamoto, Shinichi & Tanaka, Yoshiro, *University Management*, The Society for Promotion of the University of the Air.


For more information on university reforms (in Japanese), please visit the MEXT homepage: www.mext.go.jp or the Hiroshima University homepage: rihe.hiroshima-u.ac.jp
1. There is more and more progress in university reforms in recent years. Discuss the background to this and explain what it means for university administration.

2. Discuss from several views what the appropriate balance should be concerning the three principles of university administration: responsibility for administration/cost bearing of the establisher, president and dean leadership and faculty council.

3. Discuss the relationship between university education and administration from the standpoint of compliance and accountability expected of universities.

Submission period for reports and discussion 2nd year: Dec 1–31

Option: Ritsumeikan Studies II, III, IV

L2EGV20, 30, 40

Lecturer
Kazuichi SAKAMOTO, Ritsumeikan University

Subject

Ritsumeikan Studies II
Historical overview of the Ritsumeikan Academy, 1900 to 2008

Ritsumeikan Studies III
Creation of the Academy in the 1980s and 1990s, focusing especially on the establishment of the Biwako-Kusatsu Campus, the expansion and relocation of the College of Science and Engineering, and the new development of the Biwako-Kusatsu Campus

Ritsumeikan Studies IV
How Ritsumeikan Asia Pacific University was created

Reports
As this is an optional lecture course, there is no report assignment.

Option: Theory of Class Planning II

EL2

Subject
Class Planning and Class Methods, Techniques and Evaluation

Lecturer
Manabu YOKOTA, Kyoto City University of the Arts

Attainment Objectives:
1. To be able to give an account of effective class methods and techniques in line with class planning (knowledge)
2. To be able to evaluate classes from appropriate perspectives (knowledge, skills, attitude)

Outline

Part 1
Basic approaches the class planning
(1) Identification of specific ways in which class planning relates to theories of teaching and learning, educational methodology, theories of educational evaluation and other theories underpinning educational activity.
(2) Consideration of class planning in light of diploma policy, curriculum policy and admission policy.

Part 2
Concrete class planning approaches and effective class methods and techniques
(1) Consideration of the “5Ws, 1H” of class planning for use when planning classes in practice.
(2) Consideration of effective class methods after conducting class analysis necessary when undertaking class planning.
(3) Introduction to the production of teaching plans as means of giving practical expression to class plans.
Class evaluation and improvement
(1) Consideration of the necessity of improving classes based on PDCA.
(2) Introduction to demonstration classes and class studies as means of evaluation classes.
(3) Consideration of how to apply class evaluation to improve classes.

Choose one of your own classes and review the wording of the syllabus entry for it (re-formulate class objectives, revise class plans, devise assessment methods tailored to the objectives, etc.), and submit an improved syllabus together with an explanation of the perspectives and approaches you took to improving it.

### Option: Bridging Education I

#### Subject
Initiatives in First-Year Education

#### Lecturer
Reiko YAMADA, Doshisha University

#### Attainment Objectives:
1. To understand the importance of first-year education and the significance of initiatives therein (knowledge)

#### Part 1
The university entrance rate has now grown to over 50% in Japan, and universities have come to accept a far wider variety of students than before. Judging from the penetration and speed at which initiatives in first-year education have developed recently, it would be no exaggeration to say that this form of education is now almost universal, despite ongoing challenges in terms of both content and verification of outcomes. It is clear that moves to introduce first-year education in many universities have been motivated by both internal and external pressures, namely: (1) transformations in the student body; (2) policy changes, i.e. the existence of policies oriented to increasing the emphasis given to education at universities; and (3) public demand for demonstrable educational outcomes. This lecture will use analysis of data on the importance of first-year education in order to impart an appreciation of initiatives in this field.

#### Part 2
In 2001, the introductory education research group of the Research Institute for Independent Higher Education conducted a survey on introductory education in all private university undergraduate colleges in Japan. Although the definition and concept of first-year education were not widely known at the time, more than 80% of the colleges surveyed were offering first-year education programs. For the purposes of this study, we defined first-year education in Japan generally as education aimed at achieving a smooth transition from senior high school to university in terms of both study and lifestyle aspects. More specifically, we determined that educational programs encompassing the following three elements could be deemed first-year education: (1) study skills (general principles of report and essay writing and locating sources, computer literacy); (2) student skills (common sense and attitudes expected of university students); (3) fundamental knowledge and skills that connect with specialist education. We also accorded the status of first-year education programs to orientation and extracurricular support programs designed to assist first-year students outside the educational curriculum, and other types of programs targeting first-year students. Our study revealed that the provision of first-year education programs in forms such as these is widespread.
In 2007, a further study was conducted as a joint initiative of the National Institute for Educational Policy Research and the Research Institute for Independent Higher Education’s introductory research group. Comparison of findings from the 2001 and 2007 studies reveals the following facts regarding the expansion and advancement of first-year education over time, and the characteristic features thereof. In 2001, despite the fact that the definition and concept of first-year education was not particularly widely known, 80.9% of respondents were offering such education. By 2007 this proportion had grown even further, to 95.6%. The 2001 results revealed a tendency for more first-year education programs to be offered in natural science and social science colleges, but by 2007, the spread of such programs had become universal regardless of the type of college.

The 2001 study identified problems in building consensus among instructors on the aims, contents, standards, teaching materials, and other aspects of first-year education programs, and discrepancies in teaching methods between different courses. Universities now appear to be moving gradually to address these problems. While introductory learning programs are offered at individual college level, aspects such as career design and education on the university itself are handled by organizations other than colleges, and 74.9% of respondents report that some programs are offered by such non-college organizations. This indicates that development and standardization of programs is progressing steadily, and that we are now entering a “second stage” of first-year education in which programs extend beyond college-based borders.

Reports
Discuss the significance of and issues in first-year education, in light of the situation at your own university.
(You may also use your own university as a case study.)

Option: Educational Methodology III

Subject
Use of Educational Media

Lecturer
Hitoshi MIYATA, Shiga University

Attainment Objectives:
1. To be able to explain the characteristics and merits of various types of teaching and learning support media (knowledge)
2. To be able to reflect on the use of media in one’s own classes and endeavor to use them effectively (attitude)

Outline

Part1
An explanation of the Cone of Learning Experience concept developed in 1946 by Edgar Dale, the so-called father of audiovisual education, and an outline of the merits and characteristics of various types of teaching and learning support media.

Part2
An introduction to the practical applications of valuable images from e-libraries, recently used widely in university classes; discussion of the merits and demerits of using information media. An introduction to classes utilizing video content distributed online, and discussion of three points instructors need to keep in mind when using video content and educational media in class.

Part3
An introduction to actual interactive university classes utilizing mobile information devices, and discussion of the future of educational media. A discussion of approaches for reflecting on the use of media in your own class.
### Reports

Identify the characteristics and merits of a variety of educational media used to support teaching and learning, based on ideas raised in class such as Dale's Cone of Learning Experience. State the three rule points to keep in mind when using educational media in class, and reflect on the use of such media in your own classes.

### References (In Japanese)


### Option: Educational Methodology IV

<table>
<thead>
<tr>
<th>Subject</th>
<th>Understanding Copyright Issues in Teaching Material Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Tomoji SAKAI, Tokiwa University</td>
</tr>
</tbody>
</table>
| Attainment Objectives: | 1. To understand the copyright-related legislation that must be taken into consideration when using photographs, videos and written documents as teaching materials (knowledge)  
2. To use written documents and other materials in compliance with the Copyright Act and the Personal Information Protection Act (attitude) |

#### Part 1

- **Education and copyright**
  - Education used to be limited to a specific group of students in the classroom, but advances in digital technology and networks have both unlocked new possibilities and brought new problems to light. After developing an understanding of copyright and other legal frameworks, we will discuss the need to select appropriate technologies.

#### Part 2

- **Knowledge required for teaching material development**
  - We will learn about the basic principles of the Copyright Act and, applying that knowledge, we will study the preferred methodologies developing teaching materials while maintaining compliance with the Copyright Act. We will also discuss the need for teachers to create shared sources of information such as digital archives.

#### Part 3

- **Copyright guidelines and information sources**
  - This lecture will give an overview of two sets of guidelines for the Copyright Act (drafted by a copyright advocacy group and the Ministry of Education, Culture, Sports, Science and Technology respectively) and the “Personal Information Usage Guidelines for Teachers” produced by the Japan Universities Association for Computer Education (JUCE). We will also explain information sources for creating teaching materials.

#### Reports

1. Use the Agency for Cultural Affairs’ Web System for Copyright Protection to draft a contract for a conference at Ritsumeikan. Be sure to include all required information such as the names of the speakers, the names of the Chairmen of the Board of the respective universities, and the amounts of the honoraria.
2. Read and summarize the main points of the Copyright Research and Information’s “Series: Q&A about Copyright in Japan” and “Formal Education and Copyright.”
**Option: Educational Methodology V**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Interpretation of Student Class Evaluations and their Use in Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Takashi YASUOKA, Ritsumeikan University</td>
</tr>
<tr>
<td>Attainment Objectives:</td>
<td>1. To master an approach to teaching that employs specific themes (attitude)</td>
</tr>
</tbody>
</table>

**Outline**

<table>
<thead>
<tr>
<th>Part</th>
<th>Learning from an advanced country (the United States)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An appreciation of the basic attributes of the class evaluation process is needed in order to interpret class evaluation results correctly. We will use examples from the U.S.A., an advanced nation in the field of class evaluation, to introduce the kinds of factors at work, and their influence.</td>
</tr>
<tr>
<td>Part2</td>
<td>Listening to Japanese students’ views</td>
</tr>
<tr>
<td></td>
<td>This part will involve comparisons of data sourced from Japanese and American students, and introduce students’ ideas on improving classes.</td>
</tr>
<tr>
<td>Part3</td>
<td>Learning from Teaching Award winners</td>
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<tr>
<td></td>
<td>This part will introduce the approaches used in class by Teaching Award winners and the measures they employ to deliver effective classes. It is expected that participants will refer to the views of students and Teaching Award winners and become more interested in and engaged with the task of improving their own classes.</td>
</tr>
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</table>

**Reports**

Set attainment objectives for your class and produce the “Plan” stage of a PDCA cycle.

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**Option: Educational Evaluation Theory II**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Evaluation of Scholastic Attainment (Examinations, Assignments, Production Skills, Distribution of Marks, Evaluation Methods)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Eiichiro NOJIMA, Waseda University</td>
</tr>
<tr>
<td>Attainment Objectives:</td>
<td>1. To understand how examinations, assignments, etc. should be matched to class goals (knowledge)</td>
</tr>
</tbody>
</table>

**Outline**

<table>
<thead>
<tr>
<th>Part1</th>
<th>1. Criterion-referenced assessment and norm-referenced assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1 Two approaches to interpretation of test scores</td>
</tr>
<tr>
<td></td>
<td>1.2 Features of the two forms of assessment</td>
</tr>
<tr>
<td>Part2</td>
<td>2. Educational objectives</td>
</tr>
<tr>
<td></td>
<td>2.1 Bloom’s taxonomy of educational objectives</td>
</tr>
<tr>
<td></td>
<td>2.2 Taxonomy of the cognitive domain</td>
</tr>
<tr>
<td></td>
<td>2.3 Taxonomy of the affective domain</td>
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<tr>
<td></td>
<td>2.4 Validity and clarity of educational objectives</td>
</tr>
<tr>
<td></td>
<td>2.5 Stating educational objectives</td>
</tr>
<tr>
<td>Part3</td>
<td>3. Designing criterion-referenced tests</td>
</tr>
<tr>
<td></td>
<td>3.1 Defining test scope</td>
</tr>
<tr>
<td></td>
<td>3.2 Analyzing learning content</td>
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<tr>
<td></td>
<td>3.3 Stating teaching objectives</td>
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<td></td>
<td>3.4 Producing a course outline</td>
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<td></td>
<td>3.5 Producing an itemized list of objectives</td>
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<td></td>
<td>3.6 Setting achievement standards</td>
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<td></td>
<td>3.7 Writing test items</td>
</tr>
</tbody>
</table>

**Reports**

Not applicable
<table>
<thead>
<tr>
<th>Subject</th>
<th>Teaching Portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Kayoko KURITA (National Institution for Academic Degrees and University Evaluation)</td>
</tr>
</tbody>
</table>
| Attainment Objectives: | 1. To understand the significance of creating a teaching portfolio (knowledge)  
2. To be able to give an account of the methods for creating a teaching portfolio (knowledge) |
| Outline | Part 1  
Significance and aims of creating a teaching portfolio  
We will review the history of teaching portfolios and contemplate their importance to both individual instructors and organizations. The aims of creating such portfolios will be discussed from a variety of perspectives. |
| | Part 2  
Composition and features of a teaching portfolio  
The features of teaching portfolios will be reviewed from standpoints such as self-reflection, substantiation with evidence, flexibility, and accumulation of carefully selected information. The nuts and bolts of portfolio composition will also be discussed. |
| | Part 3  
Creating and updating a teaching portfolio  
This lecture will use practical examples to introduce points to keep in mind and approaches to take when actually creating a portfolio. |
| Reports | Formulate a plan for your own teaching portfolio, employing the bottom-up method introduced in Part 3. This can be in bullet-point or diagrammatic form, as long as it outlines your educational principles and methods. When organizing your portfolio, be sure to remember that educational methods should be a concrete expression of educational principles. |

<table>
<thead>
<tr>
<th>Subject</th>
<th>Using ICT to Develop Learning Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Hidehiro NAKAJIMA, Meijo University</td>
</tr>
<tr>
<td>Attainment Objectives:</td>
<td>1. To understand the significance of using ICT to develop learning communities at the university level (knowledge)</td>
</tr>
</tbody>
</table>
| Outline | Part 1  
In this lecture we will ponder the meaning of learning within a community. The world that students will graduate into will most likely be more internationalized than now, and knowledge will change and develop rapidly. Companies and organizations will demand talented individuals who can work in cooperation with others to spawn and develop new knowledge. Students’ experiences with learning in communities during their time at university will become increasingly important, and it is the duty of faculty members and universities to actively provide students with opportunities to learn in communities. |
| | Part 2  
We will discuss cooperative learning as one method for providing students with the opportunity to learn in communities. We will verify the basic rules for designing a cooperative learning environment while referring to specific examples. Incorporating ICT into cooperative learning will make it easier to undertake the practical application thereof. |
Cooperative learning is one effective method for gaining experience in a learning community, but oftentimes this approach cannot easily be applied by the instructor due to issues with the classroom environment. Even in such cases, bolstering students’ sense of belonging to a class and encouraging their participation as much as possible can help to improve students’ learning outcomes. We will explore methods for elevating students’ sense of participation by using ICT, and methods for making a typical classroom more like a community.

### Reports
1. Explain what it means for students to study in a community.
2. Formulate a detailed plan for utilizing ICT to increase student participation in the courses that you teach.

<table>
<thead>
<tr>
<th>Option: Psychology IV</th>
<th>EL2</th>
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</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td>Learning by Students with Developmental Disabilities—Centering on Asperger syndrome</td>
</tr>
<tr>
<td><strong>Lecturer</strong></td>
<td>Hozumi ARAKI, Ritsumeikan University</td>
</tr>
<tr>
<td><strong>Attainment Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>1. To comprehend the history and current circumstances surrounding developmental disability (Asperger syndrome) (knowledge, understanding)</td>
<td></td>
</tr>
<tr>
<td>2. To comprehend the characteristics and challenges faced by persons with a developmental disability (Asperger syndrome) in light of their life cycles (knowledge, understanding)</td>
<td></td>
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<tr>
<td>3. To be interested in providing learning support for students with a developmental disability (Asperger syndrome) (motivation, attitude)</td>
<td></td>
</tr>
<tr>
<td><strong>Outline</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Part1</strong></td>
<td>The history and current state of Asperger syndrome, one type of developmental disability. Asperger syndrome does not entail any form of mental disability, but it is one of the types of developmental disability that requires organized support from universities. This lecture will develop participants’ knowledge and understanding of the history, diagnosis, prevalence and special needs education for Asperger syndrome, and the present circumstances of people with the syndrome.</td>
</tr>
<tr>
<td><strong>Part2</strong></td>
<td>The life cycle of Asperger syndrome sufferers. Participants will develop their knowledge and understanding of the behavioral characteristics and living challenges faced by those with Asperger syndrome in infancy, childhood, adolescence, youth and beyond. They will also learn the specifics of the characteristic three autism spectrum disorders and developmental support as applied to those with Asperger syndrome.</td>
</tr>
<tr>
<td><strong>Part3</strong></td>
<td>An introduction to some practical examples of support for students with Asperger syndrome, primarily at universities in order to raise participants’ interest therein. Particular attention will be given to concrete issues such as self-awareness of “disability” among youth, declarations of disability and the protection of individual rights, the role of proxies (spokespeople), and support for learning within universities. We will also examine and raise participants’ awareness of the roles of the Committee for the Support of Students with Disabilities (tentative title) and need for reasonable accommodation.</td>
</tr>
</tbody>
</table>
(1) Provide practical examples of the learning-related problems faced at university by students with developmental disabilities (Asperger syndrome), and discuss ways in which support can be provided for them.

(2) Discuss the role of a university's disability support office, student support office and administrative offices in achieving reasonable accommodation through learning support for students with developmental disabilities (Asperger syndrome) at university.

Choose either topic (1) or (2) above.

<table>
<thead>
<tr>
<th>Option: Higher Education Theory II</th>
<th>EL2</th>
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<tbody>
<tr>
<td>Subject</td>
<td>History of Higher Education Research</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Akira ARIMOTO, Hijiyama University</td>
</tr>
<tr>
<td>Attainment Objectives:</td>
<td>1. To be able to describe the historical development of higher education research in Japan and throughout the world (knowledge)</td>
</tr>
<tr>
<td>Part1</td>
<td>Institutionalization of higher education research</td>
</tr>
<tr>
<td></td>
<td>Research on higher education worldwide began at a comparatively late stage in the 800-year-long history of universities. Such research is thought to have begun in the West in the latter half of the 19th century, and in Japan in the latter half of the 20th century. With the emergence of the knowledge society in the 21st century and the growing social importance of the university as a center thereof, greater importance will be accorded to higher education research.</td>
</tr>
<tr>
<td>Part2</td>
<td>Methodologies and examples from higher education research</td>
</tr>
<tr>
<td></td>
<td>It is envisaged that philosophical, historical, comparative and sociological methods could be applied in this area. The standpoints, characteristics, leading researchers, and other aspects of research using each of these methods will be reviewed. The key concept is that higher education research can be approached on both vertical and horizontal axes: based on this concept, we will take a brief look at some examples of research employing both axes.</td>
</tr>
<tr>
<td>Part3</td>
<td>Outcomes and issues in higher education research</td>
</tr>
<tr>
<td></td>
<td>Using the sociological approach as an example, we will review research employing epistemology and taking into account social conditions, social functions and social structure. Addressing processes such as the discovery, transmission, application and control of knowledge, epistemology examines issues including academic productivity, shifts in disciplinary focus, and comparison of different higher education systems. The research focus in terms of social conditions is on aspects such as developmental stages in higher education, higher education policy, and internationalization/globalization; in terms of social functions, topics include research on research, and linkages between research, education and learning; issues of social structure include university systems, organizations and groups. Finally, analysis of these research outcomes and issues requires comparison of historical and structural models with knowledge-based models.</td>
</tr>
</tbody>
</table>
### Option: Higher Education Policy I

**Subject**
University Policy in Postwar Japan (University Policy in Transition, International Comparisons)

**Lecturer**
Kazuko TAKANO, Meiji University

**Attainment Objectives:**
1. To understand the development of and issues in university policy in Japan in the period after World War Two (knowledge)

**Outline**

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part1</td>
<td>From postwar reforms to the era of higher education planning. This part will provide an outline of higher education policy from the launch of the new university system after the World War Two through to the end of the 1980s, touching on issues including changes in the 18-year-old population and higher education participation rates, and the difference between “higher education” and “university.”</td>
</tr>
<tr>
<td>Part2</td>
<td>University reform: the era of market principles. University reform has proceeded rapidly and relentlessly since the 1990s, prompting a collapse/breakdown and re-alignment of the traditional order (see Ikuo Amano). In this part we review approximately 20 years of university policy from the 1991 Council for Higher Education report on Improving University Education through to the present day.</td>
</tr>
<tr>
<td>Part3</td>
<td>The internationalization of education and challenges for university education in Japan. This part consists of commentary on the concept of “provision of higher education across borders” developing in the context of internationalization, together with an examination of how the Japanese university reforms examined in Part 2 are viewed outside this country, by reference to the review report released by the OECD (Organization for Economic Cooperation and Development) in March 2009.</td>
</tr>
</tbody>
</table>

**Reports**
Please discuss one of the following three issues in regard to your own university: (1) How the university’s educational organization and curricula were changed following the deregulation of Standards for the Establishment of Universities; (2) Developments in the university’s initiatives on self-inspection and self-evaluation; (3) What kind of measures are currently being implemented in relation to internationalization, and what challenges the university faces in this area.

### Option: Risk Management I

**Subject**
Campus Harassment for University Faculty Members

**Lecturer**
Hiroshi IGUCHI

**Attainment Objectives:**
1. To understand the basics of sexual harassment, academic harassment and power harassment (knowledge)
2. To take care in one’s own words and actions to ensure that campus harassment does not occur (attitude)
<p>| Part1 | Campus harassment encompasses sexual harassment, academic harassment and power harassment, each of which will be defined in the lecture. A distinguishing feature of campus harassment is that victims tend not to speak out. It is also necessary to appreciate that campus harassment constitutes a violation of human rights, that it is generated out of discriminatory attitudes, that it is a form of violence, and that it infringes rights to education. Rather than the conventional classification of campus harassment as either “compensatory” or “environmental,” it is more useful to employ the categories of “isolated” and “ongoing.” In terms of criteria for judging what this constitutes, any word or act that is contrary to the will of another party and makes that party uncomfortable can be deemed harassment. “Consent” is often an issue in cases of sexual harassment, but to be excused, it must be genuine consent offered of the party's own free will. “Apparent consent” does not constitute true consent. The lecture will also describe the current state of sexual harassment using surveys and legal cases involving universities. |
| Part2 | Both the number of consultations and fact-finding inquiries relating to academic harassment is currently increasing. This is informed by problems such as discrepancies between the teaching methods employed by instructors and the way they are perceived by students. Cases of academic harassment are diverse, and include things such as obstruction of research activity. The lecture will introduce some specific examples in relation to graduate students and disciplinary action taken. Power harassment is currently characterized by the small number of consultations received, and the tendency for it to be invoked in the context of employment relationships. Examples of power harassment include violence, imposing unreasonable work duties, and unjust evaluation. |
| Part3 | Legal cases of harassment can involve not only the victim seeking compensation from the alleged perpetrator, but also charges of criminal liability. In addition, victims can question the responsibility of the university as employer, as well as claiming that the university has neglected its duty to maintain a sound study and working environment. Alleged victims, on the other hand can file claims such as defamation against the victim. There are many gray areas in the concept of harassment. In particular, there are many cases in which findings of academic harassment are problematic. It is not true that to say that insensitivity is an advantage in these cases: you can still be held responsible for neglecting to make a finding of harassment where one should have been made. Finally, we will look at five important points to ensure that you do not become a perpetrator of harassment. |
| Reports | Not applicable |</p>
<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th>Ethical Principles to be Observed by Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecturer</strong></td>
<td>Akira MOCHIZUKI, Ritsumeikan University</td>
</tr>
</tbody>
</table>
| **Attainment Objectives:** | 1. To understand the fundamental research ethics expected of researchers (knowledge)  
2. To endeavor to uphold the fundamental research ethics expected of researchers (attitude) |
| **Part 1** | Ethics for researchers and research ethics:  
Improper use of research funds, harassment, and fabrication of data are just some of the many research-related problems that have emerged recently. From a behavioral science perspective, however, it is clear that such problems cannot all be deemed cases of unethical conduct on the part of individual researchers, and that there are limits to the effectiveness of attempts to control them by raising consciousness and enforcing rules.  
Compliance and ethics are separate issues, and rather than focusing on “ethics for researchers” predicated on an oppositional relationship between the researcher and the individual or group subjects of the research, we need to understand the concept of “research ethics” as the ongoing reflexive consideration of whether or not research conduct is valid in social terms, including for the individual or group subjects, and whether it is “beneficial” in a broader sense, as well as formulating the actual conditions under which this understanding can operate. |
| **Part 2** | Ethics of research involving human subjects:  
In the humanities and social sciences, research involving human subjects is essentially expected to involve the minimum possible intrusion on those subjects. Researchers must regulate their own conduct on the basis of the range of social restraints and temptations with which they are presented. To do this, they need to design their research to enable observance of a number of basic principles, namely: (1) informed consent; (2) protection of privacy; (3) publication of findings, including feedback from the research. To this list we could add (4) citation of earlier research, and (5) integrity of data collection, analysis and presentation. These elements are also essential to sustain research activity in the medium to long term, and should be applied not only to the presentation of findings at academic conferences and in research papers, but also to other activities such as student presentations in undergraduate classes. |
| **Part 3** | Operation of the Human Research Ethics Review Board at Ritsumeikan University:  
This lecture will provide a practical introduction to the structure and operation of the Ritsumeikan University Human Research Ethics Review Board, launched in Fall 2009 as an institutional review board (IRB). The distinguishing features of this organization include the fact that it treats undergraduate students as researchers and allows them to apply for review in their own right, and the fact that it examines specific risk management systems currently in place and proposes new measures to be instituted, for the purpose of sustaining research activity among all researchers, including students. Other significant points include the capacity to make university policies and approaches to research available to the general public, and the ability to enable discussion on the meanings of research across different colleges and campuses. |
| **Reports** | Not applicable |
### Option: Research Outreach Activities I

**Subject:** Various Outreach Activities by a Researcher  
**Lecturer:** Toshihiro HANDA, University of Tokyo  
**Attainment Objectives:**  
1. A researcher can do various styles of outreach activities. You know them with their characteristics. You will understand which style is the best for your purpose, when you have a plan to do an outreach activity actually.  

#### Outline  
**Part 1**  
A researcher makes an outreach activity with various reasons, and he/she can do it in various styles. Through this lecture you will understand advantages and disadvantages of each style of outreach activity. Based on it you can perform an activity more effectively with clear recognition of your objectives.  

**Part 2**  
I introduce various types of outreach activities, by a researcher with practical examples. Some of them are different from traditional styles and the others are modifications from the classical style.  

**Part 3**  
Presentation is also crucial at an outreach activity. However, it requires a different skill from that for researchers. The lecture will cover some important points that a researcher should keep in mind, and introduce how to find a hint in a daily life for effective outreach.  

#### Reports  
Answer one (or both) of the following questions:  
1. When you make an outreach activity about your research topic, show your primary objective and describe in detail what is the best style to achieve your objective.  
2. Show an excellent scene or scenes in a movie or excellent stage-managing in a popular performance which you have ever seen, and describe in detail how you will apply it in your outreach activity.  

### Option: Theory of Teaching and Learning III

**Subject:** Issues in theory and practice of active learning  
**Lecturer:** Makoto MIURA, Kansai University  
**Attainment Objectives:**  
1. To be able to give an account of the background to the current prominence of the active learning model (knowledge)  
2. To be able to give an account of the methods required to realize active learning (knowledge)  
3. To be able to design classes oriented to active learning (skills)  

#### Outline  
**Part 1**  
(1) An account of the reasons why such a wide variety of definitions are applied to the concept of "active learning," and an explanation of why the term does not lend itself well to explicit definition.  
(2) An account of the background to the emergence of PBL, IBL and other methods for initiating active learning in students.  

**Part 2**  
(1) An introduction to those theories of active learning practice that are conducive to application in the classroom.  
(2) An explanation of the basic approaches to PBL and IBL.  

**Part 3**  
(1) An account of important points to consider when developing PBL-based classes  
(2) An account of important points to consider when assessing the academic performance of students who have taken PBL-based classes (experienced PBL-style learning).  

#### Reports  
Design an achievable class plan founded on a full appreciation of the elements necessary in order to achieve “student-centered learning.” Your methods may be classified as IBL, PBL, CBL, or none of these types. There is no need to employ PBL (IBL/CBL) in all 15 classes, but please try to apply these methods in several classes if possible.
Workshops are designed as an opportunity to improve and enhance practical teaching skills as well as facilitate communication between students and teachers. A total of fifteen workshop courses are available, some of which are optional. Two hours in duration each, the workshops are divided into three parts: lecture, exercises, and a question-and-answer session. Materials are distributed at the beginning of each workshop.

Each workshop is conducted in an intensive format. Advance notice will be given for the workshops, so please attend as many as you can. Each workshop is only held once during the 2-year program period (see Chapter 2, Outline of the Practical FD Program). If for some reason you are not able to attend a workshop for a given academic year, you should attend a workshop with the same theme in a subsequent academic year. You can also attend corresponding workshops offered by member schools of the Japan Private Universities FD Coalition Forum (website: http://www.fd-forum.org/).

(1) Workshop participation procedures
1) About one month before a workshop will be held, the time, location, and other information will be sent to program participants by e-mail.
2) Please notify us of your attendance or absence in advance:
   Office of Teaching and Learning
   TEL (On campus): 511-4697
   e-mail: fdc-st02@ritsumei.ac.jp
3) Attendance will be taken on the day of the workshop.
### Workshop 1
**Field: Theory of Class Planning Workshop I**
**Subject:** Writing syllabus entries and class attainment objectives

<table>
<thead>
<tr>
<th>Attainment Objectives</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be able to express the syllabus and attainment objectives in terms of behavioral objectives in each domain (skills)</td>
<td>[Year 1] September *Details will be made available approximately one month in advance.</td>
</tr>
<tr>
<td>Date</td>
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</table>

### Workshop 2
**Field: Theory of Class Planning Workshop II**
**Subject:** Class planning using compulsory linkage

<table>
<thead>
<tr>
<th>Attainment Objectives</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be able to plan classes using compulsory linkage (skills)</td>
<td>[Year 1] September *Details will be made available approximately one month in advance.</td>
</tr>
<tr>
<td>Date</td>
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</table>

### Workshop 3
**Field: Theory of Class Planning Workshop III**
**Subject:** Micro-teaching and evaluation

<table>
<thead>
<tr>
<th>Attainment Objectives</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be able to operate and conduct mutual evaluation of classes planned using compulsory linkage (skills)</td>
<td>[Year 1] September *Details will be made available approximately one month in advance.</td>
</tr>
<tr>
<td>2. To be familiar with the perspectives demanded when conducting class evaluation, and how to conduct evaluation appropriately, in open-access classes, etc. (skills, attitude)</td>
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</table>

### Workshop 4
**Field: Theory of Teaching and Learning Workshop I**
**Subject:** Methods and practices of active learning (centering on the use of peer supporters)

<table>
<thead>
<tr>
<th>Attainment Objectives</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To master active learning methods employing peer supporters, and to be able to implement these methods (skills)</td>
<td>[Year 1] November *Details will be made available approximately one month in advance.</td>
</tr>
<tr>
<td>2. To be able to reflect on one’s own classes through exchange of individual active learning experiences (attitude)</td>
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</table>

### Workshop 5
**Field: Theory of Teaching and Learning Workshop II**
**Subject:** Methods and practices of active learning (centering on the use of ICT)

<table>
<thead>
<tr>
<th>Attainment Objectives</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To master active learning methods using ICT and to be able to implement them (skills)</td>
<td>[Year 1] January *Details will be made available approximately one month in advance.</td>
</tr>
<tr>
<td>2. To be able to reflect on one’s own classes through exchange of individual active learning experiences (attitude)</td>
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<tr>
<td>Date</td>
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</tbody>
</table>
**Workshop 6**  
**Field: Educational Methodology Workshop II**  
**Subject: Tips for good teaching (focusing on verbal communication): using diagrams**  

<table>
<thead>
<tr>
<th>Attainment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To gain direct experience of to what extent information that must be imparted is transmitted clearly by oral means (knowledge)</td>
</tr>
<tr>
<td>2. To gain direct experience of the difference in the extent to which oral directions are transmitted when feedback (questioning and repeated inquiry) is used and when it is not (knowledge)</td>
</tr>
<tr>
<td>3. To gain direct experience of the limitations of verbal communication, the forte of university faculty members (knowledge, skills)</td>
</tr>
</tbody>
</table>

**Date**  
[Year 2] June *Details will be made available approximately one month in advance.

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**Workshop 7**  
**Field: Educational Methodology Workshop III**  
**Subject: Tips for good teaching (focusing on non-verbal aspects and the use of visual materials): expressive ability, eye contact, silent interviewing**  

<table>
<thead>
<tr>
<th>Attainment Objectives</th>
</tr>
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<tbody>
<tr>
<td>1. To become aware of the impression that one’s facial expression, eye contact and attitude has on others (knowledge)</td>
</tr>
<tr>
<td>2. To be able to perform the type of facial expressions, attitudes and eye contact that will make a positive impression on others in various circumstances (skills)</td>
</tr>
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</table>

**Date**  
[Year 2] June *Details will be made available approximately one month in advance.

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**Workshop 8**  
**Field: Psychology Workshop I**  
**Subject: Abilities expected of listeners**  

<table>
<thead>
<tr>
<th>Attainment Objectives</th>
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</thead>
<tbody>
<tr>
<td>1. To become aware of the fact that a listener’s stance and attitude can influence a speaker’s inclination to speak (skills)</td>
</tr>
<tr>
<td>2. To understand the factors that enhance/diminish a speaker’s inclination to speak (skills)</td>
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</tbody>
</table>

**Date**  
[Year 2] August *Details will be made available approximately one month in advance.

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**Workshop 9**  
**Field: Psychology Workshop II**  
**Subject: Ability to talk from the other party’s standpoint (the inu-bara method)**  

<table>
<thead>
<tr>
<th>Attainment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To master techniques such as “active listening” and “repeating the speaker’s words,” using the inu-bara method (skills)</td>
</tr>
<tr>
<td>2. To be able to visualize the opinions and feelings that underpin what the other party is saying (skills)</td>
</tr>
</tbody>
</table>

**Date**  
[Year 2] November *Details will be made available approximately one month in advance*.
| Workshop | Field: Psychology Workshop III  
Subject: Assertion training | L2EFW20 |
|-----------|-------------------------------|--------|
| Attainment Objectives | 1. To understand one's own methods of giving directions and guidance (skills)  
2. To be able to provide guidance and directions that value the feelings of both oneself and the other party (skills) | |
| Date | [Year 2] November *Details will be made available approximately one month in advance | |

| Optional | Field: Educational Methodology Workshop V  
Subject: Using ICT in the classroom (operation) | EL2 |
<table>
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<tbody>
<tr>
<td>Attainment Objectives</td>
<td>1. To be able to use ICT (web course tools, PowerPoint, wireless LAN, etc.) in class (skills)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>*Details will be made available approximately one month in advance</td>
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</tbody>
</table>

| Optional | Field: Educational Evaluation Theory Workshop I  
Subject: Evaluating scholastic attainment (examinations, assignments, production skills, distribution of marks, evaluation methods) | EL1 |
|-----------|------------------------------------------------|------|
| Attainment Objectives | 1. To be able to produce examinations, assignments, etc. that match the goals of the class (skills)  
2. To be able to provide students with an appropriate account of perspectives and methods employed in evaluation (skills) | |
| Date | *Details will be made available approximately one month in advance | |

| Optional | Field: Educational Evaluation Theory Workshop II  
Subject: Creating a teaching portfolio | EL2 |
|-----------|---------------------------------------------|------|
| Attainment Objectives | 1. To be able to create a teaching portfolio using actual syllabus materials, evaluation questionnaire results, etc. (skills)  
2. To actively use the teaching portfolio to improve classes (attitude) | |
| Date | *Details will be made available approximately one month in advance | |

| Optional | Field: Fundamental Information Applications Workshop  
Subject: Supporting the activities of a learning community using ICT | EL1 |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Attainment Objectives</td>
<td>1. To be able to create and support the activities of a learning community using ICT (skills)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>*Details will be made available approximately one month in advance</td>
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</table>

| Optional | Field: Theory of Teaching and Learning Workshop III  
Subject: Practical methods in active learning | EL2 |
|-----------|------------------------------------------------|------|
| Attainment Objectives | 1. To be able to design active learning activities in university classes (knowledge)  
2. To be able to implement active learning activities in university classes (skills) | |
| Date | *Details will be made available approximately one month in advance | |
Educational consultations are offered to program participants to address any questions or concerns they may have regarding their daily studies and communication with students. Professors with extensive experience in higher education can offer support mainly in the matters listed below.

- Class planning, implementation, and evaluation
- Communication with students
- Other topics related to study and education

The contents of your discussions with education consultants are kept strictly confidential unless you agree otherwise, so you can feel comfortable to discuss any issue. Typically, consultations are limited to one hour in length, but this may be varied according to the circumstances.

Educational consultants are assigned to participants. Participants are divided into appropriate groups and an educational consultant is assigned to each, in principle for the duration of the program. However, you may change your assigned educational consultant by applying to one of the administrative office listed below. You may also contact these offices for any matters regarding the Practical FD Program.

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**Practical FD Program Supervising Faculty Member: Institute for Teaching and Learning**

Fumiko INOUE  
Kinugasa Campus, Shitokukan Hall 4F  
TEL (On campus): 511-7153  
e-mail: f-inoue@fc.ritsumei.ac.jp

**Administrative Office (Kinugasa Campus) Office of Teaching and Learning**

Rie KONGO  
Kinugasa Campus, Shitokukan Hall 4F  
TEL (On campus): 511-7144 (Outside calls): 075-465-8304  
e-mail: kongo-r@st.ritsumei.ac.jp

**Administrative Office (BKC Campus) Office of Teaching and Learning**

Michi YOSHIOKA  
Biwako-Kusatsu Campus, Ad-Seminario, 1F  
TEL (On campus): 515-6310 (Outside calls): 077-561-2809  
e-mail: m-yoshi@st.ritsumei.ac.jp
(1) Holding educational consultations

Each educational consultant will inform participants of the consultation format and schedule. Some consultants may invite their assigned group of participants to a lunch meetings or other social functions. While optional, participation in such events is strongly recommended as they are an opportunity to meet your consultant, as well as exchange ideas with your fellow program participants.

(2) Educational consultant listing

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Takekazu EHARA (Professor)    | Office: Kinugasa Campus, Shogakukan Hall 2F  
                                | e-mail: ehara@fc.ritsumei.ac.jp  
                                | TEL (On campus): 511-3826 (Outside calls): 075-466-3479 |
| Hirotaka OKI (Professor)       | Office: Kinugasa Campus, Shogakukan Hall 3F  
                                | e-mail: oki@fc.ritsumei.ac.jp  
                                | TEL (On campus): 511-3846 (Outside calls): 075-466-3152 |
| Tokuji HAYASHI (Professor)    | Office: Biwako-Kusatsu Campus, Across Wing 5F  
                                | e-mail: hayashi9@fc.ritsumei.ac.jp  
                                | TEL (On campus): 515-7436 (Outside calls): 077-561-4833 |
| Takashi MIYURA (Lecturer)      | Office: Biwako-Kusatsu Campus, Across Wing 6F  
                                | e-mail: miyaura@fc.ritsumei.ac.jp  
                                | TEL (On campus): 515-7493 (Outside calls): 077-561-4997 |
| Akihiro MORIMOTO (Professor)  | Office: Biwako-Kusatsu Campus, West Wing 3F  
                                | e-mail: morimoto@se.ritsumei.ac.jp  
                                | TEL (On campus): 515-8137 (Outside calls): 077-561-3902 |
| Takashi YASUOKA (Professor)   | Office: Kinugasa Campus, Shogakukan Hall 3F  
                                | e-mail: yasuoka@fc.ritsumei.ac.jp  
                                | TEL (On campus): 511-3843 (Outside calls): 075-466-3232 |

The following other faculty can also be consulted:

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Fumiko INOUE (Lecturer)        | Office: Kinugasa Campus, Shitokukan Hall 4F  
                                | e-mail: f-inoue@fc.ritsumei.ac.jp  
                                | TEL (On campus): 511-7153 (Outside calls): 075-465-8304 |
| Tomoko TORII (Professor)       | Office: Kinugasa Campus, Shogakukan Hall 3F  
                                | e-mail: torii@fc.ritsumei.ac.jp  
                                | TEL (On campus): 511-3825 (Outside calls): 075-466-3131 |
Developing a Teaching Portfolio

(1) The Teaching Portfolio

Generally speaking, a teaching portfolio is said to be a collection of materials that provides information regarding a faculty member’s teaching activities and most important teaching accomplishments (Seldin 2007). By recording their own teaching experiences, faculty members can look back at their own teaching and devise ways to improve their teaching style. Records of teaching can be used for further improvements as they accumulate and are revised. Furthermore, the teaching portfolio can serve as a lifelong record of a faculty member’s achievements, backing up their research and academic credentials.

“For those who would like to learn more about teaching portfolios, see the Practical FD Program on-demand lecture, “Educational Evaluation Theory III: Significance of and Methods for Creating a Teaching Portfolio”.

(2) Purpose

There are three purposes of developing a teaching portfolio in the Practical FD Program:

1. It is a necessary undertaking for reflecting on one’s own teaching activities and identifying areas in which they can be improved.
2. It will serve as an overall record of how the Practical FD Program affects your teaching activities.
3. It will serve to provide evidence and concrete data regarding your effectiveness as an educator. This will be useful when being evaluated for promotions, etc. throughout your professional career.

The practice of teaching portfolio development is becoming a worldwide phenomenon. Many of the parts that make up a teaching portfolio are commonly in use throughout the world. In a market of globally mobile university teachers, the teaching portfolio is quickly becoming the most standard measure of a professor’s teaching capabilities. The most important thing to keep in mind as you develop your teaching portfolio is to regularly maintain records and data regarding your teaching activities.

(3) The Teaching Portfolio Development Process

Below is a calendar outlining the steps involved in developing your teaching portfolio.

[1st Year]

April: First teaching portfolio development seminar
   Contents: • Training new teaching staff for the purpose of teaching portfolio development
              • Understanding the teaching portfolio
              • The teaching portfolio process up to submission

January: Second teaching portfolio development seminar
   Contents: • Writing a teaching portfolio midterm report (See attached supplement 1)
              • Working to identify a “Teaching Philosophy” (See attached supplement 2)
[2nd Year]

- August Third teaching portfolio development seminar (Intensive seminar)
  Contents: • Developing the elements and structure of a teaching portfolio (teaching responsibilities, teaching philosophy, teaching methods, assessment, and professional development)
  • Individual consultation with your teaching portfolio development mentor
- November Fourth teaching portfolio development seminar (Intensive seminar)
  Contents: • Completing the elements and structure of a teaching portfolio (teaching responsibilities, teaching philosophy, teaching methods, assessment, and professional development)
  • Individual consultation with your teaching portfolio development mentor

*Teaching portfolio development mentoring*

Consultations will be available as needed during the development of your teaching portfolio. A teaching portfolio development mentor or other teaching adviser will provide practical assistance with gathering materials and how to best present them, as well as guidance for developing a teaching philosophy, etc. These consultations, unless you specify otherwise, are kept confidential so you can make use of them without worry.

*Distribution of teaching portfolio samples*

Samples of teaching portfolios will be made available as needed to assist in teaching portfolio development.

Teaching portfolio development support staff:

Kinugasa Campus, Shogakukan Hall 2F
Institute for Teaching and Learning Tomoko TORII
TEL (On campus): 511-3825 email: torii@fc.ritumei.ac.jp

Kinugasa Campus, Shitokukan Hall 4F
Institute for Teaching and Learning Fumiko INOUE
TEL (On campus): 511-7153 email: f-inoue@fc.ritumei.ac.jp

Attached Materials:
Supplement 1: Teaching portfolio midterm report form
Supplement 2: Bottom-up method seminar sheet
Supplement 3: Teaching portfolio development sample

Bibliography

**Attached Supplement 1**

20XX Academic Year New Faculty Member Education Fund  
Practical Faculty Development for Improving Education - Self-Evaluation Report Form  
(Teaching portfolio midterm report)

*Faculty members who are not teaching classes this academic year should only fill in items 2, 3, and 5.*

<table>
<thead>
<tr>
<th>Date of Submission</th>
<th>20XX (month) (day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Faculty ID ( )</td>
</tr>
<tr>
<td>Faculty / Institute</td>
<td></td>
</tr>
<tr>
<td>Campus Telephone No.</td>
<td>( ) - ( )</td>
</tr>
</tbody>
</table>

1. **Teaching Responsibilities**  
   *(A list of courses taught for the 20XX academic year)*  
   An outline of all courses taught in the 20XX academic year, support given to students (consultations, club activities), academic support given to non-university organizations or groups, etc.

2. **Teaching Philosophy**  
   *(How you want to teach?)*  
   What principles you, as an educator, value regarding teaching, your relationship with students, etc.

3. **Teaching Methods**  
   *(How are you realizing the philosophy stated in 2.?)*  
   How you taught courses in line with your teaching philosophy, etc. (This is not meant to be a record of all of your courses. Give details about how you best realized your teaching philosophy through your methods.)

4. **Assessment**  
   *(What was achieved by the methods stated in 3., and how?)*  
   Concrete details regarding your achievements while teaching using your philosophy and methods, as well as points for improvement.

5. **Short-term Goals**  
   *(Taking 4. into account, what do you want to achieve in the 20XX academic year?)*  
   Some easily measured short-term goals. 
   (examples)  
   *Hold at least one class in the first half of the 20XX academic year that applies active learning.*  
   *Attend all the training courses for new teaching faculty during the 20XX academic year.*

Be sure the contents of 2, 3, and 4 are consistent with each other.
(Example) As an educator, what are you mindful of? What efforts do you make? What do you think is important in your teaching? *Provide as many as possible.

(A) In this part, give specific details about your daily teaching activities.

(Example) Syllabi, handouts, lecture notes, letters and e-mails from students, PowerPoint presentations, reports submitted by students, pictures of lectures, test questions

(B) In this part, list materials you will likely make use of while carrying out the activities listed in (A).

(Example) Course evaluation points/comments, exceptional reports, students' careers, letters and e-mails from students, student research reports, evaluation from academic peers and superiors

(C) In this part, state how you will substantiate the achievements attained by carrying out the activities listed in (A).

My specialty is

*Taken from KURITA Kayoko's materials for the teaching portfolio research group for new teaching faculty at Ritsumeikan University (November 14, 2009).
1. TEACHING RESPONSIBILITIES

At Hirosaki University, I have taught the following courses for undergraduate students: “International Society (D)” and “Japanese Education: Historical Development and Current Issues” for foreign students in English. (See attached course syllabus in Appendix 1: “Introduction to Pedagogy,” as a series of lectures, and “Introduction to Tsugaru Fiddle History and Culture” as a coordinator.

In the “International Society (D) class,” I focused on a comparative analysis of teaching and research between Japan and the United States, using the translation of Ernest L. Boyer’s book, College: The Undergraduate Experience in America. The Carnegie Foundation for the Advancement of Teaching, to compare the undergraduate education between the United States and the Japanese universities. After the World War II, during the U.S. Occupation, Japan had adopted the 6-3-3-4 school system similar to the American education system. There are many similarities; however, there are differences in their curricula and the way of teaching in particular. There were about 50 students, and majority of the students were female who attended my class.

The “Introduction to Tsugaru Fiddle History and Culture” is very unique to the university. This is an area study program about Aomori Prefecture and aimed for students to understand the heritage and culture. The class was taught, not only by the faculty members, but also by the local experts in the field. Some of the experts are Neputa painters, Tsugaru shamisen players (three-stringed Japanese musical instruments found only in northern part of Japan); and the high school teachers teaching Tsugaru literature such as Osamuro Daisuke and others who were from Aomori Prefecture. I designed the curriculum and taught the class. As one of the projects, the students produced their own Tsugaru fiddlers. It was introduced in the local newspapers and journal widely. This class was designed for the first-year students as undergraduate elective courses.

The class of “Introduction to Pedagogy” was taught by several staff from the Faculty of Education. This is a required course for the education majors to study various methods of pedagogy in the field of education. I was one of the staff teaching the method of comparative education.

Although I taught the course of “Japanese Education: Historical Development and Current Issues” for foreign students, not many students enrolled. Most foreign students came from Asian countries to study mainly Japanese language. I taught the class in both Japanese and English.

In addition to the teaching responsibilities, I have been in charge of faculty development and providing an action plan for teaching improvements based on students’ assessment reports. I often provide extensive workshops for faculty members to make effective course syllabi and “self-assessment services” for “Faculty Development Consultations.” In improving teaching (See attached Appendix 2).

2. TEACHING PHILOSOPHY

1) Active Learning with Student-centered Classroom

My teaching methods are based on how to promote students’ active learning in the student-centered settings. As mentioned above, Boyer quoted the following: “active learning is not passive. It involves the use of the mind, not just the memory. It is a process of discovery in which the student is the main agent, not the teacher.” We need such active learning in Japan. Recently, I have published a Japanese book, Teaching Portfolios: The Key to Success in Improvement of...
Teaching and used this as a textbook. In the book, I stressed the importance of active learning.

In Japanese universities, there are still the influences of European pedagogy, focused on lecture style. As indicated in the diagram below, the average retention rate of lecture is only 5%. However, we still believe that the lecture style would be most effective way of teaching, referred to as “Professor Syndrome.”

![Learning Pyramid](image)

It is obvious that the students’ average retention rate would increase as the learning styles change, such as demonstration, discussion group activities, and practice by doing, respectively.

In the “Seven Principles of Good Practice in Undergraduate Education,” it encourages “Active Learning” as stated below:

“Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.”

In order to provide effective active learning, I introduced students to a device called “clicker-system” (audience response system) in class. They were all excited and enthusiastic.

However, I have always believed that promoting active learning within the student-centered atmosphere is the key to learning successfully. For instance, I have tried to prompt students to answer questions by raising their hands.

In Japan, under the great influence of the Confucian’s teaching method, students were traditionally taught to obey their teachers and not to express their different opinions freely in public. They were simply trained to follow what was taught to the students by their teachers.

Unfortunately, most students have to decide their majors at their first-year and thus tended to emphasize their specialization more than liberal education. I explained to the students the importance of having the liberal arts education as the “foundation of college education. The liberal arts education can provide students “active learning” and “critical thinking”.

I have studied both in Japan and the United States. Through my experience, an effective learning for students is “to the teacher to be a facilitator.” With this teaching philosophy in mind, I have always given students specific reading assignments before the class and encouraged class discussions in smaller groups. This way, all students got the opportunity to express their opinions freely.

In teacher/Student interactions, I enjoyed the challenge of promoting students’ critical thinking by providing respectful learning environments, and by asking challenging questions rather than readily giving answers, contrary to the typical way of teaching in Japan. This way, the students can build their “critical thinking” and act independently, not waiting answers from teachers.

I hope for the students to foster critical thinking skills so that they can apply that knowledge to future situations outside the classroom.

2) Loving to Teach

I was very fortunate to teach the subject area that is my interest and to share it with the students. Thus, I was able to bring the same level of excitement in the classroom as I had in my own research activities. Enthusiasm for one’s subject is a critical component to one’s success in the classroom. Because I love what I teach, I am able to pass that love of the subject matter to my students. I often use humor in classroom with big smiles, They called me by my first name, "Gary-sensei," which means "Professor Gary." My nickname was "sunflower" among students.

I enjoyed finding out that students were talking about the class as very unique. In how I provided learning and discussing the subject matters in a good atmosphere, using current issues with my knowledge and experiences.

I encouraged students to contact me anytime throughout the course. I always replied promptly to e-mail, held regular office hours, and maintained an “open-door policy” for students. I also provided students with quick feedback on quizzes and assignments, usually within one week of the due date.

3. Teaching Objectives, Strategies, Methodologies

Why Japanese students are lack of active learning? By observing the classroom teaching, teachers seem to be perfectionists, explaining from the beginning to the end, even the conclusion. The students are too busy taking notes and too preoccupied with thinking questions. For instance, when my class is over, no students leave and remain for my conclusion. They depend heavily on lectures and professors to give answers and conclusions.

I used my own strategy to overcome the problems. I reserved books at the library for the students reading assignments prior to the class. I provided assignment sheets that required approval stamp at the reference desk and submitted the sheets after my class accordingly. However, many students do their reading assignments as required, due to heavy load of their other course works. Unfortunately, it is difficult to promote active learning without reading assignments. I have changed classroom settings from lecture style to group discussion style. Students rarely get press and from peers, not from teachers.

I showed students a documentary film on the Harvard Law School, produced by the Japan National Television Broadcasting. The film illustrates the importance of the “Socratic Method,”
known for developing a method of examining ideas according to a system of questions and answers. In order to demand such method, students must prepare their learning assignments in advance.

As a final exam, I implemented a method of preparing learning portfolios, based on their assignment sheets filled in the working portfolio. It turned out very well. In the beginning, the students resisted to go to the library. Now, they started to understand the purpose of the reading assignments and enjoy their discussion classes. One of the students’ feedbacks indicated that he requests more books at the reserved bookshelves. Furthermore, female students mentioned that she was proud of her accomplishment as she looked through her completed documents in the working portfolio.

I realized that providing class activities is the most important actor in reflecting students’ process of learning. In this respect, I adopted a unique examination system from MIT, in which the questionnaires and answers were prepared by the students. This way, students must be involved and learn actively. The final examination was prepared by teacher, based on students’ questionnaires.

I have assigned students to see the movie, “Mona Lisa Smile” that was reserved at the library as part of a reading assignment. In the movie, students learned about the course syllabus and the way of reading at a traditional liberal arts college, Wellesley College, in 1953. We do not have a real liberal arts college in Japan. As shown in the movie, I explained to the students the importance of active learning in the classroom by questioning and answering freely, as we do not have such atmosphere in Japan. As a result, they enjoyed the film as an extra-curriculum activity and reflected to the class. Many students got together as a group and discussed about the film. I integrated my subject matter with students’ outside experiences. This way, students can learn not only by getting taught but also having their assignments and extra-activities that reflect back to the class.

4. EFFORTS TO IMPROVE TEACHING

1) Innovations in Teaching
   1) To encourage "reading assignment," I required students to get approval stamps at the library.
   2) To encourage "reading assignments," I introduced the "Scenario Method."
   3) To understand a liberal arts college in the United States even better, DVD of "Mona Lisa Smile" was reserved at the library as a reading assignment.
   4) Creating Learning Portfolios was used for the students’ evaluation and feedback to improve teachings.
   5) Adopted a unique examination system of MIT for students to prepare questionnaires and answers and to learn in the contents of class in depth.
   6) Using students’ mid-term feedback, I adjusted my teachings accordingly.
   7) Demonstrating a devise of "clicker-system" (audience response system) for the students to understood about active learning.

2) Curriculum Development
   I have been working on curriculum developments for the course in pertaining to the general education such as the "Introduction to Japanese History and Culture," an area study program about Aomori prefecture.
   I have also developed the curriculum of "Japanese Education: Historical Development and Current Issues" for foreign students, based on my specialization.
   I have revised the curriculum of "International Society (ID)," based on reading assignments and learning portfolios extensively.

3) Professional Development of Teaching
   In 2006, I have visited several centers that provided excellent teaching and learning services in North America as follows:

   1) Center for Teaching Development, University of California, San Diego
   2) Center for Learning and Teaching, Dalhousie University
   3) Center for Support of Teaching and Learning, Syracuse University
   4) McDougall Graduate Teaching Center, Yale University
   5) Center for Learning and Teaching, University of Minnesota
   6) 21st Century Teaching Excellence, University of South Florida

   I reported my findings at my university and incorporated some of their activities to promote faculty development at my university.

   I have introduced the teaching portfolio to my university staff for the purpose of reflecting on teachings. I have suggested attending the 12th Annual Research Teaching Accomplishments Institute, May 29 to June 2, 2006, at Dalhousie University, Canada, with my colleagues. Since then, we have been sending our colleagues to the workshop every year.

   I have joined a project at the Tohoku University, conducting a survey on leading institutions and networks of staff/faculty development in major countries. This survey is done in order to develop a strategic vision on the activation of human resource and career development of academic staff of the university and other Japanese universities. We will visit the Society for Teaching and Learning in Higher Education in Canada (STLH) to survey their activities to the rational course of staff/faculty development in Canada, along with my colleagues from Tohoku University in March, 2008.

4) Teaching Conferences/Workshops Attended/Other Services
   I have participated in many seminars, workshops, and professional meetings, intended to improve teaching. I attended many professional development conferences and adopted their innovative finding to our faculty development still. For example, I attended the annual meeting of Liberal and General Education Society of Japan at Ryuo-oo University, Tokyo in November, 2007. I learned that Hokkaido University has successfully adopted a Clicker System and invited the Clicker System Company to demonstrate it to my students and the faculty in December.

   I have joined several committees, such as academic affairs, faculty development and promotion, and examination and assessment for general education courses. I am also a committee
member for selecting books at the university library:

5) Editing a Professional Journal
I have compiled an academic journal, 21st Century Education Forum and became a chief editor for the journal since the first issue published in March, 2006.

6) Teaching Publications
I have recently published a Japanese book titled, The Postwar Japanese Higher Education Reform Policy: Reconstruction of Liberal Arts Education (Tokyo: Tamagawa University Press, 2006). The book was focused on the importance of liberal arts education. The book was used as a supplementary textbook in my class.


Recently I have published a Japanese book, Teaching Portfolios: The Key to Success in Improvement of Teaching (Tokyo: Toshindo, 2007).

5. STUDENT RATINGS ON DIAGNOSTIC QUESTIONS
1) Formal Feedback: Student Assessments of Instruction
Table 1 & 2: Average of Responses to Questions 1 to 2 in Hiroshi University Student Rating of Instruction Report on the classes: “International Society” (1); A Comparative Analysis of Teaching and Research between Japan and United States,” and “Introduction to Tsugaya’s His History and Culture.”

The following were the question items in the student-evaluation of the instructor and the class:

1. The instructor made the aims and objectives clear.
2. Students understood the contents well.
3. The class was well-organized and constructed.
4. The instructor explained the material clearly by using blackboard and slides.
5. The instructor was prepared for the class.
6. The instructor completed the class in the timely manner.

7. Above all, students were satisfied with the class.

Many students gave me positive feedback as they enjoyed exchanging their opinions among other students in the class. It was overall a good average of assessment rate. At the end of the semester, students gave both positive and negative feedback, of which I have learned so much from, and I have modified the course syllabus for the following semester accordingly.

I have received comments, such as, “we were never asked of our own opinions in classrooms before,” “It was my first experience that we expressed our own opinions in front of other students.” and “It was a lot of fun to interact with other friends.”

6. EVIDENCE OF STUDENT LEARNING
1) Feedback from Learning Portfolios
Students submitted their learning portfolios as their evidence of learning. The following were feedback from their learning portfolios:

(1) I was very surprised to find out how rare Japanese students used university libraries. In other words, Japanese students did not prepare prior to the class and had a few hours spending for their assignments, compared to the students in the United States. In this class, I established my own global views on education, (Tei Toshihiko, Faculty of Education).

(2) I learned a great deal of liberal arts college in the United States and reflected on my view about specialization. I realized that it was important to ask questions, even toward the well-established theories. I was deeply impressed with this movie, “Tora, Lily’s Smile,” in that the teachers always provided students with the atmosphere to think and question in the classroom. (Yumiko, Hages, Faculty of Education).

(3) It was certainly a heavy workload for having controversial arguments with Socratic Method, but it was worth it for the future activities. I hope to have more liberal arts colleges in Japan, so that we can learn positively like United States. (Atsuko Fujii, Faculty of Education).

(4) I agreed with what Boyer mentioned in his book: “all genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is a process of discovery in which the student is the main agent, not the teacher.” (Kazumi Kagoshima, Faculty of Education)

(5) I have always paid attention to the blackboard rather than expressing my own opinions in the classroom. However, in this class, I learned the importance for using question marks whenever applicable. Suddenly, it became curious to

know more about libraries and understood the contents more in depth. I realized the importance of using library significantly. Furthermore, by participating group discussion, I learned my friends’ viewpoints and widened my knowledge. (Saya Goichi, Faculty of Literature).

(6) I have changed my viewpoints by taking this course. I realized that university was not a continuation of high school. University education should be more actively participated and learned positively by questioning. It is not surprising to see the average retention rate of “lecture” is only 5%. I agreed that the students’ average retention rate would be increased by demonstration, discussion group activities, and practice by doing, respectively. Prof. Gary’s class promoted students to ask a lot of questions. I would like to keep this in mind the rest of my college life. (Shinobu Kawaya, Faculty of Education).
7. SHORT-TERM AND LONG-TERM TEACHING GOALS

In the short-term teaching goals, I will encourage more students to be active learners by doing reading assignments at the library and participating in group discussions. In the long-term teaching goals, I would like to provide mid-term feedback and a goal of learning from students. I also would like to improve my teaching and hopefully to publish a book on learning portfoli0 as a collaboration with my students.

APPENDICES
1) Course Syllabus (English Course Only)

Japanese Education:
Historical Development and Current Issues

Professor Gary H. Tsuichimochi, Ed.D., Ph.D.
Office: Sogo Kyoikuto #314 (Ext. 3320)
Tuesdays 14:20–15:50
Classrooms: Sogo Kyoikuto #413
Office hours: Tuesday 16:30–17:00 or by appointment

Course Description

The course will focus on how the Japanese education has been viewed by the overseas. Although it is not special for Japanese, it is unique for non-Japanese. We can learn Japanese education through the foreign eyes.

The Japanese educational system has often been regarded as the most effective one in the world in terms of low dropout rates, high academic achievements, and cost effectiveness. However, Japanese education reflects the long-standing cultural and philosophical ideas that learning and education are esteemed and are to be pursued seriously, and that moral and character development remains intimately related to education. Education has been the key to success in Japan since the Meiji Restoration (1868).

The purpose of this course is to give students how the Japanese education has been developed in the course of Japanese history. Education in Japan: A Century of Modern Development written by Ronald S. Ando, will be used as the main textbook. As far as subject matters are concerned, particular attention will be paid to school changes and the current issues that appear to result from the war, Japan's recent, and the American Occupation.

On the education in contemporary Japan, the course covers 1) Kindergarten and Elementary Schools, 2) Junior High Schools, 3) Senior High Schools, and 4) Higher Education. The course will focus on current issues of Japanese education based on the book Japanese Education Today written by the U.S. Department of Education, Educational Policies in Crisis written by William K. Cummings, Eds., will also be used.

Some aspects of Japanese education, films will be shown for class discussions. Students present their papers for class discussion. Subjects of the papers will be consulted with Professor Tsuichimochi in advance.

Books are all reserved at the library under Professor Tsuichimochi. Evaluation will be based on class participation, presentations, and a take-home examination.

Student Learning Objectives:
Upon completion of this course, students will be expected to:
1. Understand the history of development of education in Japan
2. Identify problems of Japanese schools

Course Outline:

Guidance:
(1) Introduction to the Course: Some aspects of Japanese education today — The film, “Making the Grade in Japan” will be shown.
(2) Reading Assignments for Class Discussion
(3) Grading/Student Evaluation:
(4) Reserved Books
(5) Office Hours

Part I: Educational Development
(1) Tokugawa Education
Reading & Class Discussion
- Passims, Society and Education in Japan Chapter 2, “Tokugawa Education: A Portrait”
(2) Meiji Education
Reading & Class Discussion
- Passims, Society and Education in Japan Chapter 3, “Pomps of Modernity,” and Chapter 4, “Education In the New State.”
The film, “The Meiji Revolution” will be shown.
(3) Pre-War Education
The films, “Educational System of Japan” and “Know your Enemy: Japan” by the U.S. War Department will be shown.
(4) Occupation Period
Reading & Class Discussion

Part II: Education in Contemporary Japan
(1) Kindergarten and Elementary Schools
Reading & Class Discussion
- Ando, Education in Japan, pp. 106–123.
Part III: Current Issues
Reading for Class Discussion
- Anderson, Education in Japan, pp. 125-145.
- Senko High Schools
  Reading for Class Discussion
  - Anderson, Education in Japan, pp. 147-179.
- Higher Education
  Reading for Class Discussion
  - Anderson, Education in Japan, pp. 181-221.

Teaching Methods:
Instructional delivery of this course will include lecture, videotapes, class discussion, group activities, and presentation. Out-of-class assignments will include short reading selections from the texts reserved at the library.

Attendance:
Since much of the work for the course will be done in the class room setting, regular attendance is strongly encouraged.

Grading: Letter Grades

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Textbook:

Reserved Books:
Herbert Fasin, Society and Education in Japan (Tokyo: Kodansha International, 1967)
Gary H. Tsuchimichi, Education Reform in Postwar Japan (Tokyo: University of Tokyo Press, 1991)
William K. Cummings, eds., Educational Policies in Crisis: Japanese and American Perspectives (Prager Publisher, 1988)

Supplementary Books:
Thomas P. Ronlan, Japan’s High School (Berkeley: University of California Press, 1985)
Masato Situ, Japan and Germany under the U.S. Occupation: A Comparative Analysis of the Post-War Education Reform (Maryland: Lexington Books, 2006)

Written Assignments:
Develop, in consultation with Professor Tsuchimichi, a research paper (approximately 4000 words) on a topic related to the history of Japanese education, or on current Japanese educational issues. You can compare with your own country if you wish.

2) Illustration of “Faculty Development Consultations”
Center for 21st Education and Committee for Education and Students
Don't hold your problems, come see me!
(We have opened consulting services for faculty development and supporting teaching)

Please consult with the followings:
• Problems with improving your teaching skills
• Promote active learning in classrooms
• Assignments by utilizing Library
• Improving your syllabus
• Teaching Learning Portfolios, etc.

Contact:
Faculty Development Office, Center for 21st Century of Education
Consultant: Gary H. Tsouchnikoff, Ed.D., Ph.D.
Extension: 3920
E-mail: aogle45@cc.huaxi.wa.us
All teachers participating in the program can use the following Social Networking Service (SNS) to exchange information online: https://sns.fd-forum.org. Provided by Ritsumeikan University as the representative managing school of the Japan Private Universities FD Coalition Forum, this SNS system is planned to serve the staff of all member schools in the near future.

Using the features of the SNS, you can record your daily activities and share them using the diary feature (you can publish it to all users, to your friends only, or keep it to yourself). Community features provide forums for open discussion, and anyone can start their own topics. Other features include messaging to other users, a simple scheduler, and more. New posts and messages can be notified via e-mail. The site can also be used from your mobile phone.

Future plans for the system include teaching consultation groups for new teacher research programs, posting of assignments from teachers, notifications from the program offices, and other useful contents.

*This system is different from the on-demand lecture streaming (VOD) multimedia learning resource system. This system provides features for promoting communication between program participants.

User Registration (For Ritsumeikan University users)

*For users from other member schools, please contact your program’s administrators.

(1) User Registration

User registration is necessary to begin using the service. An invitation e-mail will be sent to your Ritsumeikan University e-mail address by program administrators. (If an invitation mail is not received, contact the program’s offices.) After confirming the contents of the mail, use the link included in the e-mail to proceed to the registration process.

When you click the link, a prompt will request your registered e-mail address. To confirm your identity, be sure to enter the e-mail address assigned to you by Ritsumeikan University.

After entering the address and clicking "send", you will receive another message to your Ritsumeikan University e-mail address confirming pre-registration is complete. Click the link included in this message to review the Terms of Use. After confirming and clicking the checkbox, select “初めて登録する方はこちら (New users click here) ”.
(2) Important points regarding registration

After agreeing to the Terms of Use, the profile registration screen appears. Here you can input required information and any optional information.

- In the name field be sure to enter the name registered with the University, as written on your staff identification. If any mistakes or use of nicknames, etc, are found, the name will be corrected by program administrators.
- Choose your own password. This password does not need to be the same as your assigned Ritsumeikan University RAINBOW system password.
- As this SNS will be used by the Japan Private Universities FD Coalition Forum, please note that Ritsumeikan University RAINBOW system password changes will not affect this password.
- In the “秘密の質問 (Secret Question)” field, enter a question only you can personally answer in case you forget your password and need it reissued.
- In the “公開範囲 (Privacy Level)” field, you can select "全体に公開（利用者全員が確認できる）No privacy (Viewable by all users)", "メンバーリストまで公開（自分が認めた特定の人が確認できる）Member list only "(Viewable only by users you specify)", or "非公開 (Private)".
- Apart from your name and e-mail address, after registration you can change your settings at any time.

Fill out the required fields and check them. You will receive a notification of completed registration to your Ritsumeikan University e-mail address.

(3) Logging in and using the SNS

Go to the website https://sns.fd-forum.org, and enter your e-mail address and the password you chose during registration, and you can begin using the site.

Navigation is very similar to popular SNS sites such as Mixi. However, you cannot invite others to join the service. Users are restricted to program participants who have received an invitation mail from the administrator’s office.

*On the screen displayed after logging in (the home screen), you can change your settings by clicking on "設定変更 (Change Settings)", which is located under the logout button. Please take a moment to review this screen. If "お知らせメール (Mail Notifications)" is set to ON, you will receive e-mails containing new community postings, personal messages, etc. (This feature is set to ON by default)

For any other questions about using the site, please contact the administration office.
Upon completion of the Practical Faculty Development Program for new teaching faculty, a Certificate of Completion will be issued by the Institute for Teaching and Learning. This is based on the completion of all prescribed course and lecture programs over the course of 2 years (maximum program length: 4 years), submitted reports about on-demand lectures, workshop participation, and a teaching portfolio evaluation.

This Certificate of Completion will serve as proof that the recipient has completed a training program from a pedagogical perspective, equipping them with the requisite knowledge, abilities, and mindset, and especially the practical applications of active learning, for teaching courses in their field of specialization. Such skills are necessary for contributing to the improvement of education at a private university, where numerous factors pose difficulties for the educator, such as large class sizes, numerous teaching duties, and varying levels of student aptitude and motivation.