

FACULTY DEVELOPMENT REPORT

AY 2020/2021

International University of Japan
Prepared by the Faculty Development Subcommittee
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We, the FDSC members, consciously implemented faculty development activities in AY 2020/2021 with the following priority policies:

- (a) Develop, establish, and improve remote online teaching under the COVID-19 environment
- (b) Promote public hygiene based on IUJ's experience combating COVID-19
- (c) Promote academic integrity (plagiarism avoidance)
- (d) Improve the faculty's teaching capacity through their research, publications etc.

Table of Contents

<u>Section A. Faculty Development Activity in AY 2020/2021.</u>	P4
<u>(a) Develop, establish, and improve remote online teaching under the COVID-19 environment</u>	P4
<u>(b) Promote public hygiene based on IUJ's experience combating COVID-19.</u>	P7
<u>(c) Promote academic integrity (plagiarism avoidance).</u>	P8
<u>(d) Improve the faculty's teaching capacity through their research, publications etc.</u>	P10
<u>(e) Other items</u>	P12
<u>Conclusion</u>	P14
 <u>Section B. IUJ's Annual FD Plan for AY 2021/2022.</u>	 P15
 <u>Appendix 1 Tips for Hybrid Classes at IUJ (Ver. 1.0)</u>	 P16

Section A. Faculty Development Activity in AY 2020/2021.

(a) Develop, establish, and improve remote online teaching under the COVID-19 environment

We conducted Zoom-only and hybrid classes on a trial-and-error basis to develop, establish, and improve remote online teaching under the COVID-19 environment. The results were as follows.

GSIR:

GSIR faculty members conducted Zoom only and hybrid classes to figure out and solve Zoom/hybrid related problems, and shared the problems informally. One particular issue was that of exam method, i.e., how to conduct class exams in Zoom classes in a fair way. The GSIR Dean's office sent a questionnaire to GSIR faculty members about this to find the best solutions.

GSIM:

1. Due to the COVID-19 pandemic, GSIM had fewer additional FD activities than in past years. Cross-visiting other professors' classes became almost impossible, for example. The annual Faculty Survey was not carried out either.
2. There were professors who could run pure face-to-face classes in some elective courses. It seems many professors who live on or near the IUJ campus experimented with hybrid classes. Small classes seem to go well, but large core courses suffered from the student volume. Some professors were forced to have their classes in the gymnasium.
3. Hybrid classes were technically very challenging, due to video and sound control reasons. IUJ could not afford any studio-like classrooms for Hybrid, and many instructors faced problems smoothly communicating with both in-class and remote students.
4. Under the facilitation of the FD Sub-committee, some cross-experience sharing sessions were held. For some professors, they were highly appreciated.
5. Due to the IT challenges, not a few students suffered from their inability to study and join the class in effective ways. Since MLIC-IT had service capacity limitations, professors sometimes needed to spend significant time playing "Help Desk" for their class participants.
6. Especially in hybrid class environments, we still concerned about the "Remote Students" problem (students who cannot come to the IUJ campus).

CLEAR:

1. ELP

ELP made use of the following tools:

- Zoom for holding lessons, presenting language and material, holding group discussions in breakout rooms, and recording/distributing the lessons
- Zoom report to check attendance
- Google Classroom and Google Drive for managing and distributing course materials
- Assignments tool on Google Classroom allowed us to monitor student writing in real time and hold open-book assessments in place of exams
- Google Forms for holding quick quizzes and for providing immediate feedback

2. JLP

JLP conducted Zoom-only and hybrid classes as online teaching this year.

JLP faculty used the following functions to teach, practice, and give assignments in the online class:

- *Handwriting presentation using Paint
- *Presentation of materials by screen sharing
- *Collaborative editing and group activities using Google docs and Jamboard
- *Group/pair conversation practice using Breakout rooms
- *Visitor sessions with native speakers via Zoom
- *Quizzes using Google forms and feedback with automatic grading
- *Managing assignments using the Google classroom LMS
- *Sharing of assignments and materials via Google classroom
- *Google classroom LMS to share assignments and materials and to manage assignments
- *Zoom recording to handle students with poor internet connections or absent students
- *Report in the Zoom account to confirm the name and the duration of participants (when an instructor is occupied with teaching but not certain of the names of the enrolled students in the first few weeks of a semester.)

Compared to face-to-face sessions, the following advantages were found:

- *Automatic marking of Google forms allowed for immediate feedback on homework and quizzes.
- *Automatic pairing using the Zoom breakout rooms avoided fixed pairs and gave students the opportunity to talk with new partners.

- *Using Zoom breakout rooms reduced the amount of time spent moving from one seat to another.
- *Zoom made it possible to practice conversations not only with Japanese people in the neighborhood but also with Japanese people living outside Niigata.
- *The recording encouraged autonomous learning.
- *Easy access to audio files.

On the other hand, the following issues were also identified:

- *The use of multiple software and tools was time-consuming and sometimes resulted in crashes.
- * Internet and PC environment for students, especially off-campus students.
- *Time cost and IT literacy of teachers for class preparation
- * Copyright protection and information protection

Other issues:

Tips for Hybrid Classes at IUJ (Ver. 1.0) (*Appendix 1)

The FDSC members collected Tips for Hybrid Classes at IUJ and shared them with all faculty members by e-mail on November 17th, 2020.

(b) Promote public hygiene based on IUJ's experience combating COVID-19

We promoted public hygiene to limit COVID-19 as follows.

GSIR/GSIM:

In every face-to-face class, before faculty members and students entered the class room, their body temperature was measured, their hands were sprayed with disinfectant, and they were given a disinfectant wet wipe to clean chairs and desks. Everyone was required to keep wearing a mask. Windows and/or doors were open sufficiently for ventilation. As for faculty meetings, many of the GSIR faculty members joined via Zoom to avoid the so-called three Cs, and only a relevantly limited number of faculty members were physically present at faculty meetings.

CLEAR:

ELP / JLP:

ELP and JLP faculty members helped to ensure the following during face-to-face classes:

- Students had their temperatures checked, hands sanitized, and desks wiped before beginning the lessons
- Everyone wore masks during the lessons
- Social distance was maintained during the lesson

(c) Promote academic integrity (plagiarism avoidance)

We promoted academic integrity (mainly plagiarism avoidance) as follows.

GSIR/GSIM:

The GSIR and GSIM faculty members attended a professional university-wide seminar about Turnitin to best tackle the issue of plagiarism and academic misconduct. A lecture about plagiarism was provided as usual to the first year students in their student orientation. Also in class, the issue of plagiarism was mentioned to prevent students from committing such acts. Unfortunately several cases of plagiarism by students were found. To keep and promote academic integrity, GSIR discussed the issue and gave appropriate penalties to these students following the IUJ regulations.

CLEAR:

1. ELP

ELP faculty have made strong efforts to include citation, referencing, paraphrasing, and summarizing practices into all our courses in order to fight plagiarism (for example, 1/3 of the Academic English 1 course focuses on these practices and includes a test at the end of the course).

- Benefits of this approach: Students find this very helpful, and students show evidence in their ELP course assignments and tests that they understand the academic culture behind these practices.
- Current issues: Paraphrasing and summarizing are extremely challenging, even for proficient students. Feedback from some students suggests that they are interested in quick-fix solutions, and so they often make use of sub-standard paraphrasing software without fully understanding the academic culture surrounding citation practices, leading to significant amounts of poor citation and paraphrasing practices. There are still a large proportion of second year students who do not seem to have developed much proficiency in citation practices, and this could be due to their reliance on paraphrasing software that only offers such quick fixes.

ELP faculty hold a plagiarism workshop once a year at the start of the course. However, it is not clear that all students attend this workshop. Additionally, while the workshop is helpful, it is not clear that the timing of the workshop allows for a lasting effect when students start writing assignments. We feel it may be helpful to expand plagiarism workshop offerings, given resources and support to do so.

ELP faculty had one professor talk in March 2021 at the request of the GSIR council on the topic of how to paraphrase, which focused broadly on poor paraphrasing and best practices to employ. We did

not receive any feedback on whether this talk was useful or effective, but ELP faculty feel strongly that this is a topic which many students need significant training in.

ELP faculty held a first meeting with library staff in April 2021 to begin collaborating with the library to develop and host materials that promote academic integrity and can be made available to all students. Some materials have already been created. We plan to continue this project from September 2021.

Other items:

The FDSC held a Turnitin (Plagiarism Check Tool) Seminar twice.

- 1) 10:00 AM-11:30 AM on Tuesday, September 29th, 2020
- 2) 14:30PM-16:00 PM on Tuesday, September 29th, 2020

The objectives of this seminar were a detailed explanation of how to use Turnitin (a plagiarism check tool) mainly, which is useful and easy for faculty members to check for plagiarism and it was a good opportunity to become acquainted with trends in plagiarism.

Number of Participants:

- 1st session (from 10:00 AM) : 12 participants (including staff members)
- 2nd session (from 14:30 PM) : 11 participants (including staff members)

(d) Improve the faculty's teaching capacity through their research, publications etc.

We improved the faculty's (including TAs and staff) teaching capacity through their research, publications, etc. as follows.

GSIR/GSIM:

As with every year, we saw a plenty of research output from faculty members. Their research output is expected to be incorporated in their teaching so it improves continuously.

CLEAR:

ELP faculty have implemented some new systems this year

- Employing Teaching Assistants (TAs) to support students whose English is a little weaker. This has had positive feedback from both TAs and tutees alike. This has helped ELP members get a better understanding of weaker students' needs and the processes that weak students go through in improving their written English.
- Staff English Support. ELP members have recognized that administrative staff may have questions about English, including the need for documents to be proofread. A trial period between February 2021 and May 2021 was held in which each ELP member offered 60 minutes each week, four times each, for staff to freely attend and get English support. Attendance was sporadic, but the feedback was positive and so this will continue in from September 2021.
- Piloting a new exemption test. ELP has long needed a more efficient and effective exemption test to identify incoming students with the greatest English needs. The following activities were done:
 - ELP members wrote one section each (Vocabulary, Grammar, Reading, Writing) of a new test.
 - An ELP workshop on writing rubric creation was held.
 - We piloted the test in June 2021 with 72 IUJ first- and second-year students both face-to-face and with an online automatic proctoring system (AutoProctor) that is attached to Google Forms
 - We graded questions and written essays
 - We carried out discrimination analysis of all questions
 - The best questions to use from September 2021 were selected.

ELP faculty continued with the following activities:

- Sharing materials between teachers, particular for courses in which there is more than one teacher.
- Course surveys: these are in addition to the end of course evaluations. They provide useful feedback

to faculty.

- Attending conferences (online) and workshops and writing papers to present our research
- Holding non-degree programs, such as with Minami Niigata High School and the Tokyu Intensive English Program

(e) Other items

1-1. Holding FDSC meetings

In AY 2020/2021, Three FDSC meetings were held to carry out the Faculty Development Seminar and compose the 2019/2020 Faculty Development Activity Report and 2021/2022 Faculty Development Activity Plan.

1st IUJ Faculty Development Sub Committee Meeting Academic Year 2020/2021

Date: Tuesday October 20, 2020

Agenda

- 1) Sharing information about remote classes using Zoom
- 2) 2019/2020 Faculty Development Activity Report Report
- 1) Report on FD plagiarism seminar in September

2nd IUJ Faculty Development Sub Committee Meeting Academic Year 2020/2021

Date: Monday May 24, 2021

Agenda

- 1) 2021/2022 Faculty Development Activity Plan
- 2) 2019/2020 Faculty Development Activity Report

3rd IUJ Faculty Development Sub Committee Meeting Academic Year 2020/2021

Date: Thursday July 29, 2021

Agenda

- 1) 2021/2022 Faculty Development Seminar
- 2) 2019/2020 Faculty Development Activity Report

1-2. FDC meetings

The 1st IUJ Faculty Development Committee Meeting for Academic Year 2020/2021

Date: Friday August 27, 2021

Agenda

- 1) Appointment of Chairperson and Vice Chairperson
- 2) IUJ Faculty Development (FD) Annual Plan 2021/2022
- 3) 2019 Faculty Development Activity Report

Report

1) Report on sharing about lessons learned during remote online classes in 2021

GSIR:

Curriculum Structure:

To achieve the best teaching outcomes, GSIR faculty members discussed the school's curriculum structure from university-wide, GSIR, and individual program perspectives. Some of the curriculum structure changes will be implemented in academic years 2021-22 and 2022-23.

CLEAR:

The following was done as in the previous year.

- *Right before the beginning of a new academic year, course coordinators provided syllabi and attainment targets which describe the goals and the approaches to attain those goals for their courses. They were shared and discussed amongst JLP members.
- *At the end of the academic year, the coordinator provided a summative report of their courses, including the performance of each student, being the degree to which they attained the targets set at the Pre-academic year meeting. These were shared and discussed amongst JLP members for the improvement in the next academic year.
- *In regular meetings during the semester (biweekly), students' information such as their performance, attendance and student placement was shared. Issues such as curriculum, articulations between the courses, creating or abolishing new courses were discussed as well.
- *In semester-end grading meetings, one at the end of each semester, each coordinator provided the performance of students in the course to be assessed and they were shared and discussed. The result of JLP course survey were shared as well.

Conclusion

Due to the spread of coronavirus infection, we had to conduct online classes (hybrid classes), and we have been improving online classes through repeated trial and error. The FDSC created a collection of tips for hybrid class and shared them with all IUJ faculty members.

As a measure against coronavirus infection, not only staff but also faculty members cooperated to implement infection control measures for students.

In addition, many faculty members participated in the seminar held by FDSC about measures against plagiarism, and we believe that we were able to raise faculty members' awareness of the issue. Also, we implemented activities to improve the teaching abilities faculty members, staff, and TAs.

Although the spread of the coronavirus infection was a very difficult situation, the faculty members have worked together to carry out FD activities, but we have not been able to solve some issues. For example, due to the influence of coronavirus, it was no longer possible for faculty members to visit each other's classes, which was previously possible. Therefore, we will continue to discuss how to reactivate mutual class visits by faculty members, and since the influence of the coronavirus remains, we will continue discussions on improving online classes (hybrid classes).

Section B. IUJ's Annual FD Plan for AY 2021/2022

The FDSC decided the following annual goals and FD activity priority policies for AY 2021/2022.

1. Annual goals

The Faculty Development Committee will meet once or twice.

- Faculty Development Sub-Committee will meet at least once each term.
- IUJ Faculty Development Seminars will be held at least twice.
- IUJ Faculty Development Sub-committee members will participate in outside Faculty Development Seminars once or so each.
- The President's office will collect data, documents, and references for Faculty Development, and distribute them to all IUJ faculty members.

2. FD activity priority policies

The priority policies for FD activities in 2021 are to:

- (a) Develop, establish, and improve remote online teaching under the COVID-19 environment;
- (b) Promote public hygiene based on IUJ's experience combating COVID-19;
- (c) Promote academic integrity (plagiarism avoidance), and
- (d) Improve the faculty's teaching capacity through their research, publications, etc.

Appendix 1

(Draft as of November 17, 2020)

Noboru Yamaguchi

Chair, FDSC

Tips for Hybrid Classes at IUJ (Ver. 1.0)

The following is a list of initial findings on hybrid classes discussed among FDSC members.

1. Major Points for Consideration

- (1) Hybrid classes need more work in preparation and execution to:
 - a. Set up an information and communication infrastructure in class for remote students.
 - b. Provide in-class students with the advantages of face-to-face education.
 - c. Transmit the above-stated advantages to remote students.
- (2) Ratio of remote to in-class students matters:
 - a. Current settings in C-202, C-203, C-304 are designed to deal with relatively small numbers of remote students (around 5-6 remote students out of 20, for example) online. In this environment, the instructor can mainly talk to in-class students while monitoring a small number of remote students through a separate PC screen for video views of off-campus participants. Remote students can observe the classroom as a whole (not individual in-class students).
 - b. Classes with larger numbers of remote students (around 10 among 20 students for example) can be effectively conducted with additional techniques and devices such as TA assistance, increased numbers of PCs/iPads and screens/monitors in the classroom, as discussed later.
 - c. If the overwhelming majority is remote (only 2-3 in-class students out of 20 for example), an all-online environment will provide better communication between the instructor and students and closer contact among students.
- (3) Group discussions in particular have special importance.
 - a. Group discussions/presentations provide students with precious opportunities to have closer communication between remote and in-class students.
 - b. The quality of presentation materials such as PPT in hybrid/online environments is fairly high as students are forced to use presentation applications from the beginning of group discussion. For this, there are several useful applications such as Google Docs that allow multiple students to make inputs simultaneously.
 - c. Even for purely face-to-face classes, it is recommended to utilize online techniques for better quality group discussions/presentations with a limited number of in-class PCs.

2. Recommended Settings and Procedures for Hybrid Classes

- (1) In a hybrid environment, strict control of microphones and speakers is important. PCs in hybrid classrooms in particular can easily cause howling when one of the speakers or microphones is on. For group discussion online, conversation from the classroom must be conducted by headsets to avoid howling.
- (2) To monitor remote students' faces, a separate PC is necessary for the instructor. For

the same reason, an additional screen is necessary for in-class students along with a screen dedicated to show the instructor's or presenter's screen.

- (3) There have been many occasions where communication problems caused difficulties for remote students to stay online, share their screens, show their video views, etc.. In many cases, "logging out then log back in" has helped fix such problems.
- (4) Microphones in hybrid classrooms sometimes do not pick up voices of in-class students. For better environment, all the microphones should be carefully placed close enough to every in-class student.

3. Policies for Better Hybrid Classes

- (1) TAs' assistance is essential for hybrid class management:
 - a. Hybrid classes increase the instructor's workload to a serious extent.
 - b. TAs are younger than instructors, thus more native to digitization in general!
 - c. Tasks of TAs may include:
 - Monitoring online communication environment of individual remote students as telecommunication conditions of such students differs from country to country. Close attention to each remote student is important.
 - Monitoring remote students' attendance and responses, since Zoom does not record attendance of remote students. It is necessary to check participation during classes.
 - Monitoring chat: remote students frequently use chat when they have trouble such as communication difficulties while instructors tend to miss such messages during their lectures.
 - Providing technical assistance for troubleshooting during classes.
- (2) IUJ needs to train TAs for hybrid class management:
 - a. Special sessions will be necessary and useful to improve TAs' skill for hybrid class management during the Fall term in preparation for the Winter term.
 - b. Experienced and skilled TAs, along with MLIC staff, are available to share their accumulated knowhow.
- (3) The following devices are recommended to improve hybrid class environment:
 - a. Increasing the number of iPads with headsets for classroom usage for group discussions (around 10 to 15 sets for C-202, C-203 and C-304 are desirable).
 - b. Tracking cameras are desirable to follow instructor's movements in class, such as getting closer to the whiteboard.

4. References

URLs listed below contain further information for hybrid class management.

- (1) On Zoom meetings: MLIC's "Zoom FAQ"
<https://sites.google.com/iuj.ac.jp/zoomfaq/home>
- (2) On Google Classroom: "Classroom Basic Manual," "Sharing files with students on Classroom," "Sharing zoom meeting schedule with students on Google Calendar."
<https://admin.iuj.ac.jp/Public-Docs/MLIC/Google Classroom>
- (3) On Turnitin: "Turnitin Manual for Faculty (Quick Start Guide)"
[https://www.iuj.ac.jp/gsir-f/bulletin/TurnitinManual\(Faculty\).pdf](https://www.iuj.ac.jp/gsir-f/bulletin/TurnitinManual(Faculty).pdf)
- (4) On details of FDSC discussions:

Appendix “FDSC Discussion on Tips for Hybrid/Online Classes”

5. Questions and Comments

FDSC welcomes questions and comments on this document. Please contact the FDSC secretariat at tanabe@iuj.ac.jp or the chair at yama367n@iuj.ac.jp