PDブックレット

Vol. 9

英語による授業実践ハンドブック

Active Learning Handbook
for English-Medium Classes

Todd Enslen 著
トッド・エンスレン

東北大学 高度教養教育・学生支援機構

Vol. **9**

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Institute for Excellence in Higher Education

Tohoku University

は じ め に

　東北大学高度教養教育・学生支援機構は、東北大学旧高等教育開発推進センター時代の平成 22 年から教育関係共同利用拠点の認定を受け、国際連携を活かした大学教育力の開発に取り組んできました。その一環として、大学教員を目指す大学院生をはじめとするすべての大学教員を対象に、大学教員の能力開発に役立つ PD（Professional Development）ブックレットを刊行してきました。

　改めて申し上げるまでもなく、どの職業においても、入職してその役割を果たすまでには、長い時間と経験を要します。特に大学教員の場合は、高度な専門性が仕事全般に要求されますが、大学院までの訓練は研究に重点が置かれ、授業や学生指導など大学教員にとって不可欠な教育活動についての予備知識やスキルを身につける機会はほとんどありません。また、実際の教育現場では、個々の教員がさまざまに創意工夫を重ねた実践に取り組んでいますが、その手法や知見は必ずしも広く共有されておらず、議論される機会にも恵まれていません。

　本 PD ブックレット Vol. 9 は、近年の大学の国際化の流れや留学生の増加に伴って、本学でもますますその機会が増している「英語による授業」、それをより効果的、魅力的に実施するためのヒント、学生の授業参加を促すための「英語のボキャブラリー」や「英語での質問の仕方」など、具体事例を多く含んだ内容となっています。

　また、本書は、時間的な制約で、東北大学高度教養教育・学生支援機構で提供している同様の PD ワークショップに参加がかなわない方だけでなく、英語での授業実施に関係なく、「Student Centered Learning」：アクティブラーニングを授業へ導入する際のガイドブックとしても参考にしていただける内容となっています。

　すべての皆さんにとって本ブックレットが、大学教員としての新しいステージに進む参考になるものと信じております。また、読後の感想やご意見をお寄せいただければ、今後の改善にもなり、望外の喜びです。

<div style="text-align: right;">

東北大学 高度教養教育・学生支援機構長
花 輪 公 雄

</div>

本ハンドブックの使い方

　「英語による授業実践ハンドブック」をお手に取っていただきありがとうございます。本ハンドブックは、経験豊富な英語ネイティブ教員から「英語で授業をすることになった／している」教員の方々への激励とティップス（ちょっとしたコツやテクニック）がたっぷり詰まった一冊です。著者が Introduction（p.1〜）で示しているように、次の点を重視してまとめられています。

- ◆ **重要な概念に関する簡潔な解説**
- ◆ **もっと知りたい人におすすめする文献・ウェブサイト**
- ◆ **授業で使える実例集（英語でのいいまわし、活動例）**

　本ハンドブックの中には、Scholarship of Teaching and Learning（SoTL）ということばが何度か登場します。SoTL とは「教員による授業実践に関する学術的探究を通して教授・学習過程を改善する試み[1]」を指し、日本語では「教授・学習の学識[1]」または「教育と学習に関する学究的活動[2]」と訳されます。本ハンドブックで紹介しているティップスは、その多くがこれまでに蓄積されてきた SoTL に基づくものです。これらの情報が、読者の教育実践をより豊かなものにする一助となればうれしいです。

　さて、一言で「英語で授業をする」といっても、これに関わる教員の方々のニーズは多岐にわたることでしょう。そこで、序章から順を追って読み進める以外にも、ご自身の課題意識や興味に合わせて、適時、必要なティップスに気軽にアクセスしてもらえるようなブックレットにしたいと考えました。ぜひ次ページからのシチュエーション／ニーズ別おすすめ項目を参考に、これからの教員生活のそれぞれの場面において、幾度となく手に取ってもらえる一冊にしていただければ幸いです。

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[1] 吉良 直（2010）「米国大学の CASTL プログラムに関する研究」『名古屋高等教育研究』10，pp.98-116.
[2] 羽田貴史監訳（2014）『FD ガイドブック』（Gillespie *et al.* (2010) *A Guide to Faculty Development*, Jossey-Bass.）玉川大学出版部.

本ハンドブックを効果的かつ効率的に活用してもらいたいという想いから、次の3つのシチュエーション／ニーズを想定しました。

◆ **そろそろ英語で授業を担当することになりそう…**

◆ **既に英語での授業を担当しているけれど…**

◆ **あらためて基本的なことから学んでみたい…**

そろそろ英語で授業を担当することになりそうなあなたに…

近い将来、英語による授業を担当することが予想されるあなたには、次のうち特に興味をひかれる項目から読み進めていくことをおすすめします。

- **英語で授業を行うにあたって、まず踏まえるべき事項を知りたい**
  - ☞ 1.1 Diversity (p.5)
  - ☞ 1.2 Organizational Features of English (p.8)
  - ☞ 1.5 Student Expectations (p.27)
  - ☞ 2.1 Individual Learning Experience (p.31)
  - ☞ 2.2 Teacher-centered/Student-centered (p.34)
- **授業で使える便利な英語の言いまわしを知りたい**
  - ☞ 1.2.3 Transitional words and phrases (p.16)
  - ☞ 1.3 Positive Reinforcement (p.18)
  - ☞ 1.4 Politeness (p.22)
- **授業をデザインする際に踏まえるべき事項を知りたい**
  - ☞ 2.3 Bloom's Taxonomy (p.35)
  - ☞ 2.5 Curricular Alignment (p.45)
- **英語でシラバスを作成する際にどうしたらよいか知りたい**
  - ☞ 2.4 Outcome Statements (p.43)
  - ☞ 2.7 Student-centered Syllabus (p.52)
- **英語の発音に不安がある**
  - ☞ Having problem with English pronunciation? (p.4)

既に英語で授業を行っているあなたに…

　現在既に英語での授業実践を積み重ねているというあなたには、次のうち特に興味をひかれる項目から読み進めていくことをおすすめします。

- **自分の授業を改善したい／より充実したものにしたい**
  - ☞ 1.5 Student Expectations (p.27)
  - ☞ 2.3 Bloom's Taxonomy (p.35)
  - ☞ 2.5 Curricular Alignment (p.45)
  - ☞ 2.6 Benefits of Active Learning (p.48)

- **シラバスや授業資料を拡充したい**
  - ☞ 2.2 Teacher-centered/Student-centered (p.34)
  - ☞ 2.7 Student-centered Syllabus (p.52)

- **授業で使える実践的なアクティビティやテクニックについて知りたい**
  - ☞ 2.8 Community Building (p.61)
  - ☞ Chapter 3: Incorporating Active Learning into your Classroom (p.82)

- **学生とのコミュニケーションをより豊かにしたい**
  - ☞ 1.3 Positive Reinforcement (p.18)
  - ☞ 1.4 Politeness (p.22)
  - ☞ 2.1 Individual Learning Experience (p.31)
  - ☞ 2.8 Community Building (p.61)

- **プレゼンテーションやエッセイを導入する方法について知りたい**
  - ☞ 1.2.1 Organization of English (p.10)
  - ☞ 1.2.1 Outline format for presentation and essay (p.13)

- **グループワークを取り入れているがなかなかうまくいかない**
  - ☞ 2.8.3 Issues related to interaction and group work (p.70)
  - ☞ 2.8.4 Ways to build a community in the classroom (p.71)

- **明確なニーズは思いつかないが、何か役立つティップスを得たい**
  - ☞ Appendix (p.117～)を眺めて、気になる項目の本文を参照してみましょう
  - ☞ Index (p.142)を眺めて、気になるキーワードのページへどうぞ！

あらためて基本的概念から学びなおしたいあなたに…

　アクティブ・ラーニングに取組んでいるけれどいまいち…、FD 担当になった…というあなたには、次のうち特に興味をひかれる項目から読み進めていくことをおすすめします。

- ■ **アクティブ・ラーニングとはそもそも何なのか問い直したい**
- ■ **ありがちな問題への対処法を確認したい**
- ■ **FD 担当者としてのネタを仕入れたい**
- ■ **自分の知識がどの程度のことをカバーしているか確認したい**

　ご自身の課題意識や興味に該当する項目は見つけられたでしょうか？本ハンドブックをきっかけとして、紹介しているウェブサイトや文献も活用しながら、よりポジティブな気持ちで英語による授業実践に取り組んでもらえたらうれしいです。

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Appendix

Introduction

With the growing interest in internationalization on university campuses in Japan that has been brought about by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) through various projects, such as Global 30, Global *Jinzai*, and Super Global Universities, the educational landscape in Japan is changing. In order to be able to attract more international students, part of the international reshaping of Japanese universities has been introducing more classes, and even undergraduate majors, that are conducted in English. While some international faculty, both native and non-native speakers of English, are being hired, many Japanese faculty members with English language skills are being required to teach in English.

Obviously, with such drastic changes to the educational system, there are bound to be some growing pains in the process. There is an increasing body of research that has investigated the problems that have arisen in similar contexts. The British Council, discussing *English Medium Instruction (EMI)* on a worldwide scale, points out that few teachers have thought about the fact that teaching in English is not simply a matter of translating from their native language into English (Dearden, 2014). Other research has pointed out three distinct areas that need to be considered: *linguistic*, *cultural*, and *structural* (Tsuneyoshi, 2005; Bradford, 2013). Bradford envisions this as language and academic skills courses for students and international teaching skills instruction for faculty plus engagement in conferences that help build upon these ideas through the structural aspect

(administration) of the program. However, the details of these courses are left to one's imagination.

Along with the research, the need to provide support for both faculty and students in these newly formed EMI classes and majors has been highlighted by student course evaluations, at least for the students enrolled in 4-year undergraduate EMI courses at Tohoku University. While the results show that students are more forgiving of linguistic issues that the instructors may have, they are more critical of the delivery and teaching skills aspects of the classes.

Some universities are developing their own faculty development (FD) programs to address the issues of instruction for faculty, but there is virtually nothing in the literature that offers a how-to approach, such as a resource guide, for faculty. Thus, this handbook is intended to help faculty who are non-native speakers of English understand the various components that must be taken into consideration when teaching in English, and to provide examples of the necessary language for implementing activities in the classroom.

This handbook is not intended to cover the literature in depth on each of the topic areas. Rather a brief explanation of the concepts will be provided with some references should the reader be intrigued to find out more. The intent is to provide ways, along with the language needed, to improve our instruction as teachers based on sound practices supported by research from the *Scholarship of Teaching and Learning (SoTL)*.

EMI for international students at Japanese Universities

This handbook is meant to serve as a guide for faculty and to address the concerns they may have with teaching their subject

material in English. Thus, this text will not cover the structural aspects that take into consideration the administrative support necessary for implementing these types of programs. As teachers, the linguistic and cultural aspects are key factors along with how teaching skills come into play. Thus, teachers need to focus on three aspects when conducting classes in English for international students: *Culture*, *Teaching* and *Language Skills* that overlap as illustrated below (Figure 1). EMI focuses on the central point where all three elements (*Culture*, *Teaching* and *Language Skills*) come together. However, many of the aspects presented in this volume are not concepts that are exclusive to the EMI classroom, but are rather good teaching principles that can be applied to teaching in any context and can help teachers in other classes that they teach in their native languages.
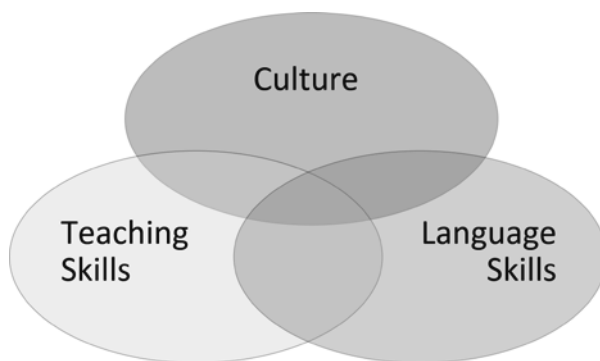

Figure 1: EMI – Where Culture, Teaching and Language Skills Intersect

Having problem with English pronunciation?

A diagram similar to the one presented above appears in Gorsuch *et al.* (2010). The authors identify three, overlapping, major components of classroom communication that need to be addressed for successful communication between teachers and students. They have labeled these components as "language, pedagogy, and culture" (p.5) with the central point where all three components overlap being identified as "discourse intonation". This classification points out the importance of pronunciation, especially intonation, for conveying the teacher's intended meaning to the students in the context of a foreign faculty member teaching to native English speaking students. While the three elements of intonation: thought groups, prominence, and pitch change (p.7) are important aspects of communicating accurately, pronunciation is beyond the scope of this text.

In addition, the context of EMI teaching in Japan where non-native English speaking teachers are often teaching to non-native English speaking students might make this aspect of communication less of a factor. However, I do not intend to diminish the importance of pronunciation, and I wholeheartedly encourage readers to refer to Gorsuch *et al.* (2010) for a detailed explanation and practice of these key elements of speech.

In addition to considering pronunciation and how it can help one communicate effectively. It is important to identify problems that you, personally, have with pronunciation that hinder communication with others and use compensation strategies to help the listener understand. Since improving one's pronunciation takes considerable time, in the short-term focusing on compensation strategies may be of the most benefit. Smith *et al.* (1992, pp.21-22) identify six general strategies (listed below) to keep in mind.

Even if the meaning of a word is understandable when it is mispronounced, the odd way of saying it becomes a distraction to the audience and people may become more interested in the way you are saying the word than the message you are trying to get across.

---

1. Speak slowly and in short phrases.
2. Pronounce every sound as precisely as you can – perhaps even by exaggerating the movements of your mouth.
3. Use the written word to back up the spoken word – on the blackboard, on overhead projector transparencies, on handouts.
4. Be redundant: say each important idea several times in different ways.
5. Avoid the words or types of sentences that you know cause problems and find other ways to say the same thing.
6. Check the pronunciation of key vocabulary (common vocabulary from your field) before presentations.

Figure 2: Pronunciation Compensation Strategies (Smith *et al.*, 1992)

Chapter 1: Culture Considerations

1.1 Diversity

In any class, be it a homogeneous one (students from the same cultural background) or a heterogeneous one (an international mix of students), diversity is ever-present and must be taken into consideration to help every student feel that he/she is an equal part of the class and to learn as effectively as possible. When designing the curriculum and putting it into effect in any class, the teacher has to think about a vast array of concerns related to diversity that includes, but is not limited to, the list of categories identified below. A question about each topic has been provided to help the reader consider each of these topics further in relation to his/her teaching and classroom practices.

1) **Gender** - Differences between male and female students may need to be taken into account when we teach.
   - *How can we make a gender-neutral, bias-free classroom?*

2) **Race** - Not every student in our classes will share the same physical traits, ancestral heritage, or genetics.
   - *How can the classroom be less homocentric and more international and global in perspective?*

3) **Sexual orientation** - Students vary in their sexual preferences, i.e. being heterosexual or part of the LGBT community.
   - *What are ways in which we can help build understanding and acceptance of minority groups in general?*

4) **Political beliefs** - The political doctrines and parties that students follow can create tensions in the classroom.
   - *In what way can we address or avoid topics that may be politically charged, for example the tensions between Taiwan and China?*

5) **Religion** - Differing faiths need special accommodation at times.
   - *What should we take into consideration when students come from differing religious backgrounds?*

6) **Prior knowledge** - Depending on where students have previously studied, they may have much more or less exposure to the subject matter than the average student.
   - *How can instructors know where to start teaching and how can they help all of the students achieve the goals of the class?*

7) **Motivation** - Students may come to our classes with curiosity and clear internal motivation, possibly understanding how the material will benefit them in the future and eager to study, while others may be fulfilling requirements with an attitude that they just want to pass.
   - *In what ways can the instructor help build and maintain the students desire to attend the class and learn the subject matter?*

8) **Learning styles** - Students have preferred ways of learning. Some people learn better through seeing pictures or graphic representations (visual learners), others can learn best by listening (aural learners), while still others learn best when touching and manipulating (tactile/ kinesthetic learners).
   - *How can teachers make learning easier for students with diverse learning preferences?*

9) **Abilities** - Some students pick up things more quickly than others.
   - *Are there ways instructors can help students who need more time or more attention in order to understand the subject?*

10) **Expectations** - What a student expects from a class depends largely upon how the student was educated and the type of classroom instruction he/she has experienced.
    - *How can teachers design their classes in ways so that they address the expectations students have of what should take place in a class?*

More information regarding diversity:

- ➢ Introduction to College Teaching in the United States (Yale University) https://goo.gl/MnX9Fa
- ➢ Diversity in the Classroom (University of Technology Sydney) https://goo.gl/gGvUNf
- ➢ Diversity in the Classroom (UCLA Diversity & Faculty Development) https://goo.gl/Njycyb

Thus, teachers have a great deal to consider even before taking into consideration a more diversified class than they are used to teaching. Some good practices to develop in any kind of class would include treating students as individuals instead of thinking of them as part of a specific group, incorporating a variety of ways to address various learning styles, setting rules for student behavior in class, explaining clearly your teaching philosophy and why you are incorporating certain activities into the class, and using gender-free wording ("he/she" instead of "he"; and "businessperson" instead of "businessman").

More information on dealing with diversity in the classroom:

- ➢ 7 Practitioners' tips for Teaching in the Context of Diversity (King's College London) https://goo.gl/dnjNRN
- ➢ Learning and Teaching Across Cultures – Good practice Principles and Quick Guides (Betty Leask and Jude Carroll, October 2013) https://goo.gl/ArPAxo

Though the challenges of addressing diversity are present in homogeneous classrooms, in more heterogeneous classes certain categories listed above become much more exaggerated. The purpose of this handbook is to address those categories that are magnified the greatest due to teaching in a more culturally

diverse classroom, the biggest of which is the difference in **Expectations** (#10).

While it would be impossible to take into consideration every cultural difference between all of our students and try to adapt our teaching to each and every aspect, it is possible to take a more macro-level approach to culture that can give the teacher insights into how to help the students learn more effectively and efficiently. In the field of Cross Cultural Communication, cultures have been classified in a variety of ways (Lewis, 2005; Kluckhohn & Strodtbect, 1961; Hofstede, 1990; etc.), but one of the simplest and most common is dividing them into "*high-context*" or "*low-context*". High-context cultures are ones that are more homogenous sharing a more consistent cultural heritage and common set of beliefs like Japan. Low-context cultures, on the other hand, are cultures with a more diverse cultural heritage where the beliefs and values are not shared as much between all of the citizens as in the United States of America (Hall, 1976). Thus, Japan and most native English speaking countries would be on opposite ends of the context spectrum with Japan on the far side of the high context spectrum and most native-English speaking countries such as the U.S. and Australia on the far side of the low-context spectrum as depicted in Figure 3.

1.2 Organizational Features of English

One of the major differences between these cultural distinctions is the very different style of communication according to Hall (1976). A high-context culture is often implicit in how they communicate, which is highlighted by an indirect style where the main point does not come until the end.
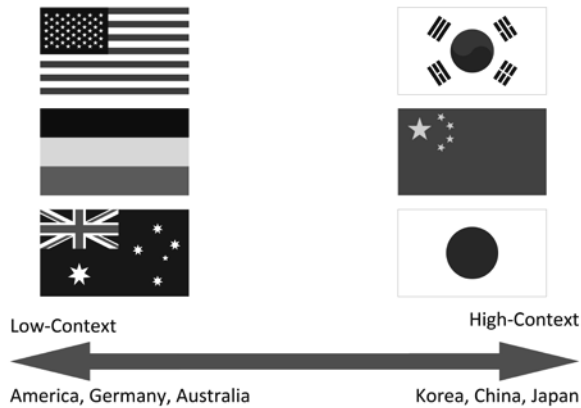
Figure 3: The Low-Context/High-Context Spectrum

Thus, the responsibility for understanding the meaning is the responsibility of the reader. The organizational style of high-context cultures is often represented graphically as a spiral moving inward until it reaches a central point, which represents the main point of their work.

In contrast, a low-context culture is more reliant on words and has a very explicit and direct organizational style. The responsibility of conveying the intended message lies with the writer, and thus, the message must be more precise and accurate. This is also commonly depicted as a straight line from point A to point B in graphic representations (Figure 4).

Understanding the difference between high- and low-context cultures can help teachers to organize their materials so that they are the most accessible to all of the students. The default setting in the teacher's mind should be a low-context style. While students from high-context cultures might find this style overly repetitive, it is important to remember that the majority of the
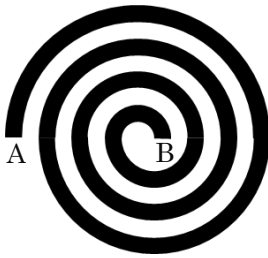
High-Context

Ambiguous, main point stated at the end

Low-Context

Precise and direct, main point stated at the beginning and repeated

Figure 4: Organizational Features Base on Context

students in our classes will be at a disadvantage because they are studying in a second language, and, thus, a more overt style could be beneficial to them also.

1.2.1 Organization of English

A quick search of Google for presentation skills will invariably present you with the age-old axiom attributed to Aristotle, "*Tell them what you are going to tell them, tell them, and tell them what you just told them*". This organizational structure is very apparent in the traditional five-paragraph essay that is commonly used to help students learn and practice extended forms of academic writing or presenting. Organization of ideas in English follows a very standardized pattern beginning with an introduction, followed by supporting information and ending with a conclusion. Deviation from this pattern can cause students to have difficulty following the intended written or spoken message.

To illustrate, this organizational style will be explained followed by an example. While the example provided below may seem more applicable to writing, presentations are also based on written texts, and the organizational features do not change. Thus, this seems like a logical approach to any type of writing or oral presentation.

> **Introduction:** After the title, which presents the overall topic of a presentation or essay, the introduction provides background information on the topic followed by a thesis statement that explains what the main point of the entire presentation/essay is. The background information may start with an interesting fact or example related to the topic in order to catch the readers'/listeners' attention. It will then provide background information about the topic that the reader may need to understand the context. This information will gradually become more focused tapering down to the main point or thesis statement. The thesis statement is usually the last part of the introduction and often includes a preview of the subtopics in the form of a list of what will be discussed further.
>
> **Support:** The three points that follow the introduction are referred to as support. For each supporting point, the main idea should be provided in the first sentence, and it often restates information from the thesis statement and provides further clarity focusing on what will be discussed further regarding this point. This statement is then followed by facts, statistics, and examples that will provide support and clarity for the main point that was put forth at the beginning of this section.
>
> **Conclusion:** Lastly, the main point of the essay is restated usually in different wording than in the thesis statement and closing comments or future course of investigation is laid out. Thus, moving from a more focused statement into more general statements once again.

A graphic depiction of a typical five-paragraph /presentation essay is presented in Figure 5.

Introduction

Introductory and Back-ground information

Thesis Statement

Supporting Point #1

Topic Sentence

Supporting information

Supporting Point #2

Topic Sentence

Supporting information

Supporting Point #3

Topic Sentence

Supporting information

Conclusion

Concluding Sentence

Why the essay is important/ Where to go from here
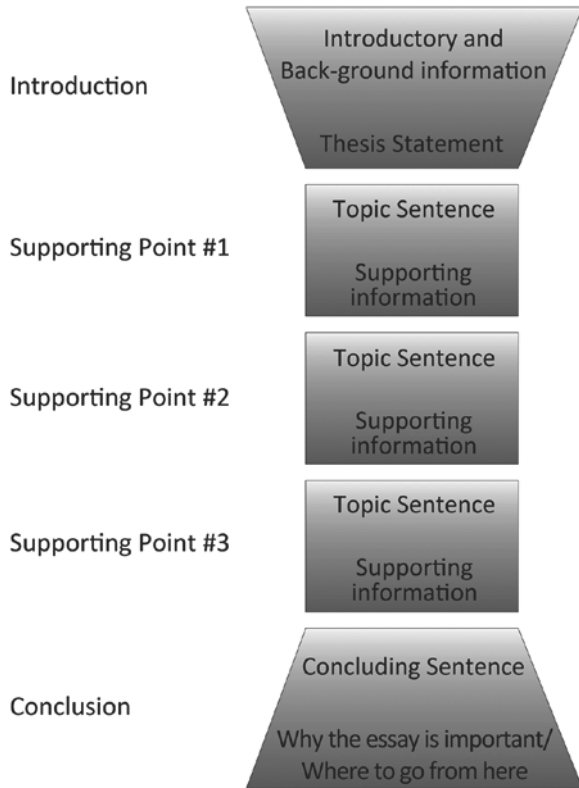
Figure 5: Graphic Representation of the 5-paragraph Essay/Presentation

One will notice that the graphic representation of the introductory paragraph is wider at the top and tapers down at the bottom. This symbolizes a broader, general statement at the beginning of the paragraph, which gradually becomes more specific leading to a focused thesis statement at the bottom of the paragraph.

The reverse is true in the concluding paragraph. The narrower beginning of the paragraph indicates the restatement of the thesis statement. And the comments that follow show a

broadening outlook of what to consider in the future and thus this paragraph widens at the base.

1.2.2 Outline format for presentations and essay

When preparing for a paper or presentation, it is best to put your ideas into an outline form, such as depicted in the outline format below, before writing out the essay or presentation to ensure clarity and complete coverage of the topic.

```
Introduction

    I.      _____    Attention getter
            _____    Background Info
            _____    Thesis

Support

    II.     _____    Main Idea #1

            a.  _____      Facts, Stats, and
            b.  _____      Examples
            c.  _____

    III.    _____    Main Idea #2

            a.  _____      Facts, Stats, and
            b.  _____      Examples
            c.  _____

    IV.     _____    Main Idea #3

            a.  _____      Facts, Stats, and
            b.  _____      Examples
            c.  _____

Conclusion

    V.      _____    Restatement of
            _____    Thesis/final
                                                     comments
```

Figure 6: Outline Format for Presentation and Essay

In the outline above, each main idea in each supporting paragraph is followed by three supporting points: a, b, and c. This is because, in general, each paragraph needs to have at least three sentences to support the main idea. The information, given as support, often exceeds this number though.

To help clarify the essay/presentation process, the essay outline presented above has been filled in for an essay/presentation on the benefits of studying abroad. For an outline, it is not necessary to write in complete sentences, but rather to express the idea in a phrase as succinctly as possible.

Figure 7 , the outline above (Figure 6) has been partially filled in with the thesis statement in the introduction, the topic sentences in the supporting points, and the conclusion for an essay/presentation on the benefits of studying abroad to show how these aspects of an essay/presentation are related to one another. In addition, this partially completed outline helps to exemplify how transitional words and phrases connect ideas and unify the essay/presentation. Hopefully, the reader will notice how the thesis statement provides the main idea for the entire essay/presentation and the topic sentences serve as the main ideas for each of the supporting points.

☞**Appendix**

➢ Completed Outline Example: Appendix 1 (p.117)
➢ Completed Essay Example: Appendix 2 (p.118)

Benefits of Studying Abroad

Introduction with only the thesis statement:

_____
_____
_____
_____

All students should take the opportunity to study abroad while they are in university to improve their language skills, to broaden their understanding of the world, and to understand their own cultures better.

Supporting Point #1 with only the topic sentence:

   First, *living and/or studying in a foreign country is the best way to improve your language skills.* _____
_____
_____
_____
_____

Supporting Point #2 with only the topic sentence:

   Second, *one can better understand the different issues other people face and gain a new perspective by being immersed in a different culture.* _____
_____
_____
_____

Supporting Point #3 with only the topic sentence:

   Third, *many people never take the time to think about their own culture until they are faced with explaining it to someone with no knowledge of it.* _____
_____
_____
_____

Conclusion with only the thesis restated:

   In conclusion, *if university students can overlook the short-term costs of spending time away from their home institution, they can gain valuable lessons including improvement to their language ability, a broader understanding of the world, and a better understanding of their own cultures.* _____
_____

Figure 7: Example with Thesis Statement and Main Topics

1.2.3 Transitional words and phrases (signposting)

As you can see from the example above (Figure 7), transitional words and phrases, like "*first*", "*second*", "*third*", and "*in conclusion*", are important aspects to help your audience follow your writing or presentation and easily identify the key aspects within it. These transitional words and phrases can also be used within a paragraph to clearly connect the ideas from one sentence to another. A list of words and phrases that one could use to help the audience identify the major points within you writing or presentation are listed below for your reference (Figure 8). The list provided is not comprehensive, it is meant to provide the reader with a list of the most common transitions for a desired meaning.

A more complete list of transitional words and phrases:

- ➢ Linking Words (English Language Smart Words) https://goo.gl/xuadLH
- ➢ Transitional Devices (Purdue Online Writing Lab) https://goo.gl/NY7jzZ

As you can see in the essay (Appendix 2, p.119) transitional words and phrases are used not only to highlight and connect the thesis statement with the main points presented in the topic sentences and the concluding sentence. They are also used to connect the ideas presented in the supporting sentences to one another.

Other essays that highlight organizational structure:

- ➢ Writing: example essay in Education (University of South Australia) https://goo.gl/5t7CDC
- ➢ Five Paragraph Essay Sample (John Langan, College Writing Skills with Readings) https://goo.gl/BdEkKg
- ➢ The Five-Paragraph Essay (Guide to Grammar and Writing) https://goo.gl/JBgT5F

Examples of Transitional Words and Phrases

A. Showing agreement or additional aspects

first, second, third	moreover	further more
in the first place	as well as	equally
in addition	and	important
additionally	also…	not only…but
similarly	likewise	too
		like

B. Opposing or contradicting

in contrast	after all	then again
although	on the other hand	rather
however	otherwise	besides
but	despite	regardless
different from	even so	even though

C. Introducing examples or support

for example	in particular	to emphasize
such as	in fact	to demonstrate
like	in general	in fact
including	namely	notably
for instance	chiefly	especially

D. Giving cause or intentions

in order to	on the condition that	because
with the intention	in the event that	since
for the purpose of	if…then…	so that
as	when	so as to
so long as	while	due to

E. Showing effect/result

as a result	thus	in that case
therefore	consequently	because
hence	accordingly	henceforth
for	in effect	thereupon
under those circumstances	for this reason	then

F. Concluding and summarizing

In conclusion	on the whole	as can be seen
To sum up	generally speaking	in fact
In short	in a word	overall
In brief	given these points	all together
To summarize	in the long run	all in all

Figure 8: Examples of Transitional Words and Phrases (For Example: Deane, 2015; Strunk *et al*., 1999; etc.)

1.3 Positive Reinforcement

Having raised two children in Japan, I have watched them go through various extracurricular activities, such as horseback riding, violin, flamenco dance, ballet, piano, and brass band, and the one thing that stands out is the amount of negativity in the coaches' or teachers' comments about the children's performances. No matter how well they performed, the most common reaction was on what was wrong rather than what was right. This goes along with the concept of "*kaizen*", or continuous improvement that has become synonymous with high quality products from Japan.

This negativity is in direct contrast to many other cultures where positive reinforcement is the norm. For example, in the United States, teachers and coaches focus on the good aspects of a performance, no matter how poorly the person does, as a way to encourage them to keep trying and working hard.

A definition of reinforcement is something done after a behavior to make that behavior more likely to be replicated in the future. People feel good about themselves when they are complimented on what they are doing and thus more motivated to do it again in the future. Students are turned off by negativity. Student perceptions of good teachers include the category of approachability. If the teacher is positive toward student interaction, friendly, and happy, students are much more likely to want to engage with their instructor than if they make the students feel stupid or unworthy of their attention in another way. This is much like the idea of positive reinforcement in other contexts, too.

Our non-verbal communication is equally as important, if not more important than the words we use to interact with our

students. If we show the students that we are interested and enthusiastic about the subject matter and concerned about them enough to be attentive to them and concerned about their learning and lives in general, they will feel more comfortable to interact with us. Thus, remember that how you say something to someone does carry a great deal of meaning, but the words that we use are also important. In some cases, we may not intend to be negative, but how we have expressed our instructions or comments may inadvertently carry a negative connotation. Being able to phrase things in a positive light is often difficult; however, understanding how to phrase expressions appropriately can help convey the positive aspects that we want students to receive.

1.3.1 Positively responding to correct answers

It is very easy to be positive toward student responses when they are correct. Some common ways of doing this are listed below. I am sure the reader can come up with many more examples without too much difficulty.

- *Good job!*
- *Excellent!*
- *That is exactly right.*
- *Great!*
- *You obviously know what you are talking about.*
- *I couldn't have said it better myself.*

It should be noted that receiving a correct response from a student is wonderful, and we as teachers want to acknowledge their efforts. However, if we do so immediately with one of the expressions provided above, we will end any further discussion

on the topic. Thus, it might be advisable to withhold praising students until after the other students have had a chance to ponder the response. Consider the following exchange as an alternative.

Teacher:	*Could* ("someone", "you", a specific student's name) *tell me…*
Student 1:	*Well, I believe it is …* (The student provides a correct response.)
Teacher:	*Thank you for your input. Let's hear what some other students think of your ideas.* (a specific student's name) *what do you think?*
Student 2:	*His answer sounds good. The only thing I would add is . . .*
Teacher:	*Okay, I see your point. Thank you. Well,* (Student 1) *was correct. Great job! You must have really spent some time considering this issue.* (Student 2) *also made an interesting point that exemplifies what* (Student 1) *said earlier.*

By withholding the fact that a given answer is correct until later, the teacher is able to spend more time having the entire class consider the completeness and positive or negative aspects of the previous response.

1.3.2 Positively responding to incorrect answers

However, the difficulty arises when we as teachers need to be positive to students when they provide incorrect responses to questions. We want to encourage students to continue responding to the teacher when a question is posed, but we also want the student to understand that his/her response was incorrect. Some suggestions about wording your response to take into consideration this aspect of replying to incorrect answers are listed below.

> - *Thank you for your answer. Does anyone have something to add to that?*
> - *That's an interesting idea. What do the rest of you think about it?*
> - *Thanks for getting the discussion going. Let's hear some other ideas.*

By responding in such a manner, the instructor is able to show appreciation to the students for the efforts they are making at answering the question without directly pointing out the errors in front of the entire class. By gathering input from various students, the instructor can compile the various responses at the end to formulate a completely accurate response without pointing out any one person as incorrect, or correct for that matter, but still provide corrections to any misconceptions that exist.

Another issue regarding feedback to student responses is the common practice of using "but" to precede negative information. Because of the understood or implied negativity of "but" it is best to try to word responses to students in a way that avoids the use of this word.

> **Can you think of a way to rephrase the following comments in a more positive way without using "but"?**
> - *Your thesis is very good, but you need to supply more sources.*
> - *That is a good point, but your reasoning is faulty.*
> - *Your answer was interesting, but it was completely wrong.*
>
> **How about the following?**
> - *Your thesis is very good. Do you feel that there are enough sources to support your position? Why or why not?*
> - *You make a very good point. Is there anything else you could add that might help others understand your reasoning better?*
> - *Your answer was interesting. Let's see what other people have to say about this question.*

Rather than giving direct opinions or answers to student papers or requests, it is often better to use an indirect approach by asking questions of the students. They can then often understand the logic and answer their own questions.

As teachers, students look up to us and respect our views. If they receive approval from us, they are more likely to continue working hard and to feel good about their efforts, so it is important for us to think carefully about how we talk to students.

1.4 Politeness

Another aspect of culture is the manner in which we address students. With the "*kohai/senpai*" relationships in Japan and the use of "*keigo*" to speak with people of higher status, the immediate reaction of an instructor in Japan might not be focused on showing respect for the students. However, research has shown that the number one perception from students of an effective teacher is how "respectful" they are to their students (Delaney *et al.*, 2010). While this term includes a variety of other nuances, such as the instructor understanding the challenging situations students sometimes face, treating all of the students equally and in the same manner, and showing that they care about their students, using appropriate language to show this aspect to students can go a long way toward making the right impression. Many non-native speakers of English make errors in the following ways without necessarily being aware of the issues.

Before discussing the ways to improve the language we use, one thing that needs to be reiterated is the way we say something is often as important as the words we use. Thus, instructors should try to maintain a calm, if not pleasant, delivery to what

they are saying even if impatience or negativity toward the student starts entering their minds.

1.4.1 Ordering/commanding versus requesting

It is easy as an instructor to slip into the habit of telling students what to do with directives or imperatives such as the ones listed below when we want students to do something. One of the reasons for instructors to do this may be the need for time efficiency. A classroom is a busy place and depending on how much material needs to be covered, the instructor may want to move the class along as quickly as possible. Imperatives, or commands, are the shortest and most direct way to get things done. Even if there are time constraints, taking a little bit more time making requests rather than demands can have positive effects on the atmosphere in the class.

Order/Command
- *Hand in your homework.*
- *Turn to chapter 3 in your book.*
- *Don't talk in class.*

Requesting
- *I would like you to hand in your homework now.*
- *Could you (please) turn to page chapter 3 in your book?*
- *Would you (please) not talk during class?*

There are a variety of other phrases that can be used to request something politely. In general, the longer the question or statement, the more polite it will be. Some examples of questions and statements on the more polite end of the spectrum include:

- *Would you mind…*
- *I wonder if you could…*
- *I was wondering if you would mind…*

However, I suggest instructors avoid these phrases because they could sound overly formal when interacting with students. In addition, there is also the risk of confusion with the phrase "*Would you mind…*" since students tend to answer them opposite from the way they actually should. For example, I often ask students the following questions to illustrate the confusion with these structures.

Teacher: *Would you mind closing the door?*
Student: *Yes!* (said with a smile as the student stands up to close the door)

However, "*yes*" to this question means, "*Yes, I do mind,*" meaning "*I will not close the door for you.*"

Teacher: *Would you mind giving me 1,000,000 yen?*
Student: *No!*
Teacher: *Great!* (Holding my hand out waiting for the 1,000,000 yen)

Answering "*no*" to a "*Do you mind*" question shows a willingness to do something.

Politeness toward our students is a concern, but of course, there are situations when commanding or ordering students is appropriate. Imperatives should be used when students are about to do something that might be dangerous. For example, if a student is about to mix the wrong chemicals together that could have an adverse reaction in a laboratory experiment, the direct approach is necessary.

1.4.2 Unexplained action versus asking for permission

When students are busy with an activity in class, the teacher often needs to make a decision as to the appropriate amount of time to give students to complete a task. In my own teaching, I have found myself trying to determine if students have completed a task, such as copying notes from the blackboard, by inferring that they are done from a visual scan of the classroom, and I have often been caught out when I have said something like, "*Okay, it looks like everyone is done, so let's move on,*" as I begin erasing the board. One of the students will invariably shout out "*Wait! I am not done,*" or more commonly gasps from students who are still working will be heard. An easy way to avoid such problems is to ask permission from the students as shown below.

Asking for permission
- *Is it okay if I erase the board now?*
- *May I erase the board now?*
- *Can I erase the board now?*

Again, other phrases can be used for asking for permission, such as:

- *Does anyone mind if I ...?*

However, as mentioned earlier, these can sound overly polite and can lead to confusion due to the opposite way of answering these questions.

1.4.3 Direct suggestions versus indirect suggestions

A particular difficult aspect of English is giving suggestion. Many English textbooks have a tendency to focus on the use of

the modals: "should", "ought to", and "had better" to make suggestions. While these terms are often used in writing to express the necessity to do something usually by a third person, they are never used in direct communication, especially conversation, because of the directness of the statement. When a person uses these models in conversation, it sounds pretentious in that the person giving the suggestion seems to be authoritative or giving an order rather than a suggestion. Thus, in direct communication, indirect suggestions are almost exclusively used.

Direct suggestion
- *You should include an explanation of how the experiment was conducted.*
- *That's not right. You ought to have referenced your sources by giving the author's last name, followed by a comma, and then the year.*

Indirect suggestion
- *What about including an explanation of how the experiment was conducted? It might make it easier for the reader to understand.*
- *Why don't you double check the way to reference sources? I think this might be expressed a different way.*

Other possible ways to create indirect suggestions are listed below.

- *How about…?*
- *Why not…?*
- *I think that you should…*
- *Perhaps you could…*

- *You/we can…*
- *It might be a good idea…*
- *If I were you, I would…*

You might have noticed that by changing the direct suggestion to an indirect suggestion you are also giving assistance without actually providing the answer to the student. This provides the students with the opportunity to contemplate what the instructor said, decide if the advice is useful or not, and if so, it often requires further research or effort, all of which provide the student with further opportunity to internalize and develop more long lasting learning.

1.5 Student Expectations

Much of what students expect from a class is in response to their previous experiences in the classroom. Delaney *et al.* (2010) conducted a study at Memorial University in Canada where they used an online survey to have students list five adjectives to describe effective teaching and then explain in detail why they selected these adjectives. Out of the 330 responses, 69 separate adjectives were identified. These were then grouped based on similarity into nine separate categories: respectful, knowledgeable, approachable, engaging, communicative, organized, responsive, professional, and humorous. These categories are listed from the most represented answers to the least. While all of them are important to take into consideration and I encourage the reader to read this article in detail, I will focus on the top three responses because, in part, they support and nicely show the importance of my initial hypothesis that classroom management, language, and culture are three key aspects to take into account when teaching in English. Below, I provide more detail on the importance of the three most common responses: respectful, knowledgeable, and approachable.

1.5.1 Respectful

As mentioned previously students, above all, want to feel respected by the teacher, and the language that the teacher uses in interacting with the students can affect how they feel about their teachers. Along with the language of politeness, other adjectives that were grouped together into this category included open-minded, flexible, compassionate, and patient. This group of adjectives touches further upon the affective issues. The gap between the teacher and students is often quite wide, and therefore teachers may have difficulty appreciating the students' perspective. Teachers can forget that students are often balancing packed schedules, part-time work, and club activities, and may have a host of other responsibilities. They have difficulties and problems in life just like everyone else. Being understanding of these issues while also being fair to all of the students is difficult to balance. Many of these issues will be expanded upon further in the section on Community Building.

Special attention also needs to be given to patience. Students are novices in the subjects that teachers are experts in and they might not have the interest or motivations that their instructors have. Having a great deal of knowledge may make it difficult to understand when students are struggling to grasp the subject or may even cause impatience to creep in. We should try not to let students know of this impatience or talk down to them in any way that might make them feel inadequate. If a teacher were to act this way, it students wouldn't want to face that situation again, thus, making it unlikely that they will seek help even though they might need it. In addition, while we would like all of our students to be enthralled in the subject, it might very well be

the case that students are required to take the course or might have distractions outside of school.

1.5.2 Knowledgeable

Of course, as university instructors we all have spent years studying our subject areas. Therefore, it should be a given that everyone is knowledge, but some of the adjectives that are grouped together in this category might give more insight as to what the students were focusing their attention on in this category. For example, "*flexible*" was often stated, which might make one wonder how knowledge can be flexible. However, what students are referring to here is how that knowledge is presented. For example, is the teacher willing to get off their scripted plan and spend more time addressing a topic when students are not comprehending the subject matter.

One other adjective that appears within this category that may not be obvious is "*reflective*". Students value teachers who can adapt to feedback in order to change what they are doing to meet the needs of the students. Later in this handbook, one of the activities outlined is "*the minute paper*", or a comment sheet, which can be used to get feedback from the students on various aspects of the class or content. One way of being reflective would be to explain common comments brought up on these comment sheets and to tell the students what changes you, the teacher, are willing to make in an effort to address these issues.

Other adjectives within this category that seem particularly relevant are "practical" and "current". If we can find ways to connect the subject matter to the students' future lives or careers and help them to understand how the information will be of benefit, it will enhance their learning. The same could be said for

the adjective "current". By presenting the information in the context of what is currently happening in the world, it will be more meaningful. As we explore Active Learning later in this booklet, you will notice how "*knowledgeable*" aspects are incorporated into activities to make learning more meaningful.

1.5.3 Approachable

In this category, Delaney *et al.* (2010, p.10) identify "*three main themes: the positive interaction between the professor and students; the comfort level of students to ask questions and to seek advice; and the sincere effort on the part of instructors to help students reach their academic goals*". Many of the aspects touched on in this section of the article will be addressed in this handbook when discussing the topic of building community in the classroom. It cannot be overstated how much the affective aspects of a classroom impact the students' feelings about the class and their ultimate success. "*Retention studies conducted over the last two decades in higher education suggest that one of the most crucial factors in helping students complete their studies is creating an atmosphere of community.*" (McGlynn, 2001, p.55)

Chapter 2: Teaching and Classroom Management

2.1 Individual Learning Experience

All teachers were once students, so we can often look back on our experiences as students to provide insights as teachers. Before explaining how good teaching is based on the research that is available through SoTL, I would like you to consider your experience of learning. To do this, look at the list of possible classroom activities listed below and order them from the most effective in helping you learn (1) to the least effective in helping you learn (7), if we define "learning" as retaining information long-term so that you can use it and apply it in the future. When doing this exercise, one can assume that these activities are being incorporated into a lesson effectively, meaning the teacher has organized the activity in such a way that students have the information and knowledge necessary to perform the required task.

2.1.1 What way do you learn best?

Directions: List the classroom activities below from 1 to 7 with 1 being the most effective way of learning and 7 being the least effective way of learning based on your experience.

> _____ Discussing
> _____ Practicing doing something
> _____ Reading
> _____ Listening to lectures
> _____ Teaching others
> _____ Watching a video
> _____ Seeing a demonstration

It is important to remember that students have different learning styles meaning that some may learn better through different modes. While learning styles have been described in a variety of ways, Fleming's (1995) classification of learning styles is one of the easiest to understand, and thus I will rely on it in this description. According to Fleming, there are four distinct styles, which people may prefer for learning. Some learners may be able to learn better by seeing something (visual learners), by hearing something (auditory learners), by reading or writing down information (read/write learners) and by touching and manipulating something (kinesthetic learners). Thus, there is no "correct" order to the list above. This is also important to remember because as teachers we should try to incorporate a variety of different techniques that will help students that learn in different ways. That being said, the majority of teachers who have answered this question in my workshops come up with an order similar to the one shown below.

2.1.2 Most effective in-class activities for the majority of learners

1	Teaching others
2	Practice doing
3	Discussing
4	Seeing a demonstration
5	Watching a video
6	Reading
7	Listening

Again, I will stress that if you ordered the way you learn differently from the list provided above, you are not incorrect. You just have a different learning style to the majority of

learners. For example, if you have selected "Reading" as the most effective way of learning, you are probably an active reader, who is always asking yourself questions that help you to stay engaged with the text. As for myself, "Reading" would come low on my list because my mind wanders as I read. We can think much faster than we can read meaning that the possibility of our minds taking a detour is ever present. When I read, I often find myself stopping and having to go back because I can't remember what I had just read.

It is understandable why pedagogical practices in higher education have not changed much over the years. Until recently, very little emphasis has been placed on the actual art of teaching especially in large research institutions where research is the main, if not only, emphasis. This is beginning to change, but the institutions that stress improvement of teaching are few. With little in the way of help with teaching and few faculty reaching out for help now that it is available, faculty have relied on the way they were taught, the way they learned best, the way they believe they learn best, or familiarity and comfort to guide their teaching practices. While this has been shown through a wide variety of research, Cox (2014) synthesizes this research extremely well. However, there are flaws with all of these. Because of this situation, the majority of teaching remains in the traditional lecture format, which is the least effective.

If you look at the list of activities above more globally, you can divide them into two distinct categories: Active (1-3) and Passive (4-7). The "Active" activities require the students to do something, while the passive ones have them just receiving information. This shows that, intuitively, we are aware of the most effective ways of learning.

2.2 Teacher-centered/Student-centered

Research also supports our intuition. In summarizing the extensive research in this area, Felder & Brent (2016) state, "*Of all instructional methods, nonstop lecturing is the most common, the easiest, and least effective. Studies show that most students cannot stay focused throughout a lecture*." One such study by Bunce *et al.* (2010) showed through student self-reporting that students' attention wandered the most in lectures vs. classes that used clicker questions and classes that used demonstrations.

These research articles along with numerous others show the benefits of engaging our students rather than spoon-feeding them information. Based on educational research on good teaching and learning in colleges and universities, Chickering & Gamson (1987) developed the following list of best practices.

Good practice in undergraduate education

1. Encourages contact between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

Figure 9: Good Practice in Undergraduate Education (Chickering & Gamson, 1987)

Although the list above is over thirty years old, these practices have withstood the test of time, and thus, best teaching practices have moved from a teacher-centered approach to a

more student-centered approach where Active Learning (AL) is the focus in the classroom.

There are various definitions of AL, but the one provided by the University of Michigan on their homepage resonated with me. It states, "Active Learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis and evaluation of class content." For me this emphasizes a few things about AL that I think are important to remember. Firstly, that although many people associate AL with group-oriented activities, AL can also be achieved individually as "reading, writing" would suggest. In addition, this definition also stresses the need to use information in someway with the clause, "…that promote analysis, synthesis and evaluation of class content."

2.3 Bloom's Taxonomy

It is the latter part of the definition provided by the University of Michigan that brings us to the importance of Bloom's Taxonomy (Bloom, 1956). Bloom's Taxonomy is merely a classification of cognition, or thinking, into levels of complexity. However, it is important because it can help teachers design appropriate activities for students so that the students will be able to meet the course objectives and identify skills from the simplest to the most difficult. In its original form, the six levels of the taxonomy were represented using the following nouns: knowledge, comprehension, application, analysis, synthesis, and evaluation. The wording was changed from nouns to verbs to show the more active nature of the various levels, and a reordering of the two most complex classifications of the taxonomy was performed by Anderson and Krathwohl (2001).

The new classification used the wording that follows: *remembering*, *understanding*, *applying*, *analyzing*, *evaluating*, and *creating*. It is the revised version of Bloom's Taxonomy that I will use throughout this text. While Bloom's Taxonomy is usually represented in a triangular shape as shown below with the least complex at the bottom and the most complex at the top, it should be noted that this visual representation does not signify one level being any more important than another. Every class will most likely want to encompass all of the levels at some point since having the necessary lower order thinking skills are necessary in order to use this information for higher level thinking skills to be undertaken.
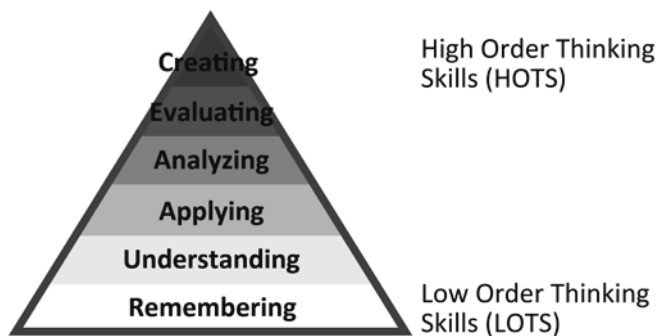

Figure 10: Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)

In each category within Bloom's Taxonomy, a variety of verbs can be used to elicit the desired level of thinking that the teacher would like an activity to elicit from the students. "*Lower Order Thinking Skills*" refers to the categories that take less mental processing and can lead to only surface learning. Surface learning is often apparent when students cram for tests. They

keep the information in short-term memory long enough to call it forth for a test, but the knowledge disappears afterwards. "*High Order Thinking Skills*" are those cognitive levels where mental processes are put to work when students are asked to do something with the knowledge. This leads students to move that information into long-term memory and makes it available for use much further into the future. Below are listed some of the verbs associated with each level of Bloom's Taxonomy along with how these verbs might be incorporated into a question to elicit the type of cognitive activity the instructor desires.

Below are listed some of the verbs associated with each level of Bloom's Taxonomy along with how these verbs might be incorporated into a question to elicit the type of cognitive activity the instructor desires (For example: Pohl, 2000; Decker & Davidson, 2006; etc.).

2.3.1 **Remembering** - Recalling or recognizing specific information

Verbs that can be used to elicit this level of cognitive activity include the following: *describe*, *list*, *label*, *recall*, *name*, *find*, *identify*, and *select*.

Some activities that these verbs could be used with may include: making a timeline of events, listing items from a story or demonstration, creating a list of items students remember from a previous lecture/demonstration/video, and making a chart showing specific aspects of something.

Possible question and sentence forms
- *How would you describe…?*
- *Can you list four of the most important factors…?*
- *In the diagram below, label the parts of the…*
- *Can you recall the…?*

2.3.2 Understanding - Comprehending given information

Verbs that can be used to elicit this level of cognitive activity include the following: *explain*, *interpret*, *classify*, *paraphrase*, *summarize*, *compare*, and *infer*.

Some activities that these verbs could be used with may include: explaining the reason for something, interpreting a chart or graph, outlining the important features of something, classifying a collection into specific components, summarizing a story or lecture, and providing examples.

Possible question and sentence forms
- *Can you explain what is happening in the experiment/ video/diagram?*
- *Interpret what is represented in the chart/graph.*
- *How would you classify the kind of…?*
- *How could you rephrase the main message of the…?*
- *Provide a summary of the…*
- *How would you compare and contrast this… (experiment/story) to… (the one we did last week/the previous one)*
- *What can you infer about what will happen next based on previous activities we have done in class?*

2.3.3 Applying - Using information to achieve something

Verbs that can be used to elicit this level of cognitive activity include the following: *use*, *apply*, *carry out*, *execute*, and *implement*.

Some activities that these verbs could be used with may include: demonstrating something, illustrating a process, performing an activity, simulating a situation, and presenting the process and results.

> **Possible question and sentence forms**
> - *Can you provide examples of…?*
> - *How would you use… to do…?*
> - *Can you make use of the facts to…?*
> - *Apply what you have learned in today's lecture to design…*
> - *In what way would you implement an experiment to take into account…?*

2.3.4 Analyzing - Separating information into components

Verbs that can be used to elicit this level of cognitive activity include the following: *analyzing, attributing, outlining, organizing, comparing, deconstructing, and integrating.*

Some activities that these verbs could be used with may include: analyzing a chart or graph, outlining the important aspects, integrating multiple sources of information into a report, and attributing information to specific categories.

> **Possible question and sentence forms**
> - *How would you compare certain ideas or people?*
> - *Can you attribute the different parts of… and organize them according to importance?*
> - *What evidence can you find for…?*
> - *What is the relationship between the first three topics we discussed?*
> - *What motive is there to…?*

2.3.5 Evaluating - Judging the value of something (ideas, methods, materials)

Verbs that can be used to elicit this level of cognitive activity include the following: *evaluating, judging, critiquing, checking, testing, hypothesizing, and detecting.*

Some activities that these verbs could be used with may include: creating criteria to judge, debating an issue, evaluating

the merits/demerits of some research, and critiquing the efforts of other students' presentations.

> ***Possible question and sentence forms***
> - *How would you justify…?*
> - *Make a judgment about…*
> - *Which is better, to… or to…? Explain.*
> - *What information would you use to support your view?*
> - *How would you rate the…?*
> - *Determine the pros and cons of doing…*

2.3.6 **Creating** - Developing an original idea/creative thinking

Verbs that can be used to elicit this level of cognitive activity include the following: *creating, producing, constructing, designing, inventing, making and planning.*

Some activities that these verbs could be used with may include: creating an advertisement, planning for an event, constructing a portfolio, inventing a new game, or producing a new story.

> ***Possible question and sentence forms***
> - *What would you do to improve…?*
> - *Can you think of an alternative to…?*
> - *What could be done to eliminate the negative effects of…?*
> - *How would you test…?*
> - *Design a…*
> - *Create a similar story with different characters.*

A useful graphic, "Bloom's wheel," which provides easy reference for teachers to create activities at each level of Bloom's Taxonomy can be found at the following website:

> ➢ Bloom's Wheel (Johns Hopkins Whiting School of Engineering)
> https://goo.gl/KNPFSP

2.3.7 Examples of Bloom's Taxonomy

In an effort to make the idea of developing questions at different cognitive levels easier to understand, two examples are provided below. The first is based on a common aspect of society today, Twitter, that almost everyone is familiar with. The second is from the natural sciences.

As can be seen in the example in Figure 12, by using the verbs that are associated with different levels of Bloom's Taxonomy, the teacher can create questions that target specific cognitive categories using the same information.

> Another example regarding the solar system:
>
> ➢ Using Bloom's Taxonomy in Science (Lesson Planet)
>   https://goo.gl/6tL2bV

BLOOM'S TAXONOMY & TWITTER

CREATE	– **Invent** a Twitter application – **Create** a fake but accurate Twitter profile for a historical or literary figure – **Remix** trending tweets with video and music to create a PSA
EVALUATE	– **Combine** multiple tweets on a single topic into a story – **Criticize** a Twitter user's argument – **Predict** trending words and phrases based on current Twitter trends and world news – **Convince** someone on a topic based purely on tweets for evidence
ANALYZE	– **Compare & contrast** Twitter to other forms of social media – **Analyze** tone in different tweets – **Examine** bias in different tweets – **Diagram** a web showing connections between popular/trending tweets
APPLY	– **Give an example** of a tweet for an assigned political leader – **Illustrate** popular/trending tweets – **Paraphrase** a book, poem, or text using 140 characters
UNDERSTAND	– **Summarize** tweets on a relevant topic – **Translate** tweets in other languages – **Estimate** the number of tweets a user will post based on previous tweets per day – **Rewrite** tweets in your own words
REMEMBER	– **Follow** relevant Twitter users (historians, scientists, etc.) – **Define** major elements of Twitter (tweet, hashtag, etc.) – **Observe** geographical trends in tweets with TrendsMap – **Match** political tweets with political parties

© TeachBytes 2013

Figure 11: 22 Ways to Use Bloom's Taxonomy with Twitter. Source: Aditi Rao (2013). *TeachByte*, March 25, 2013.
Accessed at: https://goo.gl/dEE7wf (on November 8, 2017).

<div style="border: 1px solid black; padding: 10px;">

Bloom's Taxonomy and Tropical Cyclone Intensity Scale (TCIS)

- Remembering:
   What are the six intensity classifications of the Tropical Cyclone Intensity Scale (TCIS)?

- Understanding:
   Which TCIS level would a storm fulfilling the necessary criteria for a tropical cyclone and having sustained wind speeds of 55 knots be classified as?

- Applying:
   Look at the data for a weather system, what (if any) classification should it receive on the TCIS and why?

- Analyzing:
   Compare and contrast the storm data provided with the six main requirements for tropical cyclones. Do you believe there is a high likelihood of a tropical cyclone developing? Why or why not?

- Evaluating:
   You have been given the data and forecast made from that data for a typhoon. Critique the forecast based on the data provided.

- Creating:
   From the data sets provided, determine the typhoons path and predicted intensity for a weather forecast

</div>

Figure 12: Examples of Questions based on Bloom's Taxonomy

2.4 Outcome Statements

Using Bloom's Taxonomy, the teacher can clearly describe what he or she wants the students to accomplish in the class. For most teachers, merely remembering the information is not the goal, but rather using the information to accomplish something such as *applying*, *analyzing*, or *creating*, is the desired outcome. To ensure that the teacher and the students are focused on what the teacher wants to accomplish in the class, the teacher needs to write clear course objectives that will appear in the course syllabus. It is now common to write course objectives starting

with the phrase below to put the focus of the class on the students and what they should be able to do with the information presented.

"*By the end of this course, student will be able to …*"

Some examples of clear course objectives are provided below.

[Example 1]
By the end of this course, you will have an understanding of chemicals and chemical transformations and their role in our society and economy. You will be able to analyze whether or not a chemical/chemical product is "green" and sustainable or not. You'll be able to make recommendations on how chemicals and chemical products can be improved to be greener.

From: Yale Courses, Introduction to Green Chemistry (Paul Anastas)
Available at: https://goo.gl/v9V3PN (Accessed on 11/10/2017)

[Example 2]
Learning Objectives:
Upon successful completion of 3.091SC, students will have accomplished the following **general** learning objectives.
General
- Predict the **properties** and **interactions** of chemical substances by understanding their **composition** at the atomic level, making connections to **structure**, **bonding**, and **thermodynamics** as necessary.
- Determine and apply **principles of materials science** (specifically microstructure design and selection) to the selection of materials for specific **engineering applications.**
- Assess the quality of text and graphics in textbooks and other published sources, and understand the advantages and limitations of **different models** proposed to explain each concept.
- Understand and identify the similarities and differences among important classes of materials including **glasses**, **metals**, **polymers**, **biomaterials**, and **semiconductors.**

2.5 Curricular Alignment

Having clear course goals that express what the teacher expects students will be able to do once they have finished the course will help dictate the activities that need to be done in class to ensure that students can meet the objectives and the assessments set forth by the teacher. These activities will give students practice, which is an essential component to learning. This is referred to as constructive alignment, or curriculum alignment. A visual representation of this process is provided below.
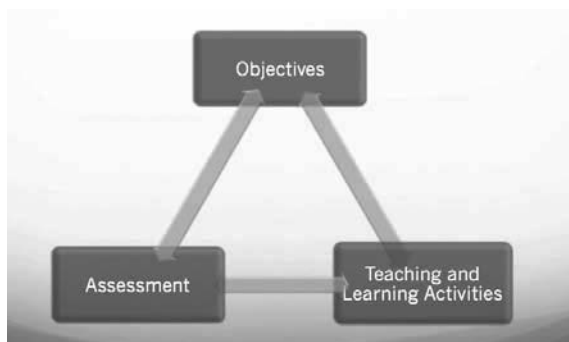

Figure 13: Curricular Alignment Diagram (Based on Biggs, 2003)

Two key aspects of constructive alignment are: 1) *Learners are constructing meaning by taking part in relevant activities*, and 2) *The teacher is facilitating learning by aligning the outcomes with the classroom activities and the assessments for the class*. Teachers and students have different perspectives when viewing a class. A teacher usually writes the learning objectives, followed by the

activities, and lastly designs the assessments. These assessments may even be designed later in the term right before the quiz or test is given. However, there is a danger in approaching course design in this way. It could cause the instructor's assessments to not be aligned with the overall goals of the course. It may be helpful for the instructor to look at the course from the students' perspective (as seen below) when addressing course design (Biggs, 2003).
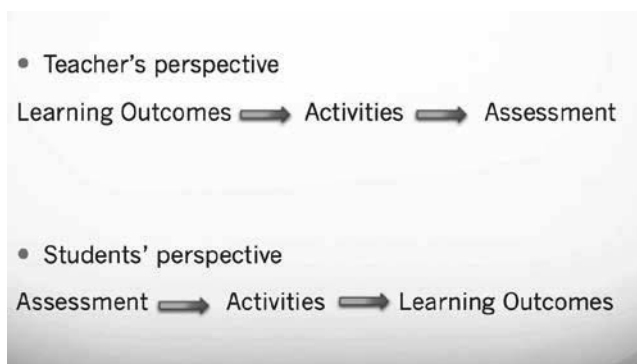

Figure 14: Teacher vs. Student Perspectives of Approaching a Class

Students first of all look at what the assessments in the class will be and decide on what activities they will do to meet those assessments most effectively.

A perfect example of what happens when a system is not aligned is English language education in Japan. Many people question why, after six years of English language education, the majority of the students entering university are unable to communicate effectively in even the most basic conversations in English. While there are likely a variety of factors at play, the major one is the misalignment between MEXT's stated goals and objectives and assessments.

When compared with other countries, Japan ranks toward the bottom in English proficiency. This fact leaves many baffled when they consider the amount of time students spend on English language studies. Mulligan (2005, p.33) states, "Japanese students study 3-5 hours a week or more, anywhere from 6 to 10 years, yet Japan has one of the lowest levels of English proficiency of any developed country in the world." MEXT has also shown concern about this issue since the late 1980s when it placed importance on communicative ability. They addressed this issue in part by starting the Assistant Language Teacher (ALT) program, which hires native-English speakers to work with the English teachers in junior high schools and high schools. In 2004, Samimy & Kobayashi (2004, p.246) indicated that MEXT was emphasizing the importance of Communicative Language Teaching (CLT) activities in the classroom.

While MEXT is trying to make changes to the curriculum to make the classes more communicative, the ultimate assessment the stakeholders are focused on are the entrance examinations for high school and university. The Center Test along with the majority of entrance examinations into university do not have any communicative aspects to them, rather the students are required to know vocabulary and grammar for reading, translation, and writing. Thus, the stakeholders (the students, the parents, the teachers, and the school), all of whom are affected in some fashion by the students' results on these examinations, are focused on preparing for the entrance examinations.

2.6 Benefits of Active Learning

Because we intuitively understand that learning for the majority of students is accomplished better through active rather than passive classroom activities, a fact that is also extensively supported through research in SoTL, and our objectives in class tend to be on the more complex cognitive skills, a move has taken place in education over the years from a traditional, teacher-centered classroom where lecturing was the sole activity to a more student-centered classroom in which students are required to be more active in their learning.

The benefits of incorporating Active Learning into the classroom are clear through numerous studies and have been enumerated in Prince (2004). These benefits include improved:

1) **Attention in class**

A generally accepted believe in education is that students can only concentrate for 15-20 minutes before their minds begin to wander (Wankat, 2002; Hartley & Davies, 1978). While various researchers have brought the length of time students can concentrate into question, both teachers and students agree that staying engaged in a lecture becomes more and more difficult over time. Common sense should tell us that a person will lose his/her ability to stay engaged in any activity, especially a passive one, over an extended period of time. By interjecting variety in the form of Active Learning at intervals throughout a lecture, the teacher is breaking from routine and bringing the students' focus back.

2) **Student/Faculty interaction**

The more students have an opportunity to interact with their instructors, the more comfortable they will be talking with their instructors. As mentioned earlier, students value a teacher who is approachable and who they feel they can talk with and ask questions of. Later in this handbook, the importance of building community in the classroom will be explored. A key factor in helping students feel they are appreciated and valued, both of which foster this feeling of community, is their relationship with their instructor.

3) **Student/Student interaction**

Giving students the opportunity to talk with a number of their classmates helps them not only build their understanding of the material but also build relationships that can help them throughout their studies at the university. Both the relationships they have with faculty and students alike helps students feel that they are part of a community. It cannot be overstated how important this is. "*Retention studies conducted over the last two decades in higher education suggest that one of the most crucial factors in helping students complete their studies is creating an atmosphere of community*" (McGlynn, 2001, p.55).

4) **Academic Achievement**

A growing number of studies (Desauliers *et al.*, 2011; Hake, 1998; Redish *et al.*, 1997) show that by incorporating Active Learning into a more traditional lecture-style class students retain the information better and thus score better on tests.

5) Attitude toward the subject and thus motivation to learn

As one would expect, with success comes an improvement in the way one looks at things and a belief that one can succeed in the future.

6) Interpersonal/Teamwork skills

Having roles and understanding the rules and responsibilities the team must function under are key factors identified in teams that perform well. Giving students practice forming teams, and deciding on the leader and other key roles helps them see the importance of these aspects of teams and be able to apply this framework to other teamwork outside of the classroom. The very act of working in a team gives them practice with interpersonal skills and conflict resolution.

7) Communication skills

Being able to communicate effectively is very much related to the interpersonal skills mentioned above. Students can gain practice making themselves understood through the pair and group work often associated with Active Learning.

8) Self-esteem

When students are actively constructing meaning in a student-centered environment, they can more readily see that they are capable. Active Learning allows them to build not only their knowledge but also their skill in applying that knowledge. Wilke (2003) points out that with the development of these two aspects, students are likely to feel confident which also leads to being more motivated.

9) Level of anxiety

Again, the idea of community building comes into play. As students get to know their instructors and other students in the class better and also understand the supportive nature of a well-designed student-centered class, their comfort level in the class improves dramatically. It becomes a friendly environment rather one that is an unknown quantity.

10) Class attendance

When students can perceive that they are valued as a member of a community and they are engaged actively in their own learning, they are more likely to look forward to attending class rather than dreading it.

11) Understanding of professional environment

Part of the higher education experience is gaining maturity and understanding of responsibility as working members of society. Practice giving presentations, working in groups, critically thinking about topics, and debating those topics are all skills that apply directly to their working lives after university.

While all of these things are attainable when Active Learning is implemented effectively, frustration for the teacher and the students can be the outcome when AL is not done well. For Active Learning to succeed, students need to be given enough information so that they understand why the teacher is having them undertake such activities and so that they can carry out the task efficiently and effectively.

It is well documented in SoTL research that the more information students are given the better they will perform. Robert Diamond in the forward of Grunert O'brien *et al.* (2008, p.xi) "The Course Syllabus: A Learning-Centered Approach (2nd Edition)" states, "*The research on teaching and learning is consistent: the more information you provide your students about the goals of a course, their responsibilities, and the criteria you will use to evaluate their performance, the more successful they will be as students and the more successful you will be as a teacher.*" While this quotation is referring specifically to syllabus design, it holds true for classroom activities. Thus, teachers should provide students with a detailed syllabus at the beginning of the term that includes most of, if not all of, the categories listed below. However, the teacher should also provide detailed explanation of activities for the students especially if an activity is new.

2.7 Student-centered Syllabus

The statements below regarding syllabus design may very well go against our beliefs of what a syllabus should be because our institutions often dictate what our syllabi should look like for a course syllabus book and online course syllabus guide, which are designed to help students when picking a course. I view these institutional guides as skeletal outlines of what the students actually need to know for my class and, thus, give the students much more detailed information when they arrive in my class on the first day. In order to provide some perspective on the difference in what is required by the institution and what should be on a syllabus, below is an example of a class syllabus provided in the course catalogue at one of the institutions where I teach.

英語（C）
English (C)
担当教員：ENSLEN Todd(ENSLEN Todd)
担当教員の所属：人文学部非常勤講師
開講学年：1年　　開講学期：前期　　単位数：1単位　　開講形態：演習
開講対象：　　科目区分：

【授業概要】
・テーマ
English (C) aims to help students to improve basic communication skills such as listening, conversation and written composition. Along with these skills, students will also develop their thinking about topics through discussion.
・到達目標
By the end of course, students will improve their skills and vocabulary and be able to enable smooth communication. Specifically, they should be able to:

Listening: understand sentences of a reasonable length, provided speech is slow.

Speaking: talk about familiar topics without undue effort; have a short conversation.

Writing: write simple phrases and sentences about their environment.
・キーワード
Discussion

【科目の位置付け】
大学での学修や研究および社会生活において必要とされる英語の，実践的な基礎力を養成する。（基盤教育の基本方針より）(English II (Intermediate))

【授業計画】
・授業の方法

・日程
Week 1: Orientation/Casual Conversation 1
Week 2: Discussion 1: Model
Week 3: Discussion 2
Week 4: Discussion 3
Week 5: Discussion 4
Week 6: Supplementary Activity: Casual Conversation 2
Week 7: Discussion 5
Week 8: Discussion 6
Week 9: Discussion 7
Week 10: Supplementary Activity: Problems in your country
Week 11: Discussion 8
Week 12: Discussion 9
Week 13: Discussion 10
Week 14: Discussion 11
Week 15: Final Homework Due

【学習の方法】
・受講のあり方

Figure 15: Example of Syllabus for University Use

This is followed by a description of what actually a student-centered syllabus could contain, and examples of what I provide the students on the first day of class.

2.7.1 Student-centered syllabus contents

Below (Figure 16) is a list, which was created from the analysis of numerous syllabi from universities in the US that are provided online, of the types of information that can and possibly should be provided to students at the beginning of the class. I encourage the reader to consult "The Course Syllabus: A Learner-Centered Approach (2nd Ed.)" by Grunert O'brien *et al.* (2008) for a much more detailed analysis of the learner-centered syllabus.

Components of a Learner-centered syllabus

- **Course Title**
- **General Information** – Instructor, Instructor's office, e-mail address, phone number, office hours
- **Course Description** – May include questions that guide the course
- **Course Requirements** – What, if any, prerequisites there are
- **Teaching Philosophy** – Your personal beliefs about teaching and learning
- **Learning Outcomes** – What students should be able to do upon completion of the course.
- **Readings** – What textbooks and journal articles students must read for the course.
- **Classroom policies** – attendance, etiquette, what technology is allowed or not allowed in class, etc.
- **Late assignments and extensions** – what rules there are regarding delays in submitting assignments
- **Assignments** – descriptions of assignments the students will submit during the term
- **Grades** – How the students' scores will be calculated
- **Academic Integrity** – a statement which defines cheating and plagiarism and the penalties involved for each
- **Disability Accommodation Statement** – How physical impairments will be compensated in the class
- **Statement of Unity and Inclusion** – Ways you intend to involve everyone equally in class
- **Course Calendar** – The dates of the classes with corresponding topics and assignments
- **Advice for students for self-regulating their learning** – suggestions for studying, reviewing and succeeding in class
- **General information about the teacher** – A personal statement about interests and life outside of academia

Figure 16: Components of a Leaner-centered Syllabus (Grunert O'brien *et al*., 2008)

Since syllabi are becoming multiple-page documents with a host of information, some teachers are compiling this information into course guides and providing more immediate

concerns of the class on a first-day handout. Depending on your own beliefs about which format will be most effective for your students, you should select whichever format works best for you.

In my own discussion-based classes, I use a short first-day handout to give the students the basic information about the class, which includes the teacher's contact information, a brief description of the class, the general guidelines for evaluation and the course schedule. This serves as a quick reference to the topics that will be covered in class so that they can locate the necessary materials easily. I have included a copy of this first-day handout below. Please note that the topic selections are not included on the handout because students are given a choice of which topics out of the approximately 20 that have been prepared that they want to discuss during the term. On the first day of class, the students review the topic guide that they are given for the class and vote on the topics that interest them the most. The topics that receive the most votes are the ones that are used in the course.

2.7.2 First-day handout example

As one can see in Figure 17, my first-day handout closely matches the syllabus that was submitted for the syllabus book, but it contains more details about instructor contact information and specific dates.

However, this first-day handout clearly is lacking in many of the categories detailed above in what a student-centered syllabus should contain.

English S (Discussion-based Communication Course)
Department: 人文   Day/Period: Wednesday 3   **Classroom: 128**
Instructor: Todd Enslen   **E-mail:**
                                                                                       Telephone:

Course Material: Teacher prepared materials, Internet

Course Objectives
Students will expand their English vocabulary, improve their English listening and comprehension ability, improve their paragraph writing ability, develop their thinking about topics and discuss them, and improve their general English speaking ability.

Class Format
1. Discussions about an assigned topic in groups of 3-4 students
   Discussions will be based on written articles and videos freely available on the Internet. Students will do written preparation about a topic, discuss the topic with other students in class, and write a concluding reaction about the topic and what they learned from other students.

2. Supplementary activities

Students are expected to come to class on time, be prepared for the class, and participate positively.

Assessment criteria:

1.	Attendance Policy:
	Absence （欠席）
	You must attend a minimum of 2/3 of the scheduled classes.
	Missing class 2-3 times will significantly lower your grade.
	Tardy(遅刻)
	As a rule, 1-30 minutes late will be counted as 0.5 of an absence. （原則として0.5の欠席）
	As a rule, more than 30 minutes late will be counted as an absence. (原則として欠席)
2.	Preparation worksheet + listening comprehension- 30%
3.	Reaction Papers - 20%
4.	Participation in Discussions and Supplementary Activities - 20%
5.	Vocabulary Quizzes - 20%
6.	Final homework - 10%

	Date	Content	Discussion Name
1	10/4	Introduction / Supplementary activity (Casual Conversation 1)	
2	10/11	Introdution (Model)	Discussion 1
3	10/18		Discussion 2
4	10/25		Discussion 3
5	11/1	No Class	
6	**11/8**		Discussion 4
7	11/15		Discussion 5
8	11/22	Supplementary Activity: Problems in Your Country	
9	11/29		Discussion 6
10	12/6		Discussion 7
11	12/13		Discussion 8
12	12/20	Supplementary Activity: Casual Conversation	
13	1/17		Discussion 9
14	1/24		Discussion 10
15	1/31	Supplementary Activity	
	2/7	Final Homework	

Figure 17: First-day Handout Example

Many of these categories along with more detailed descriptions of the students' roles and the teacher's role in the class are covered in the Course Guide that can be accessed at the following website:

> ➢ Discussion-based 4-Skills English Course Guide (Daniel Eichhorst) https://goo.gl/FGosEv

> Useful information regarding syllabus writing and examples of student-centered syllabi can be found at the following websites:
>
> ➢ Syllabus Sample (4Faculty.org) https://goo.gl/HFazDu
> ➢ Faculty Roles and Responsibilities (Kent State University) https://goo.gl/vsSRj2
> ➢ History 185: Survey of Middle East History (by Dr. Stephen Cory) https://goo.gl/Wrnvnx
> ➢ Syllabus Example – Classroom Course (University of Hawaii Honolulu Community College) https://goo.gl/G111vM
> ➢ Writing a Syllabus (Cornell University) https://goo.gl/8dMEjX

2.7.3 Syllabi expressions and vocabulary

In an effort to help instructors understand important terminology a list of words and expressions that might appear on a syllabus or may come up when students ask you about testing or grading for a course have been compiled. Match the terms on the left with the definitions on the right. The terms (1-31) on the left side of the page have been repeated on the second page for the reader's convenience. The answers are provided at the bottom of the second page.

1. Make-up policy	**a.** _____ A course that must be completed before a more advanced course can be taken.
2. Grading on a curve	
3. Rules of conduct	**b.** _____ A course that is not required but can be taken to fulfill the number of hours needed to graduate.
4. Supplementary readings	
5. Rubric	
6. Comprehensive exam	**c.** _____ A test/assessment given during the course to check on student progress on an assignment before completion.
7. Objective questions	
8. Prerequisite	
9. Class roster	**d.** _____ The day and time when an assignment must be submitted to the teacher.
10. Open-book test	
11. Closed-book test	**e.** _____ Following academic standards and rules of giving credit for information one uses in their academic writing and speeches.
12. Subjective questions	
13. Outcomes	
14. Participation	**f.** _____ An examination for which students can look at their notes or textbook to help them answer the questions.
15. Excused absence	
16. Review session	
17. Elective	**g.** _____ Taking a course without officially enrolling or getting credit.
18. Extra credit	
19. Drop	**h.** _____ A policy that takes account of students who are at a disadvantage in the classroom due to physical problems or handicaps.
20. Summative assessment	
21. Criterion-referenced	
22. Take-home test	**i.** _____ A situation when a student has permission or a valid excuse to not attend class and to do any of the work they missed while they were gone.
23. Norm-referenced	
24. Accommodation for disabilities	
	j. _____ A list of criteria, created by the teacher, that specifies what standards students need to meet in order to get a specific grade.
25. Intellectual integrity	
26. Academic misconduct	
27. Audit	**k.** _____ An exam that students do outside of class and submit at a later date.
28. Tentative schedule	
29. Formative assessment	**l.** _____ A student's withdraw from a class by canceling his/her registration
30. Pass/Fail	
31. Due date	**m.** _____ A non-letter grade for completing a course which is not included in the student's grade point average (GPA)
	n. _____ A student's grade is based on a normal-distribution curve, or how well they do compared to other students in the class, not on set criteria.
	o. _____ A test taken in class without the use of textbooks or notes.
	p. _____ Guidelines for students on how they should behave in class, or what is appropriate and inappropriate in class.
	q. _____ A list of all of the students in a class.

1. Make-up policy 2. Grading on a curve 3. Rules of conduct 4. Supplementary readings 5. Rubric 6. Comprehensive exam 7. Objective questions 8. Prerequisite 9. Class roster 10. Open-book test 11. Closed-book test 12. Subjective questions 13. Outcomes 14. Participation 15. Excused absences 16. Review session 17. Elective 18. Extra credit 19. Drop 20. Summative Assessment 21. Criterion-referenced 22. Take-home test 23. Norm-referenced 24. Accommodation for disabilities 25. Intellectual integrity 26. Academic misconduct 27. Audit 28. Tentative Schedule 29. Formative Assessment 30. Pass/Fail 31. Due Date	**r.** _____ Additional credit students can earn by doing extra work for a course. **s.** _____ A set of rules that stipulates when students will be allow to do work that they missed or to turn in work late. **t.** _____ A list, which may possibly change in the future, of the class meetings with what will be done on each day. **u.** _____ A test that comes at the end of the term, or possibly a unit, that covers material for the entire period. **v.** _____ A test that covers all of the material discussed in the class up to that point. **w.** _____ A test on which the questions have one correct answer and will be marked either right or wrong. **x.** _____ A test on which the teacher must make judgments as to how correct an answer is and partial credit is often given. **y.** _____ Printed materials that the students are not required to read, but the instructor recommends for additional study. **z.** _____ A student's activity and involvement in the course as judged by the instructor. **aa.** _____ A process of comparing students to peers for the assigning grades and is the basis for curving grades. **bb.** _____ Stated goals about what the teacher expects the students to be able to do upon completion of the course. **cc.** _____ An optional extra class for students that want to go over material that will be covered on a test. **dd.** _____ Behavior that does not follow the rules of the school or the class. It is also referred to as cheating or plagiarism. **ee.** _____ The assignment of grades based on a specific set of criteria.

Answers: a-8, b-17, c-29, d-31, e-25, f-10, g-27, h-24, i-15, j-5, k-22, l-19, m-30, n-2, o-11, p-3, q-9, r-18, s-1, t-28, u-20, v-6, w-7, x-12, y-4, z-14, aa-23, bb-13, cc-16, dd-26, ee-21

Along with explaining activities in detail, students need to become accustomed to activities that will take place, especially when the activities are unfamiliar. With the discussion class introduced above, students are given a model on the first day of class so they understand how the discussions should proceed and the role of each person in the group.

Active Learning often involves some type of pair or group work and many first-year Japanese college students have had little experience with this type of classroom activity. Thus, the students should get used to this style of education from the very first day of class. This means getting comfortable with group work and getting to know other students in the class. McGlynn (2001, p.55) points out that "*...we need to pay attention to more than how we best present course material." "Effective teachers create an atmosphere of trust and warmth between themselves and their students.*" This idea comes from retention studies that indicate an atmosphere of community is one of the most critical factors in helping students to persevere throughout their studies. "Community" refers to creating an environment where the students feel like valued members by the teacher and other students in the class. Thus, much of the focus in education has shifted to the affective aspects of the class.

2.8 Community Building

In order to build a community in the classroom, interaction between the teacher and the students and among the students in the class must take place. The idea behind community building is to have students feel as though they are a part of the entire class and feel a connection with the other students and the teacher in class. This can only be achieved if the students have

an opportunity to interact with everyone in class not just a select few members. Thus, the way the teacher creates the groupings in class is vitally important to whether a community is actual built or not.

The interaction between students must be organized by assigning students to pairs or groups. All too often teachers who have little experience with group work will form groups in what they see as the easiest, least time consuming and least disruptive way, which is having the students talk with other students near them. The teacher might say, "*Please turn to the person next to you and discuss…*" However, this is problematic because there are only four different people (the person in front, the person to the left, the person to the right, and the person behind them) whom any one student can interact with in the class. In addition to the limited number of people to interact with, students tend to sit with people they already know when they first enter a class. Therefore, having students interact with people near them often does not help them meet others or get different opinions to the ones they may already be exposed to.

Of course, in very large classes, the dynamics of having everyone move make grouping within the class limited, so the teacher must stick with the method of students talking with people near them. However, for most teachers, our classes are of more manageable sizes, which permit more creativity with group formation. I have personally used the methods outlined below with classes of up to 50 students as long as the classroom is large enough to allow rearranging to take place.

2.8.1 Methods for forming groups

First of all, the teacher must decide how many students per group are desirable. I, personally, like groupings of three because the students can share information relatively quickly. The methods described below can also be used for forming pairs if that is what the teacher prefers.

For the purposes of the examples below, we will imagine that we have a class of 40 students that need to be grouped for class discussions. Since I want to group students in threes as much as possible, I will divide the number of students by 3. This gives me 13 groups with one student left over. Thus, one of my groupings will have to have four people. These thirteen groups can be formed in a number of ways, but two quick and easy methods for getting students into randomly assigned groups are detailed below.

Numbering Method

Since there are thirteen groups, the students can be numbered off in a random order from one to thirteen three times with the last student receiving the number one making group number one the odd group with four members. The teacher should show the position of each group in the classroom by writing the numbers of the groups on the blackboard in the arrangement that is the most desirable. The teacher should also indicate with a diagram on the blackboard or a physical demonstration how the desks should be arranged in each configuration (3-member groups and 4-member groups). If this is not done, students will do the least work possible and just move their chairs making for odd speaking arrangements and difficulty taking notes. My own

preference for grouping students is shown in the diagram in Figure 18.

Three-Person Grouping
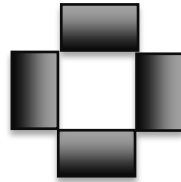
Four-person Grouping

Figure 18: Grouping Configurations

Example Explanation from the Teacher

"*For the next activity, we will be talking in groups of three. However, since we have 40 students here today, one group will have four people. There will be 13 groups with group 1 having four members and the rest having three. I will give you a number from one to thirteen. Please remember the number you are given. When everyone has a number,*

you should group yourselves according to the group numbers listed on the board."
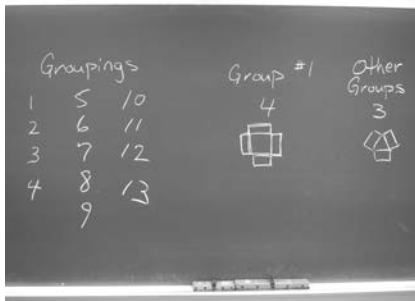
Figure 19: Groupings by Numbers for Student Reorganization

Using Playing Cards

Another method for grouping students is by using a standard deck of playing cards. Since the desired configuration is three person groups. The teacher can use three suits from the deck of cards, for example diamond, clubs and hearts. With the example of 40 students, one extra card (possibly the joker) could be inserted to make 40 cards. The cards are then distributed to each student. The teacher can then instruct the students to group according to the card they are holding, for example 10s or kings. The groupings can be indicated on the blackboard much as in the diagram shown below, but card names instead of numbers will need to be written. One benefit of using this method is that the students have the card in their possession, so there is never a problem of anyone forgetting which group he or she is in.

Example Explanation from the Teacher

"For the next activity, we will be talking in groups of three. However, since we have 40 students here today, one group will have four people. There will be 13 groups with group 1 having four members and the rest having three. I will give you a playing card. You will receive a heart, diamond, club or a joker. Once everyone has a card we will group according to what appears on the face of your card. For example,

the aces plus the joker will be group 1, the twos will be group 2, etc. Use the diagram on the blackboard to determine where your group is located."
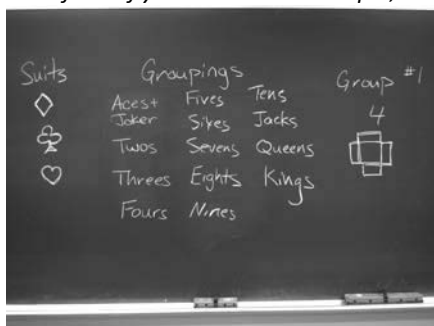

Figure 20: Groupings by Playing Cards

If you would like to have the students regroup during the class period, just repeat the process above to form other randomly assigned groups. As I alluded to earlier, randomly assigning groups can lead to students not having a chance to interact with every class member or students from the first group or pair meeting up in the third pairing or there after if you change groupings more often.

While the way the teacher puts students into groups might seem like a minor or troublesome detail, I am always surprised at how well received it is by the students, especially first-year students. These students often don't know anyone when they first come to class and are shy and reserved because of the unfamiliar situation. These types of groupings allow them to meet the vast majority of their classmates, which helps them to build connections that assist them even outside the classroom and with other classes.

I have even had students express regret that they hadn't had a chance to talk with all of the members of the class. Since random assignment does not ensure that everyone has a chance to talk with everyone else, I began changing the way I assigned students to groups toward the end of the class.

To deal with this problem, I have incorporated a couple of ways to make groupings less random. I often use these grouping methods at the end of the semester for some variety. First of all, if the students are working in pairs, the leaders can be required to move back one seat, while their partner remains behind. The person who remained behind is the then the leader for the next discussion. When it is time to change partners again, the leaders are told to move forward (the opposite direction from the last group), thus ensuring the original pairings are moving in

opposite directions from one another so that they will not meet again. This rotation system can be used for however many pairings the teacher desires without the fear of students meeting previous discussion partners again. If an odd number of students attend the class, one group can consist of three people. One of the students from this group should be considered the odd man out and that person can be treated differently than the other students who rotate in pairs. This "odd man out" can be rotated among groups so that he/she does not have the same speaking partners. The language a teacher could use to introduce this grouping system is presented below.

> **Teacher:** *We will change our way of grouping today to ensure that everyone talks with different people. I would like the leader of each pair to please stand up. The people who are standing will move back one place and the people at the back of each row will move to the front of the next row over. The person in the back corner will move to the front corner on the opposite side of the room. The person who did not move will be the leader of the new pairing.*
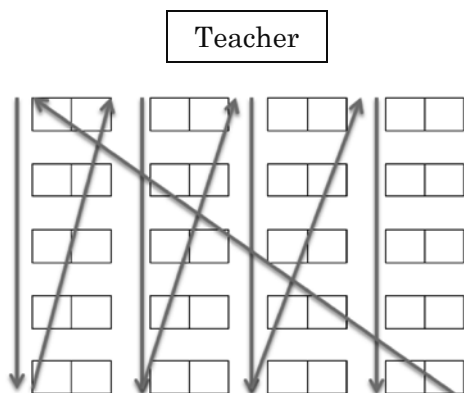

Figure 21: Pair Rotation Method (Part 1)

After the discussion that follows the next grouping, the following can be used:

> **Teacher:** *We will change groups the same way we did last time. Therefore, the leader of the last group should stand. However, instead of moving back to make your new pairing, you will move forward with the person at the front of each row moving to the back of the next row over. The person at the front of the last row will move to the back corner of the row on the opposite side of the room.*
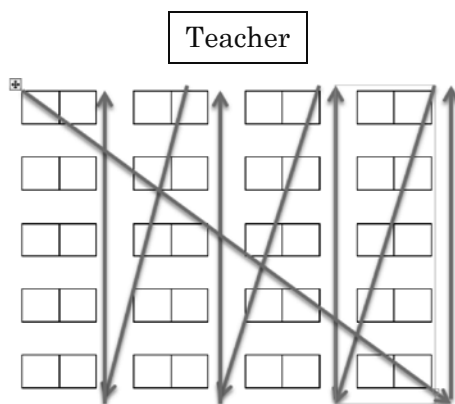

Figure 21: Pair Rotation Method (Part 2)

When the students are working in small groups of three or four, the above mentioned rotation system does not work. Thus, in order to give students the opportunity to speak with students they may not have otherwise been able to meet, I have the leaders of the groups stay behind and instruct the other students to find a new group where they have not talked to or had few opportunities to discuss with the leader. This gives the students a chance to meet up with students they do not know well and have not had a chance to talk with. A teacher can use the language below to group students in this way.

> **Teacher:** *To give you a chance to talk with classmates, you may have had little opportunity to talk with in class, we will do our groupings a bit differently this time. I would like the leaders to stay where they are. The other members of the group should move to another group where the leader is someone they have not talked to very much in this class.*

2.8.2   Assigning roles within groups

Another issue with groups is assigning roles within the group. If the teacher just assigns a task, such as answering a question, and tells the students to talk about it in their groups, confusion and silence are usually what follows. When students are unfamiliar with one another, they are reluctant to take the lead and organize the group; thus, it is up to the teacher to do so. In my classes, a leader is decided through a game of "rock, scissors, paper" where the loser of the game becomes the leader of the group. The teacher may also want to assign a note taker whose responsibility is to report on what the members of his/her group discussed. An example of the wording you might use to get students to perform this task is provided below.

> **Teacher:** *Now that you are in groups, we need to decide on who will be the leader for the group. In this class, we will use the lucky loser leader system. Please play a game of "rock, scissors, paper" (jyanken) with your group members and the loser of the game will be the leader. The person who comes in second to last will be the note taker.*

After the leader has been decided, the teacher can say something like:

> **Teacher:** *The leaders role will be to ask the question of all of the group members and get their responses. The leader will then also answer the question for the rest of the group. The note taker will write a brief description of what everyone else replies and report on this to the rest of the class after your discussions.*

2.8.3   Issues related to interaction and group work

As the classroom becomes more interactive, problems will arise that the teacher will have to deal with. One issue that invariably arises when asking students to respond to questions posed in class is having students who are overly active wanting to answer every question and other students who are passive and reluctant to answer questions even when specifically requested to do so. The teacher must have strategies they can use to deal with these problems.

Dealing with overly eager and passive students

The teacher might emphasize at the beginning of class that everyone is expected to participate in class discussions, and therefore the teacher will try to call on all of the students during class discussions. By setting the rules for engagement at the very beginning of the class, it will be easier to stop overly eager students from dominating the discussions and to get passive students to more willingly participate. By making your expectations of the class clear, students know what to expect and can then figure out ways to adjust their behavior to meet these expectations. The teacher might use the following wording to emphasize this idea on the first day of class.

> **Teacher:** *It is my belief that everyone should participate equally in the class. Therefore, I will try to call on all of the students to provide responses when we have class discussions. Some of the students are less enthusiastic about participating than others, but we can help each other come up with a response in our group discussions to make the prospect of giving a response less threatening.*

If problems arise after this introduction or a similar introduction, simply say to the student:

[For overly active students]

Teacher: *Thank you for your enthusiasm in class. However, please remember that we need to give others a chance to answer in order to help them develop their thinking and speaking skills. I promise that you will have a chance to answer in the near future.*

[For passive students]

Teacher: *Since these are not your ideas but rather ideas gathered by your group, just use your notes to help you explain.*

While each situation requires a different approach, the following websites should provide you with some ways to help alleviate any situation that might arise.

➢ 4 Ways for Dealing with Dominant Students (Teaching English in Berlin) https://goo.gl/hx8vn4

2.8.4 Ways to build a community in the classroom

1) Begin the term with some type of icebreaker - The term "icebreaker" refers to getting to know one another and thus breaking through the tension, "ice," that often exists when one is with a group of unfamiliar people. The activities that can be used as icebreakers are numerous and can either focus on just getting to know one another or can focus on the subject material of the class. I often mix the two so that students can find commonality amongst themselves on certain issues while the teacher can gain a bit of information that will be helpful in organizing the class. In this section, I will provide a few examples of different types of icebreakers and also give websites where teachers can go for more ideas on this topic.

Since icebreakers require students to get into groups for the first time, the grouping method above can be used.

Example 1 Sharing something interesting or unusual about yourself

Teacher: *In this activity, I would like you to introduce yourself by giving your name, telling your partner where you are from, and the most interesting thing about your hometown. In addition, include something interesting or unusual about yourself. For example, if I were introducing myself, I would say,*

> *"My name is Todd Enslen, and I am from Charleston, Illinois in the United States. Charleston is a very small Mid-western town of about 20,000 people. The most interesting feature is a 30-foot statue of Abraham Lincoln. As for something unusual about myself, my first job after graduating from college with a degree in zoology was working on foreign fishing boats off the coast of Alaska as a biologist."*

Now, it is your turn. Decide who will begin by playing a round of "rock, scissors, paper". The loser will begin by introducing himself/herself based on the information written on the board.

Note: It is best to write the list of things that you would like the students to talk about on the blackboard at the front of the room or show them on a slide so that students can refer to it as they are working. People tend to forget what they are being asked to do. In addition, you will notice in the example above that I provided an example of how I would introduce myself. This not only helps students to understand better how they should introduce themselves, it also provides them with some personal information about the teacher, which may help them to feel a closer relationship with him or her.

This can be extended into a more complex activity in a number of ways. Below is a list of a couple of possibilities along with the language that might be helpful.

a. Sharing group member's information with others: If you are planning to do this extension activity with the students, the students should be informed at the very beginning that they

should take notes about the other students in their groups because they will have to share that information later. The students can be regrouped by giving new numbers as discussed earlier for ways of grouping students. Once students have decided who will begin through playing "rock, scissors, paper", the teacher should say:

> **Teacher:** *Now that you have a leader. The leader will begin by introducing himself/herself followed by introducing the members from the previous grouping. Members should ask questions. Once the leader has finished introducing the three people, the person to the left of the leader will introduce his previous group members, and so forth.*

b. Sharing with the class: The teacher could also call on a few students at random and ask them to introduce their group members to the rest of the class. The teacher can use the following language to extend this activity.

> **Teacher:** *I will now call on a few people to introduce their group members. Listen carefully. If you have any questions, please speak up.*

Note: If students ask questions that the speaker cannot answer about his/her group members, the person who the question is referring to should be asked directly. By doing this, you are giving further opportunity for both the teacher and the students to get to know others in the class better.

Example 2 What do you already know?

> **Teacher**: *In the next ten minutes, I would like you to introduce yourself to your group and then explain what experience you have had so far with the topics that will be covered in this (course/chapter/section). Someone should take notes so that your group can report to the rest of the class. Thus, the leader should assign someone as the note taker.*

Teacher: *Okay! Time is up. I will now ask each of the note takers to give me a summary of what their group talked about and we can discuss these ideas further.*

Below are a few links to websites that offer other ideas for icebreaker activities for college students. A simple search of "icebreakers for college students" on Google will provide you with numerous other possibilities.

- ➢ Icebreakers for College Students (Icebreaker Ideas)
  https://goo.gl/4SYLbt
- ➢ 12 Icebreakers for the College Classroom (The Ohio State University)
  https://goo.gl/kU3SK6
- ➢ Pinterest: Results for a search on "大学 アイスブレーカー" (Pinterest)
  https://goo.gl/TktMdp

While icebreakers are one of the first ways to start building a community amongst the students in the class, it is equally as important to break the ice between the teacher and the students. Often times, the gap between the teacher and the students because of preconceptions the students may have about the status of the teacher or the unfamiliarity with the teacher can be off putting. I have tried to alleviate this issue by devoting time at the end of an icebreaking activity for students to ask questions of me, their instructor. I often pose the following question to the students.

Teacher: *Now that you know a bit about each other. I am going to give you a chance to learn about me. Brainstorm with your group members for two minutes to come up with a few things you would like to know about me. At the end of the two minutes, I will ask the leader from each group to ask me a question?*

Many of the students will ask quite personal questions and you can reserve the right to reject any question if it is too personal. I generally try to turn their curiosity about me into a

light-hearted game. If they ask me something personal, like my age, I might counter with a question like, "*Well, how old do you think I am?*" before actually answering.

2) Learning students' names - Another key to building a connection between the teacher and the students is for the teacher to learn the names of the students in the class and to promote other students to learn the names of their peers. Students feel valued when the teacher cares enough to try to learn their names. If you have numerous classes or teach large introductory classes, your immediate reaction might be that it is impossible to learn everyone's name and that might be true. However, there are ways in which you can help remind yourself. A few of the ways I have done this over the years are listed below.

> **a. Have the students make name cards:** This is my preferred method of being able to call my students by name because I don't actually have to remember all of the students' names and it also helps the other students to know others' names. Because group discussion is a central component of my class and I have students form groups with different members three times, tent cards not only help me to call students by name but they also eliminate the need for introductions when new groups form. When I did not use name cards, students tended to not introduce themselves, thus, making the community building of group work less effective. They

would often just say "How about you?" or nod toward the person they were talking to rather than use names. To make name cards, simply distribute index cards to everyone in the
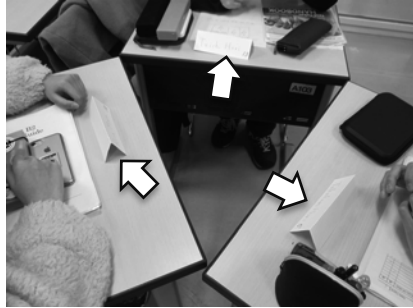

Figure 22: Name Cards

class and ask them to fold them in half lengthwise to form a tent. On each side of the card, they can write their names in whatever form you desire, just make sure to indicate how they should write their names and any other information. When I have them create name cards, I draw a rectangle on the blackboard representing the card, show where the students should fold the card with a dashed line, write my name on the card in the appropriate place to show the name order that I want them to use, and have them put their student numbers on the back of the cards. I also have them write the topic number choices they are interested in talking about in class near their student numbers when voting on topics. I do the last two things in this list so that I can use their name cards as a class registration system and also gather necessary information. At the end of the first class, I collect the students' name cards so that I can then create a class roster. The cards are then returned to the students the following week and they keep them in their folders from then on.

b. Give student name tags: This is very similar to (**a**) but instead of creating tent cards for their desks, the teacher can

print out name cards that fit into tags that pin onto clothes or have straps on them that fit over their necks. For large classes, learning all of your students' names is not an option. However, you can still call them by name if they have some type of identification card on them or near them.

c. Student ID card copies: Explain to the students that you would like them to make a copy of their student ID cards and submit them in the next class so that it can help you remember their names. Point out that this picture is for the teachers use only and that the students can cross out any information they do not want the teacher to know. The only information the teacher actually needs are the students' names and pictures. Once the teacher has received these copies, they can be organized in a folder for easy reference.

d. Seating chart: I have found it helpful in the past for students to sit in the same seat at the beginning of class for easy distribution of homework and learning student names. By having students fill out a grid representing the seats in the classroom with their names, I can easily associate names with faces and distribute homework before moving into groupings. Of course, once students move into groupings, the seating chart is no longer of help. Thus, I also usually require students to report on information that their partners have given by first stating their partner's or group members' names initially before giving their responses.

3) Engage students informally before and after classes - By going to the class 5-10 minutes before class starts and walking around in the class interacting with students, the teacher can help build a

sense of camaraderie and familiarity with the students. The students will invariably have something about them or be doing something the teacher can comment on. For example, students may have injuries, be working on other class assignments, or eating lunch, which are all subjects that the teacher can ask them about. Some common questions that I have used to strike up a conversation with students are listed below. However, the list of possibilities is endless.

- *What happened to you?* (Pointing out an injury)
- *You look really tired. Why?*
- *What is that book you are reading?*
- *That looks like an assignment for class. What is it about?*
- *What game are you playing on your smartphone?*
- *Are you doing anything for the school festival?*
- *Is that your breakfast? What is it?*
- *What does it say on your shirt? What does that mean?*

4) Be responsive to students: Whatever the interaction with the students may be, the teacher needs to do things in a timely manner to show that they value students' time and their concerns.

> **a. Homework:** The goal should always be to give feedback as quickly as possible so that students' misconceptions regarding the subject matter do not have time to take root in their minds. One of the main benefits of Active Learning is that students are receiving immediate feedback. Thus, they leave the classroom with a clearer, more accurate understanding of what was covered in the class.

Of course, even in a classroom where Active Learning is being implemented to a high degree, students will have assignments to complete outside of class to check on their understanding and progress. With any assignment submitted to the teacher, the teacher should try to get the assignments graded and returned by the next class period if possible. When teaching large classes, the use of teaching assistants becomes a necessity.

Talking with students over the years, I have been surprised to learn that it is not uncommon for students not to receive any feedback at all, not even a grade or the return of their work, when they submit reports for class. This makes me wonder what the point of doing the assignment actually was since gathering information for the report was the only possible learning that could have taken place in such a situation. If learning and helping students to achieve their academic goals is our main objective as teachers, providing feedback is not an option. It is our responsibility.

b. Personal communication: With personal communication via e-mail or any kind of messaging system, respond or post messages as quickly as possible to acknowledge their messages/requests and to show attentiveness to the students. It is also important to follow up on anything that you say you will do in any type of personal communication. For example, if you tell a student that you can't give a complete answer to a question without checking some source material, you need to find the information and give the student a response as quickly as possible.

5) Provide positive reinforcement - As explained earlier, how we interact with students is important and can have a big impact on their self-confidence and motivation in the course. By being approachable and having a positive attitude towards the students, they are going to be more likely to try in the future.

Adapted from McGlynn, A. P. (2001). *Successful Beginnings for college teaching: Engaging your students from the first day.* Madison: Atwood Publishing.

6) Give students a voice in their learning - In the typical classroom, most, if not all, of the decisions about what will take place in the classroom are made by the instructor. By giving students more of a voice in their own learning, they will feel more invested in the class. There are a few ways that I have used or have heard of other teachers using to hand over some of their power to the students.

a. Students decide on the content of the class: Depending on what you teach, it may be possible to allow the students to decide on the topics that will be discussed in the classes. In the discussion-based English classes that I teach, a variety of topics are prepared (usually about 20) and the students vote on which ones they would like to discuss in the class.

b. Groups form the policies adhered to in class: I have heard from other teachers of the great success they have had with this strategy. On the first day of class, students are put into groups to brainstorm rules that will be followed in the class. The teacher may guide these discussions by giving them topics to focus on, such as attendance, participation, the use

of technology, absence during tests and deductions for late assignments. After brainstorming in groups, the teacher calls on groups for their ideas regarding the topic areas and writes them on the blackboard, a whole class discussion can follow to negotiate a final agreement from everyone regarding the rules.

Teachers have reported that students tend to be much harsher on themselves than the teacher actually would have been. In addition, the rules are much easier to enforce since the students feel there is less room for argument since they created the rules themselves.

c. Providing a choice of assessments: The teacher can provide students with a choice in the way they are assessed. For example, students may be able to write an essay on a given topic or take a test over the material presented in class. Some students have test anxiety or feel they are not good at examinations for other reasons and providing choices regarding assignments would give especially these students a sense of the teacher trying to give equal treatment to all of the students in the class.

Chapter 3: Incorporating Active Learning into Your Classroom

Active Learning activities are commonly divided into activities that are simpler and easier to implement in the classroom within a limited amount of time and thus likely to succeed (Low Risk Activities) and more complex activities that require a considerable amount of time and could span a number of classes (High Risk Activities).

Along with the description provided above, these two types of activities can be further characterized as shown in the table below.

Dimension	Low Risk Strategies	High Risk Strategies
Class Time Required	Relatively short	Relatively long
Degree of Structure	More structured	Less structured
Degree of Planning	Meticulously planned	Spontaneous
Subject Matter	Relatively concrete	Relatively abstract
Potential for Controversy	Less Controversial	Very Controversial
Students' Prior Knowledge of the Subject	Better informed	Less informed
Students' Prior Knowledge of the Teaching Technique	Familiar	Unfamiliar
Instructor's Prior Experience with the Teaching Technique	Considerable	Limited
Pattern of Interaction	Between faculty & students	Between students

Figure 23: Low Risk Activities and High Risk Activities Comparison (Bonwell & Eison, 1991, p.66)

If you are new to Active Learning, it is probably best to begin by adding some low risk activities to your usual approach initially in order for you to become familiar and comfortable with ways to engage students more actively in the classroom before trying to make major reworks to your curriculum. By making minor changes that may take only five or ten minutes in class, the teacher can realize some of the benefits of Active Learning mentioned earlier. For example, the teacher can regain the attention of the learners, which tends to wander after a mere 10-15 minutes of lecture.

3.1 Low Risk Active Learning Activities

3.1.1 Introductory brainstorming (Individual/Pair/Small Group Activity)

Many times as instructors, we enter the classroom with preconceived notions about our students and their learning thus far. In a traditional lecture, we may assume that they have no prior knowledge of the topic we are presenting and thus begin at the most basic concepts. However, students often have some knowledge no matter how limited it may be. Cognitive science has shown that by getting students to access the information they already have about a topic it allows them to more easily fit new information into the framework of knowledge they already have. Thus, giving students a chance to brainstorm in some way, shape, or form before presenting new information in a class not only helps the students understand better, but it also can provide the teacher with a gauge as to how much the students already know about the material. This could help the teacher adjust what he/she presents.

Thus, one way to begin a class (that could easily tie into an icebreaker) is having students brainstorm. This could be done individually with the students submitting their writing to the
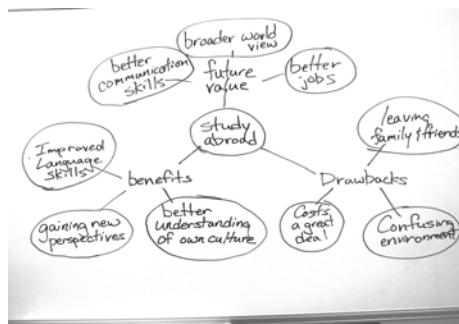
Figure 24: Concept Map

teacher, or it could then be used as part of a "think, pair, share" activity. This could also be used prior to the beginning of each new section of the class. Before presenting a new topic, the teacher could give the students a few minutes to list what they already know about the topic.

Students should be given a limited amount of time, approximately five minutes to generate ideas. They should be encouraged to do this in any way they see fit such as listing ideas or creating a concept map. A diagram similar to the one above can be used as a visual to help explain this concept if it unfamiliar to anyone.

This activity can be introduced with the language provided below.

Teacher: *I would like to get some idea of how much everyone already knows about the topics we will be discussing in this course, so on a piece of paper we are going to brainstorm information that will be covered in this course based on (the course title, weekly topics, …). I will give you five minutes to brainstorm ideas. You can do this by merely making a list on your paper, free writing where you just write as much as possible in the time allowed, or creating a concept map as indicated on the board. Once you have finished this activity, I will collect your papers and look through them to see what kind of base knowledge people in our class have. There is no need to write you names on the paper. Continue brainstorming and*

writing down ideas on your paper until I say "stop". Okay, get out a paper and pencil and let's get started.

Students work for the designated time period. It is important for the teacher to accurately stop the activity or to give extended time if it looks like students aren't finished at the designated time. Thus, if there is not a good clock in your classroom to keep track of the time, be sure to bring a stopwatch or timer.

Teacher: *Okay. Time is up. Please pass your papers to the front of the class. I will collect them from the people in the front row. I will take a look at these before the next class and summarize what the majority of you think this class will cover. We will then straighten out any misconceptions and fill in the blanks.*

An alternative to just collecting the papers, would be to ask the students to share their ideas as the instructor lists them on the board. The contributions should be accepted without judgment and added to the expanding list. These ideas can then be examined, usually in a whole class discussion format.

If the teacher would like to use the students' brainstorming in this manner, he/she can implement the whole class discussion in the following way.

Teacher: *I would like to create a list of some of the ideas, so look through what you have written in the next two minutes and pick the one idea you think is the most relevant. I will call on some students to share their ideas after the two minutes are up.*

This activity can easily be turned into a think, pair, share (described in 3.1.3) by having students get into pairs or groups and sharing their ideas with other members of the group. If you would like to do this, the activity described above would be the "think" portion of the task.

3.1.2 **Note clarification** (Pairs/Small Groups)

For teachers who are new to Active Learning and want to gradually begin using Active Learning, this may be the easiest way to get started. All one needs to do is pause periodically (every 20 to 30 minutes) during a lecture and give the students a few minutes to check their notes with someone near them to make sure they noted all of the information and clearly understand the concepts.

To implement this activity, the instructor can use the language provided below.

> **Teacher:** *Let's take a 5-minute break from the lecture. We have covered quite a bit of material, so I would like you to make sure your notes are complete and that you understand them. Find someone near you and compare what you have written down. If you are unsure of anything or need further clarification, see if your partner can help.*

The teacher has two options at this point, he/she can either go directly back to the lecture if time is of the essence or the instructor can address any remaining questions that the students might have. If possible, I would recommend using option #2

Option 1

> **Teacher:** *All right, hopefully that provided some clarification. We need to return to the lecture now.*

Option 2

> **Teacher:** *Okay! Time is up. Are there any questions that remain after your discussion?*

If one of the students does ask a question, it is best to restate the question for the class before answering it since the entire class

might not have heard the question or could have misunderstood it.

> **Teacher:** *Let me make sure I understand you correctly, you believe …*

> **Teacher:** *I am not sure everyone in the class could hear you. (student's name) said that …*

3.1.3 **Think-Pair-Share (TPS)** (Individual/Pair/Group Activity)

This is a relatively easy strategy to implement in a traditional lecture style class with only a minimum level of time invested prior to doing the activity in the classroom. While this activity seemingly was first described in cooperative learning literature (Millis *et al.* 1995), it has gained popularity across the curriculum. As the name suggests, the students will be given a brief amount of time (2-3 minutes) to think and write down some ideas about a question/prompt that the teacher poses. Although writing down what they are thinking does not have to be part of the "think" phase to this exercise, having it written down will help them remember their answers when they move to pair work where they will need to discuss their answers.

> **Teacher:** *We will be working with a partner in a few minutes to discuss the question(s) that I have written on the board. However, I would like you to spend three minutes writing down your answers on a piece of paper so that it will be easier to discuss. Please get started. I will stop you in three minutes and we will pair up to share our answers.*

In the "*think*" phase, it is best for the teacher to set a specific time limit to the activity, maybe two to three minutes for a relatively straight forward question. This time frame can always be adjusted if the teacher feels that more time is required. It is always best to check with the students about their progress

before proceeding with any activity. The teacher can do this by asking:

- *Does anyone need more time before we move on?*
- *Please raise your hand if you would like another minute to finish.*

Once it is clear that everyone is ready to move on, the students will then be paired up with another student with whom they will share their ideas. Again, it is best to group students in a variety of ways to help with community building as discussed earlier. To group students for this activity, you might use the language below.

> **Teacher:** *Since there are 25 of you today, we will need to have one group of three while the rest of you will be in pairs. Thus, I will give you a number from 1 to 12. Once everyone has a number, I want you to position yourselves in the classroom as I have indicated on the board. Group 1 should form their desk into a triangle. The other groups should turn their desks so that they are facing one another.*

Once students have moved into their pairs/groups with the teacher helping to make sure the students are arranging their desks as indicated, the teacher can instruct the students how to proceed with the pair work. The teacher will need to determine who in the group will speak first and possibly the amount of time they have to speak before the other member(s) share his/her answers. For example, the teacher might say:

> **Teacher:** *Now that we are in our groups, we need to decide who will share his/her answer first. Please play "rock, scissors, paper" (jyanken) with your partner. The loser of the game will explain his/her answer first. She/he will have three minutes to do this and for his/her partner to ask questions before the other person answers in the next three minutes. In the group with three members, you will each have two minutes. Please make a note of what your partner is saying because I may ask one of you to share your partner's ideas at the end.*

During the "*Pair*" phase of the exercise, students have the opportunity to hear what another person thinks about the topic, and they can evaluate both their own and their partner's ideas and select which are the most correct, creative or unique. Especially in a class of Japanese students, this helps to build confidence in the students. The students are often reluctant to volunteer their ideas if the teacher just asks questions without giving students a chance to prepare an answer or to see how their ideas compare with others. By allowing them to share their ideas with one another prior to doing so in front of the class, it is less intimidating since the answers they are giving are not solely attributed to them.

> **Teacher:** *Leaders please get started.*

The students will discuss the question for five minutes. During this discussion period, the teacher needs to circulate in the classroom and make sure students are following the directions and communicating with their partner correctly. The teacher can make notes of difficulties that students are having or exceptionally good answers to use as material for further discussion at the end of the exercise.

> **Teacher:** *Okay. Has everyone come up with an answer to the question that you and your partner are both happy with? I will now ask a few of the leaders to present their answers to the class so that we can come to an agreement on this question.*

Finally, students are ready to "*Share*" their ideas. The teacher can ask students to raise their hands if they would like to give a response to the question or ask specific groups to give their answers. Often students are reluctant to volunteer an answer. Thus, it is often best to select students to answer. If you do this,

try to give everyone a chance to answer questions throughout a class. Students might view it as unfair if some students are asked while others are not and they do notice these things.

The teacher will then call on specific students, preferably by name, to give their answers. Having name cards or badges, especially in a large class, can help the teacher call on the students by name. In order to facilitate a whole-class discussion, the teacher should listen to the responses carefully along with the rest of the class and even provide rephrasing of the answers if the instructor believes the other students in the room might not have heard the response or might not have understood it clearly.

> **Teacher:** *Okay, let's start with group one. Who is the leader of your group? (Student's name)? What was your group's answer to this question after sharing your ideas?*
>
> Student provides an answer.
>
> **Teacher:** *Let me make sure I understand you correctly, you believe …*
> **Teacher:** *I am not sure everyone in the class could hear you. (student name) said that …*

The teacher should then provide follow up questions to clearly understand the thinking behind the response. These might possibly be:

> **Teacher:** *What do you mean by that?*
> **Teacher:** *What makes you think that?*
> **Teacher:** *Can you provide an example from your own experience?*

While thanking the students for their answers, the teacher should try to stay neutral to the responses that have been given so that students have a chance to think through the answer on

their own before the instructor gives an explanation. He or she can then invite other students to comment on the previous responses that were given. The teacher might say the following:

> **Teacher:** *Would anyone like to add something to those answers/comments?*
> **Teacher:** *Is there anyone who would like to share an alternative opinion?*

After the teacher has gotten several responses and indicated the good aspects of each, or delicately pointed out errors in thinking, he or she can present the definitive answer for the class.

One of the benefits of Active Learning is that students are receiving immediate feedback on their ideas and any misconceptions can be corrected before these ideas are able to take root in their memories. Students should always be provided with feedback as quickly as possible to avoid this problem.

[Examples] If you would like to see an example of the think-pair-share in action, please check the links below.

1. Greg Hancock Think-Pair-Share Lecture (The Science Education Resource Center, Carleton College) https://goo.gl/UJJhoR
   ➢ This provides access to a workshop where the presenter is providing an example to the participants and discussing the benefits of this method.
2. iBiology Scientific Teaching Series: Active Learning – Think Pair Share (iBiology.org, YouTube) https://goo.gl/UMVn1V
   ➢ This link is of a first-year biology class in university with the professor providing explanations.
3. Lecture Clip: Opportunity Cost, Think-Pair-Share (Shared video on YouTube by dmateer) https://goo.gl/S2zB1W
   ➢ This is a lecture on opportunity cost from State University in Florida.

You can find other examples of "think-pair-share" activities by going to YouTube and searching this subject.

3.1.4 Opinion polling (Individual Activity)

Although somewhat similar to the "think-pair-share", opinion polling has a slightly different format and can be achieved in a variety of ways: 1) by asking students to raise their hands if they think one of the choices is correct; 2) by holding up one of four differently colored cards each indicating one of the choices from the question; 3) using an electronic clicker system, that automatically tallies students votes and displays a graphic representation, just to name a few. Other ideas for polling students can be found at socrative.com and polleverywhere.com.

All of these methods can give the teacher a quick look at which answer to a multiple-choice question is the most chosen to the least chosen. The teacher might use the following language to explain the voting process:

Raising Hands

Teacher: *I would like you to take a look at the following multiple-choice question. Please hold up your hand if you think the answer is "a". Okay, it looks like about 50% chose "a". How about "b"? Approximately 30%. Now, what about "c". Maybe 10% and lastly "d". Only a couple of people; not a popular choice.*

Or

Holding up Colored Cards

Teacher: *I would like you to take a look at the following multiple-choice question. Please make your choice by holding up the colored card that corresponds to your choice. Okay, it looks like about 50% picked "a", 30% picked "b", 10% picked "c", and only about 3-4% chose "d".*

Or

Using Electronic Clickers

Teacher: *Please press the key on your clicker that corresponds to your answer choice for the question being displayed.*

After students have indicated their choices:

> **Teacher:** *Now, talk with the people near you for the next five minutes about the question and the answer you picked and the reason why you picked it. Try to come to a consensus as to what the correct answer should be.*

While the students are discussing their answers and trying to come up with one that they can all agree upon, the instructor can listen in on the group discussions and even provide some input to one or two groups before bringing the attention of the class back to him/her at the front of the room.

> **Teacher:** *Okay, stop. Your five minutes are up. We are going to vote again and see if the results are different. Please hold up your hand if you think it is "a". Okay, the vast majority have chosen "a" this time. How about "b"? Approximately 20% still believe it is "b". Now, what about "c"? No one? And finally "d". Again, no one? Well, we have narrowed it down quite a bit. Let's discuss "a" and "b". Is there anyone who chose "a" who would like to explain why?*
>
> **Or**
>
> **Teacher:** *Please vote again by holding up the colored card that corresponds to your choice (by pushing the appropriate button on your clicker). Okay, this time it looks like about 80% picked "a", 20% picked "b", and no one picked either "c" or "d". Well, we have narrowed it down quite a bit. Let's discuss "a" and "b". Is there anyone who chose "a" who would like to explain why?*

After getting a response as to why they chose the answer from a student who chose "a", have someone who chose "b" explain.

> **Teacher:** *All right, now how about someone who chose "b". Could someone explain his/her reasoning for us?*
>
> **Teacher:** *Okay! Well, the actual answer is "a". Follow this by the correct reasoning for the answer.*
>
> **Teacher:** *Does everyone now understand why "a" is the correct answer? Do you have any questions?*

3.1.5 **Incomplete outline** (Individual Activity)

A common practice for academics is to distribute slides of their presentations to the audience at speaking engagements, and they have carried this practice over to the classroom as a service to the students. At conferences, if you have done this or have been to a presentation where this has been done, you might have noticed how people tend to bury themselves in the printed slides rather than direct their attention to the speaker and the presentation he/she is giving with those very slides.

It is a natural reaction to start leafing through materials that you have been given and to find out what will be coming later on in a presentation. Some people in the audience at a conference might even decide that what is being presented is not of interest to them, get up, and walk out possibly to find another presentation at the conference that is more suited to their taste. While this preview of material may be of benefit at conferences, it is a definite disadvantage in the classroom. Students may decide that since they already have received the information that

will be talked about in the lecture, they can tune out, sleep through the lecture, or even not come to the lecture at all.

This is the reason why I do not give handouts of my slides to the audience until after my presentations/workshops are finished. I tell the audience at the outset that I will be giving them copies at the end of the workshop/presentation and present the reason I just explained. That being said, I do prepare handouts for any activities that I would like the audience to do during my presentation. In this way, I can better keep the audiences attention focused on me as the presenter and on the material that is being discussed at the moment.

This concept can also be applied to the classroom to keep our students engaged in the material being presented. Rather than giving the students a copy of the slides or an outline of the material being presented for the class, the teacher can prepare an incomplete outline in which the students must listen carefully to make note of the missing information from their papers. This will keep them focused on what is being presented in class. This also gives the lecturer opportunities to have the students compare their notes with one another and to reinforce the important aspects of the class.

An example of an outline from a portion of one of my lectures on the U.S. university system has been provided below with information deleted to create an incomplete outline, which the students must complete while listening to my lecture.

U.S. universities lecture

6 Reasons Why Students Think the USA is the Best Higher Education

1. Valued international Universities – 50% of the top 50 universities are in the U.S.

2. Wide range of higher education institutions
    a. Community Colleges
    b. _____
    c. Universities
        I. Research
        _____
        _____
        _____
        II. Comprehensive
        _____
        _____
        _____
        III. For Profit
        _____
        _____
        _____

3. Quality courses – over 1,700 public / 2,500 private institutions 19,500 programs recognized by:
        a. USDE _____
        b. CHEA _____

4. Pragmatic Teaching Style
        a. Students observe and analyze before solving problems.
        b. _____
        c. _____

5. Career advantage
        a. Increased globalization
        b. Interacting with diverse groups helps one gain a global perspective.
        c. _____

6. Becoming a self-reliant individual
        a. _____
        b. _____

Figure 25: Incomplete Outline Example

Note: The slides that accompany this portion of the lecture are provided in Appendix 3 (p.120).

To introduce the concept of an incomplete outline to the class, you can use the example below as a template.

> **Teacher:** *I am distributing a handout that contains a partial outline of what I will present in today's class. I would like you to notice that not all of the information has been provided. Your job is to listen carefully to the lecture so that you can fill in the blank spaces in the outline, thus, creating a complete set of notes that will help you study for the test.*

Once the lecture has begun, the teacher can take periodic breaks to ensure that all of the students have the information they need. This can be done by taking five-minute breaks after a certain amount of time or after a certain amount of material has been covered so that students can compare their outlines in pairs or small groups. The teacher can use the language provided below.

> **Teacher:** *I am going to stop my lecture for a few minutes, so you can compare your incomplete outlines with the students near you. If you have any missing information, ask other students to help you complete the outline. After three minutes, I will call on someone to present his/her incomplete outline to make sure we have all completed the outline correctly.*

> **Teacher:** *Okay! Our three minutes of discussion are over. Is there anyone who would like to volunteer to give us the information from his or her completed outline? If not, I will select someone to do it.*

Be sure to wait a sufficient amount of time for students to volunteer. Students may be reluctant, and, thus, it might take a bit of time for them to build up the courage to volunteer. Thus, pausing to give students a chance to respond is important.

> **Teacher:** *Thank you for volunteering. Please tell me what you put for the three main points that were left blank at the top of the paper. Explain why they are important.*

After the student gives his/her input, the teacher should follow up by either (1) asking other students if there is anything that is missing from the information provided by the other student, or (2) giving direct feedback on the response herself/himself.

> (1) **Teacher:** *Thank you for your answers. Does everyone agree? Is there anything that should be added?*

After getting responses from the students, or no response if they feel that the previous students' responses were correct, the teacher should follow with his/her comments so that everyone has the same information.

> (2) **Teacher:** *Your answers are very good. I would just add that…*

One other way of addressing the need for making sure that students have a complete outline is to post a complete outline online after class. However, one should be careful doing this since students may realize they don't need to attend class or take notes. Thus, this would not be my recommendation for addressing the need for providing feedback regarding a completed outline. If you do this from time to time for convenience it is fine, but if you do it on a regular basis, students may tune out. In that way, students won't feel that it is something they can expect to receive every class making it more likely they will pay more attention while they are in class.

3.1.6 Minute paper/Muddiest point (Individual Activity)

A good way for the instructor to judge how well students have understood the lecture or class discussions is to take a break during the class and have them write down an answer to a

question the instructor is interested in knowing about that was presented during the lecture or information that they did not understand well. My institution has printed special paper in a variety of colors for this purpose; however, you can have students use their own paper if needed. The benefit of supplying the paper is that every paper will be uniform and easy to handle.

Although minute paper is commonly used at the end of a class period, it does not really matter when this exercise is inserted into a class. It is more a judgment of when the instructor wants to receive feedback on the clarity of student understanding. Thus, be it in the middle or at the end of class, the instructor can use language such as that provided below to implement this activity.

Examples of the questions that you might want to pose in a minute paper are supplied in the form in Figure 26. Although this example is given with the questions written on the paper, the teacher could also write the questions on the board or show them on a slide and have the students answer them on a blank piece of paper. Depending on the amount of time you want to devote to this activity, you can vary the number of questions. If you only want to spend a couple of minutes on this task, one question is enough. However, if you were to use three questions as depicted below, you might extend the time to somewhere between 5 to 7 minutes.

In the following example (Figure 27), students answered questions regarding their views on the discussion class. The three questions were: 1) How is this class different from other English classes that you have had? 2) Which type of class do you prefer and why? 3) In what way could this class be improved?

Sample Minute Paper

In the space provided, please answer the three questions below as concisely as possible.

1. What are the (one, two, three, four,…) most (important, meaningful, surprising, disturbing,…) aspects that you have identified in today's class?

_____
_____
_____

2. What remains unclear about today's discussion?

_____
_____
_____

3. Is there anything that you did not completely understand?

_____
_____
_____

Figure 26: Minute Paper Example

Minute papers are usually anonymous so that students can feel free to express themselves without fear of retribution if they say something the instructor does not like. However, you may want students to include their names and student numbers as a way to monitor for class attendance or for the purpose of giving credit for completing the questions well. One way to have students submit their names and student numbers without the teacher associating a name to a specific answer is to have the students write their names on one side of the paper and the answer to the questions on the other side. Should you do the later, it is best to explain to the students why you are conducting the exercise in
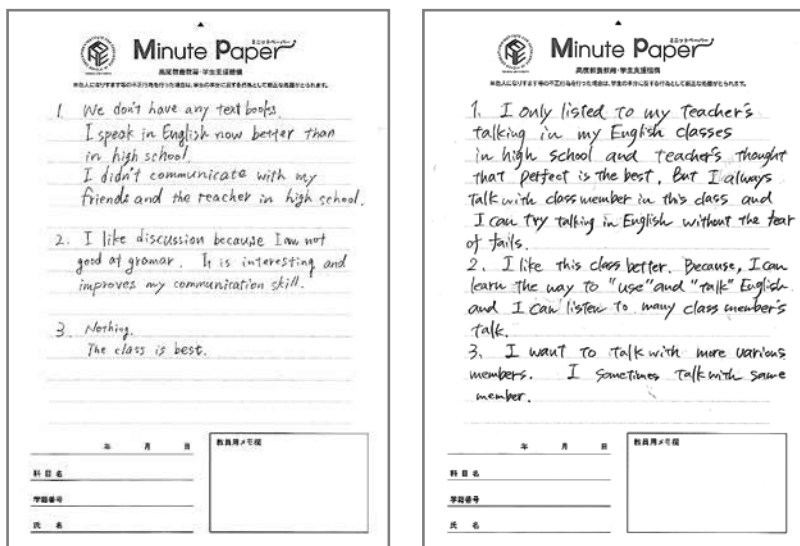
Figure 27: Examples of Completed Minute Papers

this format. This is also a way to ensure an unbiased way of grading.

To implement a minute paper activity in the middle of a class you could use the language provided below.

> **Teacher:** *I will take a short break from lecturing to give you a bit of time to reflect on what we have talked about so far. I would like to know how you feel about the following questions (write them on the board, show them on a slide, or read them from the paper you will distribute). I will distribute paper for writing your answer(s). Based on your answers, I will address common concerns and difficulties in the next class.*

To implement a minute paper activity at the end of class, the following wording would be appropriate:

> **Teacher:** *Before ending the class today, I would like your feedback regarding the material that was discussed. Thus, I will distribute a paper for you to answer the following questions (write them on the board,*

show them on a slide, or read them from the paper you will distribute). I will try to respond to your comments and concerns at the beginning of the next class.

If you want the responses to be anonymous, you would add:

Teacher: *Since this is just for my information, you do not need to write your name or student number on the paper. All I need is your answer to the questions.*

If you want to give credit for the students' responses in some way, you would say:

Teacher: *Please write your name and student number at the top of the paper to ensure that you receive credit for this activity before answering the questions provided.*

If you only want the students' names and student numbers as a way of monitoring attendance in class, you might say:

Teacher: *Before you answer the questions, please write your name and student numbers on the back of the paper. I don't want to know who wrote what, but I need your name and student number to record who was in attendance today. Thus, I will only record your attendance after I have looked through the anonymous responses, so feel free to honestly answer the questions.*

3.2 Implementing High Risk Active Learning Activities

Explaining each individual activity for high risk Active Learning would be extremely difficult because they generally cover an extended period of time and explanations vary greatly depending on the type of task set and the field of study. Thus, rather than try to give a detailed example of how to implement an activity as I did above with the low risk Active Learning activities, I will provide a list of the types of activities that could be used in this category, and then elaborate on difficulties that

often arise when implementing any kind of cooperative learning task.

3.2.1 Types of higher risk activities

1) **Student-centered Discussions** - This type of activity can vary drastically based on how much time one wants to devote to the discussions. These discussions can be used as small breaks in a lecture to check on understanding of the material presented or they can be the basis for the class. In the latter case, students often prepare by reading articles or watching videos outside of class and using that information as the basis for their discussions.

2) **Small Group/Big Problem Solving** - Students work together on open-ended problems (or parts of problems) with more complex variables or solutions. This could be in the form of a case study or similar type of scenario.

3) **Pair or Group Quizzes** - Students can write two or three questions from assigned readings or videos and students can quiz one another in the first few minutes of class. The teacher might also consider collecting the questions and possibly using them as source material for tests in the future.

4) **Collaborative Learning Projects** - Students work together in teams on long-term projects to create, analyze, or research something.

5) **The Flipped Classroom** - Students watch online lectures or read source material outside of class and do what were traditionally homework assignments in the classroom.

One of the key issues for all of the activities in this section is the preparation aspect. In many instances, the teacher assigns a task, such as reading or watching a video, as the basis for the activity that will take place in the class. If the students do not complete this pre-class assignment, it creates a great deal of difficulty when conducting the in-class activity.

Most teachers have experienced this dilemma in some form. I have handled it in a variety of ways in the past. For example, I have given students time in class to read the assigned homework, or have even shown the video that they were supposed to watch for homework so that everyone had the information necessary for a discussion or debate. Of course, by compensating for the unprepared students in this way, the teacher is wasting the time of the students who did do the homework. In addition, time management of the activities in class becomes problematic since less time is available. Thus, getting students to come to class prepared is an issue that needs to be addressed. There are two methods that I recommend, which I will explain below.

3.2.2 Homework completion check

In my discussion-based classes, the students must complete a preparation worksheet, which consists of five or six questions, based on the source material (a reading or video). When the students first arrive at the beginning of class, I check their assignments for completion. If the students have a form that is well done, they will receive an "OK" stamp in the circle that is provided for this purpose at the top of their paper. This indicates to me when I am grading their assignments after class that the student can receive full credit (8-10 points based on his/her answers). If the student has answered all of the questions but

has not used the entire space and effort is lacking, I will put the "OK" stamp outside of the circle to indicate the student will receive less than full credit (5-7 points based on his/her answers). If the student has answered some but not all of the questions, he/she will receive a red "X" outside of the circle indicating to me that he/she should receive less than 50% of the credit (3-5 points based on his/her answers). And finally, if the student's paper is blank or nearly blank, he/she will receive a red "X" in the circle indicating that the student will not receive any credit. This system ensures that students do not get more credit than they deserve when grading their assignments after class since many students will add more to their answers during the class period.

While this process of grading is explained in the course guide that is given to the students on the first day of class, it is always wise to explain the syllabus on the first day of class since many students spend little time reading the syllabus on their own. In my case, doing this also serves as an example of what the students will need to do each week to prepare for the class. Below, I have provided the language that I use to introduce this system to the students.

> **Teacher**: *For each class you will be required to answer the questions on a preparation worksheet. You must do the homework so that you can participate in the class activities that are based on the reading and your answers. You cannot write your answers during class and will not receive any credit for those answers if you do. You will notice at the top of the paper there is a circle for me to stamp. The first thing you should do when you come to class is bring your paper to me so that I can check it for completion. If you have completed each answer and used the entire space available you will receive a blue okay stamp in the circle meaning you are fully prepared and will receive 8 – 10 points based on your answers when I check your papers. If you answered all of the questions but your answer(s) are too short to have given enough support, you will*

receive a blue stamp outside of the circle indicating that you will receive 5-7 points when I assess your paper. If some answers are finished and others are not, you will receive a red "X" outside of the circle, meaning that you will receive 3-5 points in the final assessment. Lastly, an incomplete or nearly incomplete paper will receive a red "X" in the circle meaning that you won't receive any points for the assignment.

An unintended benefit of this type of stamping system, is the shame factor that it adds. Since the students must use their preparation worksheet throughout the class period for the discussions that we have in class, the other students can easily see if they were unprepared and received a poor evaluation. It is my own belief that rather than their scores students are more concerned about how they are perceived by other students, and thus it is rare to have anyone come to class who is unprepared.

3.2.3 Pre-class quizzing

Some teachers use online quizzes or ones administered at the very start of class to ensure student compliance with completing the homework assignments. Though I have never given quizzes on the content of an assignment, I have quizzed students on the vocabulary contained in an assignment to ensure that they are familiar with the vocabulary they will need to explain their answers during group discussions. If enough credit is given to the quizzes, the students will want to do well on them to ensure getting a good grade in the course. I have provided the language I use to explain these quizzes to the students as an example of how you might introduce this type of activity to the students.

Teacher: At the start of each class, you will be given a quiz of the homework. These quizzes are not difficult, but you will not be able to do well on them unless you have completed the homework. Your quiz scores are a substantial part of your grade to ensure that you come to class

prepared. If you are not prepared for class, you cannot participate fully in the discussions that will take place. Since your participation is also a factor in the discussion portion of your grade, you will also lose significant points there. Thus, to do well in this class, you need to come to class prepared.

3.2.4 Key elements of cooperative learning

In explaining the difference between students simply talking in groups and cooperative learning, Johnson *et al.* (2006) describe five key elements: "*Positive interdependence, individual accountability, face-to-face (promotive) interaction, interpersonal and small group social skills, group processing.*" Thus, the teacher must structure and organize group projects in such a way to ensure that these elements work well. Below, some possible techniques for promoting each element are provided.

1) **Positive interdependence** - This is the process of building interdependence so that group members must rely on others in the group for reaching the goals.
   - **Jigsaw**: Each member of a group has specific information that other members of the group do not have, so they must teach the other students about what they know. This may be accomplished by having the members of a group read different but related material. For example, the teacher might break up an article by subsections and each person in a group is given a subsection to read and summarize for the other group members.
   - **Peer review**: This is often associated with process writing. Students are taught how to give and receive

constructive feedback. This might be accomplished by creating a rubric, a table of criteria defining how grades are awarded, which students can use to evaluate their peer's writing and ways to communicate their evaluations to the peer. For example, teachers often insist that students start by providing the positive aspects and use indirect suggestions to make critical comments less threatening.

Note: For an example of a rubric, please see the following websites.

➢ Grading and Performance Rubrics (Carnegie Mellon University)
https://goo.gl/LL4to9
- Carnegie Mellon University provides a brief description of rubrics and the benefits of using them followed by examples of rubrics for paper assignments, projects, oral presentations, and class participation/contributions.
➢ Grading Rubrics: Examples of Rubric Creation (University of California Berkeley)
https://goo.gl/8R7mmQ
- Various examples with the problems/assignments they are based on are provided by the University of California Berkeley.

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2) **Individual accountability** - While group projects should have output based on group work, one of the dangers is that some group members will rely on others to do the work for them. Thus, grading of projects should include some individual aspects. Some ways to do this are provided below.

   a. **Individual testing**: Tests can be given, or students can be required to write reports on the project

individually to show their understanding of what the group is doing.

   b. **Peer assessment**: A member of a group can be anonymously rated by the other group members with the average score from all of the group members used as part of the final score for the project.

   c. **Self assessment**: Students can also be required to judge their own efforts in the class. This might be used as a way to reflect on the difference between how they perceive themselves and how others perceive their work. Of course, there is always the concern that students will over-inflate their effort and participation in the group, so the teacher may want to give lower weight to this score in the overall grading system or use some method of checking on the accuracy of the individual's self-assessment.

3) **Face-to-face (Promotive) Interaction** - Students need to be encouraged to interact with one another to help build cognitive and interpersonal capacities. The way the teacher structures the project can help to promote this aspect. Some possible ways to do this are outlined below.

   a. **Assigning student roles**: The instructor can assign roles that require interaction to achieve the final product. For example, by assigning such roles as checking accuracy of data, verifying the source material, writing meeting notes and keeping the group on task.

   b. **Group contracts:** Rather than the instructors assigning roles for the students, some teachers have turned to

the use of group contracts. These group contracts are created by the groups themselves and outline the roles, rules, expectations and responsibilities of each member. The contract is a document that helps maintain accountability and each member must sign it upon completion to ensure agreement by all members. This document can then be referred to at a later date to remind and reinforce compliance. Hesterman (2016, p.5) points out that these contracts "motivate ownership of learning".

> For further information regarding the creation of group contracts, please refer to The University of Waterloo's Centre for Teaching Excellence's website at:
>
> ➢ Making Group Contracts (University of Waterloo) https://goo.gl/VtMrQz

    c. **Online message board**: The teacher can require that members of the group use online messaging and even specify the number of entries each member is required to make. The instructor can also monitor this interaction.

4) Interpersonal Skills - Part of the reason for using group work is to develop students holistically not just regarding the subject areas that they are studying. Students need to learn and be able to develop effective ways to communicate, manage conflict, lead others, make decisions, and build trust.

    a. **Provide adequate information**: As with any activity, students are more likely to be successful and

participate in a cooperative manner if they understand the purpose behind the activity.

b. **Practice**: As mentioned earlier, it takes students some time to adjust to new techniques. Thus, giving students shorter group assignments with the group members they will be working with throughout the term can help them figure out how to handle each others' schedules and specific strengths and weaknesses.

5) **Group Processing** - Students should reflect on the dynamics of their group work after completing the project.

Reflection: By writing individual reflections of their group work, which could possibly be based upon a rubric created by the teacher, they can better understand their learning process and use that to improve on future projects.

For more detailed accounts of issues that might arise with group work and how to address them, please see the following websites.

➢ Problem associated with group work (The University of Queensland) https://goo.gl/ba1xgA
➢ Dealing with Group Work Issues (The University of New South Wales Sydney) https://goo.gl/DAgt4M

Because the following website provides an example for teachers of children, the simplicity of the sample lesson may prove to be enlightening to the reader.

➢ Cooperative Learning Sample Lesson (ThoughtCo.) https://goo.gl/PtXUtv

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Appendix

Appendix 1: Completed Outline Example for Presentation and Essay

Benefits of Studying Abroad

Introduction

I. *It is crazy to want to study abroad.* — Attention getter
Difficulties and problems to face/the expense — Background Info
Getting past the short-term problems to long-term benefits
Improves language, world understanding, and knowledge of own culture — Thesis

Support

II. *Living abroad is best way to improve language* — Main Idea #1

   a. *Immersion forces communication* — Facts, Stats, and Examples
   b. *Authentic language, i.e. slang, dialects*
   c. *Not just the language but non-verbals*
   d. *Communication top employment skill stat*

III. *Understanding different issues/New perspective* — Main Idea #2

   a. *Reading is different from experiencing* — Facts, Stats, and Examples
   b. *New possibilities to similar issues*
   c. *New approach/New job possibilities*

IV. *Gaining knowledge about your own culture* — Main Idea #3

   a. *People will want to know about your culture* — Facts, Stats, and Examples
   b. *Ingrained and subconscious exploration*
   c. *Better appreciation for one's own culture*

Conclusion

V. *Overlooking the short-term cost leads to long-term gains in language, understanding different perspectives, and understanding own culture* — Restatement of Thesis
Other benefits to study abroad — /final comments

Appendix 2: Completed Essay Example

Benefits of Studying Abroad

The idea of leaving everything behind, including family and friends, to live for an extended period of time in a different and often confusing and difficult situation may not sound very appealing. As a matter of fact, it may even sound crazy. Not only will it cause difficulties for you, it will also cost a significant amount of money. While it is easy to see the negative possibilities, the positives of confronting such a challenge are often less obvious but can far outweigh the negatives that readily spring to mind. Students should take the opportunity to study abroad while they are in university for three main reasons: to improve their language skills, to broaden their understanding of the world, and to understand their own culture better.

First, living in a foreign country is the best way to improve your language and communication skills. Obviously, being immersed in a language and being forced to find a way to communicate in that language will help develop your communicative ability much faster than just taking a class in that language. When living abroad one has to figure out ways to communicate intentions in an authentic situation that the classroom could never provide. In addition, a person can experience the variety within a language, such as dialects and slang, aspects of language learning that are difficult to replicate in a classroom. While many people might interpret language skills as just the foreign language that they are studying, I see it in a much broader perspective. Living abroad makes students pay closer attention to the people they are talking with trying to pick up on facial expressions, gestures, and ways of expression to help interpret meaning, thus, helping them to build effective communication skills in general. The ability to communicate effectively is one of the top skills employers are looking for according to the National Association of Colleges and Employers.

Second, one can better understand the different issues other people face and gain a new perspective by being immersed in a different culture. It is one thing to read about or hear about another country and culture, and another to actually live somewhere and experience what is

happening there. By studying abroad, you experience new possibilities. For example, you might find new ways of approaching similar problems or you may come across job possibilities you never considered or even knew existed. These experiences help one to become well rounded and a better global citizen.

Third, many people never take the time to think about their own culture until they are faced with explaining it to someone with no knowledge of it. Invariably when living abroad, people will be curious about the country and culture from which you came. They will ask questions about things that are such an ingrained part of you that you just take those things for granted. In order to effectively respond to these queries, one must often think back and analyze the situation and even do a bit of research into his/her own background.

In conclusion, if university students can overlook the short-term costs of spending time away from their home institution, they can gain valuable lessons including improvement to their language ability, a broader understanding of the world and a better understanding of their own culture. Along with these major benefits a host of others are waiting for the adventurous soul, who is willing to take a chance.

Appendix 3: Slide Material for Lecture on U.S. University System

Overview

1. Why a U.S. Education is valued by students from overseas
2. Aspects of U.S. Higher Education System
3. Reasons American students choose a university
4. Explanation of the different reasons
5. Basic Application Process and Entrance System

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6 Reasons Why Students Think the USA is the Best Higher Education

1. Valued international Universities – 50% of the top 50 universities are in the U.S.
2. Wide range of higher education institutions
3. Quality courses – over 1,700 public / 2,500 private institutions
   19,500 programs recognized by USDE and CHEA
4. Pragmatic teaching style
5. Career advantage
6. Become a self-reliant individual

From: **6 Reasons Why Students Think USA Is The Holy Grail of Higher Education, February 26, 2016**
http://www.tst.mastersportal.eu/articles/1216/6-reasons-why-students-think-usa-is-the-holy-grail-of-higher-education.html

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6 Reasons Why Students Think the USA is the Best Higher Education

2. Wide range of higher education institutions

   1) Community Colleges

   2) Liberal Arts Colleges

   3) Universities (Research/Comprehensive/ For-profit)

In your groups, discuss how you think these institutions of higher education differ from one another.

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1) Community Colleges

1. Mostly 2-year institutions
2. Lower Tuition than Public or Private universities
3. Offer Associate's Degrees
4. Graduates often go on to university
5. Teaching Staff are usually only required to have Master's degrees.
6. Smaller class sizes

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2) Liberal Arts Colleges

1. 4-year institutions
2. Emphasize a liberal arts education
3. Entirely undergraduate
4. Residential with smaller enrollments
5. Classes are taught by full-time faculty
6. Smaller class sizes
7. Most are private

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3) Universities (Research)

1. Approximately 200 institutions
2. Research-oriented
3. Both undergraduate and graduate programs
4. Professional Schools are common (Medicine, Law, . . .)
5. Different units within universities are called colleges
6. General undergraduate classes are often taught by TAs
7. Most PhDs are awarded from these institutions
8. More than 25% of all students

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3) Universities (Comprehensive)

1. More than 700 offering professional master's and doctoral programs
2. Modest amount of research
3. Mostly public with large undergraduate populations
4. Diverse Student Bodies; Commuters, Ethnic Minorities, Part-time Students, and Adults over 30.
5. Generally lower GPA and admission scores

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4) Universities (For-Profit Institutions)

1. 1,300 institutions
2. About 50% give college degrees
3. The other 50% offer certificates of completion for training programs, i.e. cosmetology, culinary arts.
4. Typical student: older, part-time, employed
5. Many have run into problems with lawsuits

6 Reasons Why Students Think the USA is the Best Higher Education

3. Quality courses – 1,700 public/2,500 private institutions + 19,500 programs recognized by USDE and CHEA

- The Federal Government is not involved in overseeing higher education in the U.S for the most part. Thus, accrediting associations that assure quality have arisen.
- USDE – United States Department of Education
- CHEA – Council for Higher Education Accreditation

6 Reasons Why Students Think the USA is the Best Higher Education

4. Pragmatic teaching style

- Students are trained to observe and analyze before solving problems.
- Students are expected to listen and challenge.
- Students gain confidence and the ability to organize and present ideas.

6 Reasons Why Students Think the USA is the Best Higher Education

5. Career advantage

- Increased globalization = Increased demand for multi-language speakers
- Interacting with diverse groups will help you interact with diverse nationalities and with a global perspective.
- Increase global awareness and international networks

6 Reasons Why Students Think the USA is the Best Higher Education

6. Become a self-reliant individual

- Employers believe that people who have studied abroad are more motivated, flexible and independent than others.
- Shows your ability to take on new challenges and adapt to new situations.

Appendix 4: Positive Reinforcement

A. Positively responding to correct answers

- *Good job!*
- *Excellent!*
- *That is exactly right.*
- *Great!*
- *You obviously know what you are talking about.*
- *I couldn't have said it better myself*

> ***** Extending the discussion when correct answers are given***

Teacher:	*Could* ("someone", "you", a specific student's name) *tell me…*
Student 1:	*Well, I believe it is …* (The student provides a correct response.)
Teacher:	*Thank you for your input. Let's hear what some other students think of your ideas.* (a specific student's name) *what do you think?*
Student 2:	*His answer sounds good. The only thing I would add is . . .*
Teacher:	*Okay, I see your point. Thank you. Well,* (Student 1) *was correct. Great job! You must have really spent some time considering this issue.* (Student 2) *also made an interesting point that exemplifies what* (Student 1) *said earlier.*

B. Positively responding to incorrect answers

- *Thank you for your answer. Does anyone have something to add to that?*
- *That's an interesting idea. What do the rest of you think about it?*
- *Thanks for getting the discussion going. Let's hear some other ideas.*

C. Avoiding the use of "but"

Can you think of a way to rephrase the following comments in a more positive way without using "but"?

- *Your thesis is very good, but you need to supply more sources.*
- *That is a good point, but your reasoning is faulty.*
- *Your answer was interesting, but it was completely wrong.*

How about the following?

- *Your thesis is very good. Do you feel that there are enough sources to support your position? Why or why not?*
- *You make a very good point. Is there anything else you could add that might help others understand your reasoning better?*
- *Your answer was interesting. Let's see what other people have to say about this question.*

Appendix 5: Politeness in the Classroom

A. Requesting rather than Ordering/Commanding
- ***I would like*** you to hand in your homework now.
- ***Could you (please)*** turn to page chapter 3 in your book?
- ***Would you (please)*** not talk during class?

B. Asking for permission rather than unexplained action
- ***Is it okay if*** I erase the board now?
- ***May I*** erase the board now?
- ***Can I*** erase the board now?

C. Indirect Suggestions rather than direct suggestions/advice
- ***What about*** including an explanation of how the experiment was conducted? It might make it easier for the reader to understand.
- ***Why don't you*** double check the way to reference sources? I think this might be expressed a different way.

Other possible ways to create indirect suggestions are listed below.
- *How about…?*
- *Why not…?*
- *I think that you should…*
- *Perhaps you could…*
- *You/we can…*
- *It might be a good idea…*
- *If I were you, I would…*

Appendix 6: Creating Questions at Different Levels of Bloom's Taxonomy

Remembering

- *How would you describe…?*
- *Can you list four of the most important factors…?*
- *In the diagram below, label the parts of the…*
- *Can you recall the…?*
- *Name the five steps to…*
- *Find the five… and identify each on by name for your partner.*
- *Please select the most important factor for…*

Understanding

- *Can you explain what is happening in the experiment/ video/diagram?*
- *Interpret what is represented in the chart/ graph.*
- *How would you classify the kind of…?*
- *How could you rephrase the main message of the…?*
- *Provide a summary of the…*
- *How would you compare and contrast this… (experiment/story) to... (the one we did last week/the previous one)*
- *What can you infer about what will happen next based on previous activities we have done in class?*

Applying

- *Can you provide examples of…?*
- *How would you use… to do…?*
- *Can you make use of the facts to…?*
- *Apply what you have learned in today's lecture to design…*
- *In what way would you implement an experiment to take into account…?*

Analyzing

- *How would you compare certain ideas or people?*
- *Can you attribute the different parts of… and organize them according to importance?*
- *What evidence can you find for…?*
- *What is the relationship between the first three topics we discussed?*
- *What motive is there to …?*

Evaluating

- *How would you justify…?*
- *Make a judgment about…*
- *Which is better, to… or to…? Explain.*
- *What information would you use to support your view?*
- *How would you rate the…?*
- *Determine the pros and cons of doing…*

Creating

- *What would you do to improve…?*
- *Can you think of an alternative to…?*
- *What could be done to eliminate the negative effects of…?*
- *How would you test…?*
- *Design a…*
- *Create a similar story with different characters.*

Appendix 7: Forming Groups

A.   Assigning numbers

> **Teacher:** *For the next activity, we will be talking in groups of three. However, since we have 40 students here today, one group will have four people. There will be 13 groups with group 1 having four members and the rest having three. I will give you a number from one to thirteen. Please remember the number you are given. When everyone has a number, you should group yourselves according to the group numbers listed on the board.*

B.   Using playing cards

> **Teacher:** *For the next activity, we will be talking in groups of three. However, since we have 40 students here today, one group will have four people. There will be 13 groups with group 1 having four members and the rest having three. I will give you a playing card. You will receive a heart, diamond, club or a joker. Once everyone has a card we will group according to what appears on the face of your card. For example, the aces plus the joker will be group 1, the twos will be group 2, etc. Use the diagram on the blackboard to determine where your group is located.*

C.   Moving one member of a pair

> **Teacher:** *We will change our way of grouping today to ensure that everyone talks with different people. I would like the leader of each pair to please stand up. Everyone will move back one place and the people at the back of each row will move to the front of the next row over. The person in the back corner will move to the front corner on the opposite side of the room. The person who did not move will be the leader of the new pairing.*

After the discussion that follows the next grouping:

> **Teacher:** *We will change groups the same way we did last time. Therefore, the leader of the last group should stand. However, instead of moving back to make your new pairing, you will move forward with the person at the front of each row moving to the back of the next row over. The person at*

the front of the last row will move to the back corner of the row on the opposite side of the room.

D. Leader remains behind

Teacher: *To give you a chance to talk with classmates, you may have had little opportunity to talk with in class, we will do our groupings a bit different this time. I would like the leaders to stay where they are. The other members of the group should move to another group where the leader is someone they have not talked to very much in this class.*

Appendix 8: Assigning Roles within a Group

Teacher: *Now that you are in groups, we need to decide on who will be the leader for the group. In this class, we will use the lucky loser leader system. Please play a game of "rock, scissors, paper" (jyanken) with your group members and the loser of the game will be the leader. The person who comes in second to last will be the note taker.*

After the leader has been decided:

Teacher: *The leaders role will be to ask the question of all of the group members and get their responses. The leader will then also answer the question for the rest of the group. . The note taker will write a brief description of what everyone else replies and report on this to the rest of the class after your discussions.*

Appendix 9: Dealing with Overly Active Students

First day of class introduction

        Teacher: *It is my belief that everyone should participate equally in the class. Therefore, I will try to call on all of the students to provide responses when we have class discussions. Some of the students are less enthusiastic about participating than others, but we can help each other come up with a response in our group discussions to make the prospect of giving a response less threatening.*

When problems arise later:

        Teacher: *Thank you for your enthusiasm in class. However, please remember that we need to give others a chance to answer to help them in order to help them develop their thinking and speaking skills. I promise that you will have a chance to answer in the near future.*

Appendix 10: Icebreakers (Examples)

A.   Sharing something about yourself (groups will already have been formed)

> **Teacher:** *In this activity, I would like you to introduce yourself by giving your name, telling your partner where you are from, and the most interesting thing about your hometown. In addition, include something interesting or unusual about yourself. For example, if I were introducing myself, I would say, "My name is Todd Enslen, and I am from Charleston, Illinois in the United States. Charleston is a very small Mid-western town of about 20,000 people. The most interesting feature is a 30-foot statue of Abraham Lincoln. As for something unusual about myself, my first job after graduating from college with a degree in zoology was working on foreign fishing boats off the coast of Alaska as a biologist." Now, it is your turn. Decide who will begin by playing a round of "rock, scissors, paper". The loser will begin by introducing himself/herself based on the information written on the board.*

(Extended versions)

> **Teacher:** *Now that you have a leader. The leader will begin by introducing himself/herself followed by introducing the members from the previous grouping. Members should ask questions. Once the leader has finished introducing the three people, the person to the left of the leader will introduce his previous group members, and so forth.*

> **Teacher:** *I will now call on a few people to introduce their group members. Listen carefully. If you have any questions, please speak up.*

B.   What do you already know?

> **Teacher:** *In the next ten minutes, I would like you to introduce yourself to your group and then explain what experience you have had so far with the topics that will be covered in this course. Someone should take notes so that your group can report to the rest of the class. Thus, the leader should assign someone as the note taker.*

> **Teacher**: *Okay! Time is up. I will now ask each of the note takers to give me a summary of what their group talked about and we can discuss these ideas further.*

(Extended version)

> **Teacher**: *Now that you know a bit about each other. I am going to give you a chance to learn about me. Brainstorm with your group members for two minutes to come up with something you would like to know about me. At the end of the two minutes, I will ask the leader from each group to ask me the question?*

Appendix 11: Possible Ways to Engage Students Informally before or after Class

- *What happened to you? (Pointing out an injury)*
- *You look really tired. Why?*
- *What is that book you are reading?*
- *That looks like an assignment for class. What is it about?*
- *What game are you playing on your smartphone?*
- *Are you doing anything for the school festival?*
- *Is that your breakfast? What is it?*
- *What does it say on your shirt? What does that mean?*

Appendix 12: Low Risk Active Learning Activities

A. Introductory brainstorming (Individual/Pair/Small Group Activity)

Teacher: *I would like to get some idea of how much everyone already knows about the topics we will be discussing in this course, so on a piece of paper we are going to brainstorm information that will be covered in this course based on the course title,... I will give you five minutes to brainstorm ideas. You can do this by merely making a list on your paper, free writing where you just write as much as possible in the time, or creating a mind map as indicated on the board. Once you have finished this activity, I will collect your papers and look through them to see what kind of base knowledge people in our class have. There is no need to write you names on the paper. Continue brainstorming and writing down ideas on your paper until I say, "stop". Okay, get out a paper and pencil and let's get started.*

Option 1:

Teacher: *Okay. Time is up. Please pass your papers to the front of the class. I will collect them from the people in the front row. I will take a look at these before the next class and summarize what the majority of you think this class will cover. We will then straighten out any misconceptions and fill in the blanks.*

Option 2:

Teacher: *I would like to create a list of some of the ideas, so look through what you have written in the next two minutes and pick the one idea you think is the most relevant. I will call on some students to share their ideas after the two minutes are up.*

Option 3:

Teacher: *Now that you have some of your own ideas down on paper, I would like you to share those ideas with a partner and decide with your partner the ones you would like to share with the class. (Refer to Think-Pair-Share below)*

B. Note clarification check

Teacher: *Let's take a 5-minute break from the lecture. We have covered quite a bit of material, so I would like you to make sure your notes are complete and that you understand them. Find someone near you and compare what you have written down. If you are unsure of anything or need further clarification, see if your partner can help.*

Option 1:

Teacher: *All right, hopefully that provided some clarification. We need to return to the lecture now.*

Option 2

Teacher: *Okay! Time is up. Are there any that remains unclear after your discussion?*

- Student question -

Option 1

Teacher: *Let me make sure I understand you correctly, you believe …*

Option 2

Teacher: *I am not sure everyone in the class could hear you. (student name) said that …*

C. Think Pair Share (TPS) (Individual/Pair/Group Activity)

Think

Teacher: *We will be working with a partner in a few minutes to discuss the question(s) that I have written on the board. However, I would like you to spend three minutes writing down your answers on a piece of paper so that it will be easier to discuss. Please get started. I will stop you in three minutes and we will pair up to share our answers.*

Teacher: *Okay, time is up. Is everyone finished? Does anyone need more time before we move on? Please raise your hand if you would like another minute to finish.*

Pair

Teacher: *Since there are 25 of you today, we will need to have one group of three while the rest of you will be in pairs. Thus, I will give you a number from 1 to 12. Once everyone has a number, I want you to position yourselves in the classroom as I have indicated on the board. Group 1 should form their desk into a triangle. The other groups should turn their desks so that they are facing one another.*

Teacher: *Now that we are in our groups, we need to decide who will share his/her answer first. Please play jyanken ("rock, scissors, paper") with your partner. The loser of the game will explain their answer first. They will have three minutes to do this and for their partner to ask questions before their partner answers in the next three minutes. In the group with three members, you will each have two minutes. Please make a note of what your partner is saying because I may ask one of you to share your partner's ideas at the end.*

Teacher: *Leaders please get started.*

Teacher: *Okay. Has everyone come up with an answer to the question that you and your partner are both happy with? I will now ask a few of the leaders to present their answers to the class so that we can come to an agreement on this question.*

Share

Teacher: *Alright, let's start with group one. Who is the leader of your group? Haruki? What was your group's answer to this question after sharing your ideas?*

Restating the students answers

Option 1 (After the student answers)

Teacher: *Let me make sure I understand you correctly, you believe …*

Option 2 (After the student answers)

Teacher: *I am not sure everyone in the class could hear you. (student name) said that …*

Asking follow up questions

Option 1

Teacher: *What do you mean by that?*

Option 2

Teacher: *What makes you think that?*

Option 3

Teacher: *Can you provide an example from your own experience?*

Expanding on the idea

Teacher: *Would anyone like to add something to those answers/comments?*

Teacher: *Is there anyone who would like to share an alternative opinion?*

D. Opinion polling (Individual Activity)

1) Raising of hands

Teacher: *I would like you to take a look at the following multiple-choice question. Please hold up your hand if you think the answer is "a". Okay, it looks like about 50% chose "a". How about "b"? Approximately 30%. Now, what about "c". Maybe 10% and lastly "d". Only a couple of people; not a popular choice.*

2) Using of colored cards

Teacher: *I would like you to take a look at the following multiple-choice question. Please make your choice by holding up the colored card that corresponds to your choice (by pushing the appropriate button on your clicker). Okay, it looks like about 50% picked "a", 30% picked "b", 10% picked "c", and only about 3-4% chose "d".*

3) Using electronic clickers

Teacher: *Please press the key on your clicker that corresponds to your answer choice for the question being displayed.*

After one of the choices above, the teacher will proceed with the following.

Teacher: *Now, talk with the people near you for the next five minutes about the question and the answer you picked and the reason why you picked it. Try to come to a consensus as to what the correct answer should be.*

Teacher: *Okay, stop. Your five minutes are up. We are going to vote again and see if the results are different. Please vote again by holding up your hand / the colored card that corresponds to your choice or by pushing the appropriate button on your clicker. (If you are having the students raise their hands or use colored cards, you will need to go through each answer choice as you did above.) Okay, the vast majority have chosen "a" this time. How about "b"? Approximately 20% still believe it is "b". Now, what about "c"? No one? And finally "d". Again, no one? Well, we have narrowed it down quite a bit. Let's discuss "a" and "b". Is there anyone who chose "a" who would like to explain why?*

Teacher: *All right, now how about someone who chose "b". Could someone explain his/her reasoning for us?*

Teacher: *Okay! Well, the actual answer is "a". Follow this by the correct reasoning for the answer.*

Teacher: *Does everyone now understand why "a" is the correct answer? Do you have any questions?*

E. Incomplete outline (Individual/Pairs)

Teacher: *I am distributing a handout that contains a partial outline of what I will present in today's class. I would like you to notice that not all of the information has been provided. Your job is to listen carefully to the lecture so that you can fill in the blank spaces in the outline, thus, creating a complete set of notes that will help you study for the test.*

Optional Extension:

Teacher: *I am going to stop my lecture for a few minutes, so you can compare your incomplete outlines with the students near you. If you have any missing information ask other students to help you complete the outline. After three minutes, I will call on someone to present his/her incomplete outline to make sure we are all on the same page.*

Teacher: *Okay! Our three minutes of discussion are over. Is there anyone who would like to volunteer to give us the information from his or her completed outline? If not, I will select someone to do it*

Teacher: *Thank you for volunteering. Please tell me what you put for the three main points that were left blank at the top of the paper. Explain why they are important.*

(1) Teacher: *Thank you for your answers. Does everyone agree? Is there anything that should be added?*

(2) Teacher: *Your answers are very good. I would just add that…*

F. Minute paper (Individual/Pairs)

a. Conducted during the class

Teacher: *I will take a short break from lecturing to give you a bit of time to reflect on what we have talked about so far. I would like to know how you feel about the following questions (write them on the board, show them on a slide, or read them from the paper you will distribute). I will distribute paper for writing your answer(s). Based on your answers, I will address common concerns and difficulties in the next class.*

b. Conducted at the end of the class

Teacher: *Before ending the class today, I would like your feedback regarding the material that was discussed. Thus, I will distribute a paper for you to answer the following questions (write them on the board, show them on a slide, or read them from the paper you will distribute). I will try to respond to your comments and concerns at the beginning of the next class.*

For anonymous responses add:

Teacher: *Since this is just for my information, you do not need to write your name or student number on the paper. All I need is your answer to the questions.*

Giving credit for responses add:

Teacher: *Please write your name and student number at the top of the paper to ensure that you receive credit for this activity before answering the questions provided.*

Using names and numbers for attendance:

Teacher: *Before you answer the questions, please write your name and student numbers on the back of the paper. I don't want to know who wrote what, but I need your name and student number to record who was in attendance today. Thus, I will only record your attendance after I have looked through the anonymous responses, so feel free to honestly answer the questions.*

Ensuring students do preparation homework

1. **Completion check with stamps**

    Teacher: *For each class you will be required to answer the questions on a preparation worksheet. You must do the homework so that you can participate in the class activities that are based on the reading and your answers. You cannot write your answers during class and will not receive any credit for those answers if you do. You will notice at the top of the paper there is a circle for me to stamp. The first thing you should do when you come to class is bring your paper to me so that I can check it for completion. If you have completed each answer and used the entire space available you will receive a blue okay stamp in the circle meaning you are fully prepared and will receive 8 – 10 points based on your answers when I check your papers. If you answered all of the questions but your answer(s) are too short to have given enough support, you will receive a blue stamp outside of the circle indicating that you will receive 5 – 7 points when I assess your paper. If some answers are finished and others are not, you will*

receive a red "X" outside of the circle, meaning that you will receive 3-5 points in the final assessment. Lastly, an incomplete or nearly incomplete paper will receive a red "X" in the circle meaning that you won't receive any points for the assignment.

2. Assignment Quizzes

Teacher: *At the start of each class, you will be given a quiz of the homework. These quizzes are not difficult, but you will not be able to do well on them unless you have completed the homework. Your quiz scores are a substantial part of your grade to ensure that you come to class prepared. If you are not prepared for class, you cannot participate fully in the discussions that will take place. Since your participation is also a factor in the discussion portion of your grade, you will also lose significant points there. Thus, to do well in this class, you need to come to class prepared.*

Profile of Author

Todd Enslen:
Since receiving his MATESOL degree from the University of Illinois in 1998, Todd has been teaching English at a variety of junior colleges, universities and graduate schools in Japan. In 2010, he became a lecturer at Tohoku University where he teaches mainly required English reading and communication courses to first- and second-year students. However, his role at the university has steadily diversified.

Todd became a Research and Development Fellow in the Center for Professional Development in 2012 and, since that time, has been an advisor and mentor to new faculty and graduate students enrolled in the Center's professional development programs. He also offers "Teaching in English" and "Active Learning" workshops for faculty. In recent years, Todd has also been giving similar workshops at various universities across Japan.

Todd's main research interests are English for Specific Purposes and Pragmatics, or the way language is actually used and how that should change classroom pedagogy. In addition, Todd's work with the Center for Professional Development has sparked his interest in how active learning strategies should be adapted to cultural contexts.

Afterword

This handbook is the fruitful product of a two-year project, "Development of a Program to Assist in the Improvement of Education and Presentation Skills in English", which is financially supported by the Faculty Vision Fund from the Institute for Excellence in Higher Education (IEHE) at Tohoku University, and furthermore is part of a broader project to help non-native English speaking faculty members who are teaching in English to mostly foreign students.

The focus of university professors at research institutions, like Tohoku University, has traditional been solely on research with teaching relegated to a troublesome aspect of the job that one must fulfill. This, however, is changing. Many universities are now including teacher observations and evaluations as part of the criteria for performance review and the awarding of tenure.

There are also other factors causing faculty to become more aware of the need to be effective teachers. One of the major reasons is the fact that Japanese university campuses are becoming diversified with a growing number of students who received education abroad. These students bring with them expectations of what should take place in the classroom.

While this handbook provides insight into the Scholarship of Teaching and Learning (SoTL) research on what is good teaching, it also points out the fact that teaching in English is more than merely translating what one does in their native language even if it falls within good teaching practices. When teaching in an English Medium Instruction (EMI) context, the language and these elements that are used within the English cultural context also come into play.

In an effort to help faculty implement active learning techniques in the classroom, this handbook not only describes the various aspects of teaching in English, but it also provides examples of the language faculty can use to implement active learning techniques. It is our hope that through our project and this handbook faculty will have the resources that they need to implement active learning techniques effectively in the classes they teach in English as well as those in their native language.

Finally, I, as a project representative, do appreciate the assistance and tremendous efforts in the development of the program from the project members, particularly Prof. Ohmori, Prof. Sugimoto, and Mr. Todd Enslen, the author of this book. I would also like to thank both Ms. Yukino Inada from the Center for Professional Development for her editorial assistance and Dr. Fumiko Konno for reorganizing the handbook into a more readable format and writing the "Way of using the handbook" in Japanese. Without the considerable time and energy both of these colleagues invested in this project, this handbook would not be nearly as useful.

Yumiko Watanabe
Professor, Institution for Excellence in Higher Education, Tohoku University

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