FD イベント報告

University of Tsukuba – Center for Education of Global Communication
CEGLOC Faculty Development Committee
2020-2021

sharing methods & ideas

Teaching & Research

The FD committee logo represents the 9 languages taught at CEGLOC: Chinese, English, French, German, Korean, Japanese as a foreign language, Japanese as first language, Russian and Spanish.

Mission statement

"The CEGLOC FD Committee aims to create a double-focus multilingual platform 1) where faculty can exchange ideas related to education and teaching practices in order to meet the challenges of educating students and 2) where faculty can discuss and cooperate in research in order to support professional growth "

Vision statement

1) Mini-conferences: We organize workshops, roundtable discussions, seminars and lectures in order to facilitate faculty growth in scholarship and teaching;
2) 'Colleague to colleague' orientation: We offer seminar sessions to assist new faculty in understanding university structure and culture;
3) Faculty learning communities: We facilitate the formation of group research projects for scholars with shared interests.

Positions from April 1st 2020 to March 31st 2021

A) Chair	Ruth Vanbaelen
B) Vice chair	Roxana Sandu (ended September 30th 2020)
C) Secretary	Naomi Yamada
D) Treasurer	Murod Ismailov
E) Editing coordinators	Bruno Jactat & Anubhuti Chauchan
F) Japanese editors	Mizuho Imada & Hirosada Iwasaki
G) Survey coordinator	Roxana Sandu (ended September 30th 2020)
H) Publicity coordinators	Markus Rude & Baptiste Puyo

We can provide logistical support and eventually financial support when you plan to hold an FD related event at CEGLOC. For more information, please contact the Chair: vanbaelen.ruth.gp@u.tsukuba.ac.jp

FD Event 1, 2020

Title: Online Seminar on Project Management Software (Bitrix24)
Date: Monday June 1, 2020, 9:00-10:00
Venue: Online, University of Tsukuba
Organizer: Center for Education of Global Communication FD Committee

Introduction

The CEGLOC FD committee held an online training session in English introducing the project management software Bitrix24.

Given the current situation, the CEGLOC FD committee will probably start using online project management tools to facilitate teamwork done remotely by our members. The use of Bitrix24 was showcased in preparation of the yearly CEGLOC FD Conference in December 2020.

This training session was open to all faculty and staff who are interested in discovering online tools to manage projects that facilitate teamwork remotely.

Program

Presenter: Bruno Jactat, Assistant Professor, Faculty of Humanities and Social Sciences
1. Introduction (what is a project management application?)
2. Bitrix24: overview of key functions
3. Creating a work group
4. Creating a project (delegating tasks, deadlines, calendar, Gantt chart)
5. Activity streamlining
6. Q&A

Notes

13 people attended the presentation and asked many questions pertaining to the functions of the software as well as its usefulness. Committee members were wondering if we should actually use the platform or not. There are many pros such as more detailed and advanced functionalities than a Google Calendar, tasks that are visible and clearly assigned and the fact that they can all be streamlined into a coherent structure. Other positive aspects are that the current Google Drive that the committee uses to compile all our data can easily be connected to the Bitrix24 platform. Nevertheless, there are definite cons, the major one being the steep learning curve required to become familiar with a new system. This seems a difficult task as professors already spend much time preparing and following up with their online courses due to the Covid-19 situation. Much more time would be required online as the Bitrix24 system is calibrated to facilitate/correlate with face-to-face events/meetings.

This one-hour event was only an introduction, and members will have to convene during regular meetings to decide if this tool should be adopted immediately, or delay adoption or yet find another tool.

For the CEGLOC FD Committee
Editing Coordinators

FD Event 2, 2020

Title: Sharing Online Teaching Experiences
Date: Monday June 29, 2020, 9:00-10:00
Venue: Online, University of Tsukuba
Organizer: Center for Education of Global Communication FD Committee

Introduction

On June 29, the CEGLOC FD Committee held a one-hour online Zoom session to exchange ideas and experiences concerning our current online teaching practices. All of us are grappling with the limitations and potentials of online language teaching, so the objective of this event was to facilitate a mutual exchange of strategies and tips that we have accumulated so far. Participants were separated according to Japanese- or English-language preference into small breakout rooms for sharing and discussion, and then reconvened together as a large group.

Program

To facilitate the process of dividing into small groups, attendees indicated on their display name their language preference for discussion with a (J) for Japanese or an (E) for English. In total, 15 people attended and participated in four breakout rooms for small-group discussions.

The small groups briefly addressed some or all of the following questions:

1) What do you (structurally) do? (e.g. Zoom, Teams, manaba, tools, activities)
2) What have you learned?
3) What would you like to tell other teachers (or students)?
4) What is your remaining biggest problem?

Afterwards, each group shortly explained highlights of their discussion and a "chat" representative provided a written overview through Zoom's chat function. Written or oral translations into Japanese or English were provided as well. The group summaries were followed by a discussion session with all the participants. A condensed version of each group's report is available below, together with an overview of the final discussion session.

Small group report and comments

Group 1

This group's members use different platforms, such as LINE, Zoom, manaba, Teams, and Flipgrid. Classes seem to be going smoothly. A problem that was discussed is possible cheating during quizzes and how to control this in final examinations? Solutions discussed include using open-ended test questions and setting time limits on tests (e.g. Teams and manaba have these functions). Another issue are the students who never show up for class online or who haven't logged into manaba.

Group 2

Group 2 uses manaba, Zoom, etc. for classes. However, the length of time

for face-to-face interaction was different in each class. Students were seen to cooperate with each other, which was helpful when dealing with technical issues. The group also talked about how to get first-year students "connected" with both the instructor and with each other. Finally, instruction methods for a course that teaches interview skills for job hunting were discussed.

Group 3

Group 3 reported to be using manaba, Zoom, Stream, and Edmodo. They talked about the many activities that were possible during classes. Online teaching is a big problem for social skills. Instructors faced many time problems. Concerns about how best to prepare for online classes in the next semester were raised. However, the students seem to be liking online instruction.

Group 4

Preparing 75-minute videos is hard. There are also 20-minute classes and the rest of the time is spent on tasks. For submitting assignments, manaba is difficult to use; Google Forms is more convenient. Some instructors used a synthetic voice for the video, and although the OS's text-to-speech was unpopular, Google Cloud is very useful. Text-to-Speech was rated as easier to listen to than other classes. Using text-to-speech does not reduce the amount of work involved in creating a video. Communication between faculty and students and between students is a challenge (questions, group study, etc.). Contacting students directly often is a solution to get them to submit assignments.

Reconvened group discussion

This session with all the participants followed the group reports; an open discussion focused on remaining problems and on summarizing the most important points.

One of the discussed points was end-of term exams. Besides the solutions mentioned above, creative and collaborative solutions like student-made videos were suggested. Connectivity with the students was also raised. Participants suggested self-introduction tasks in Zoom breakout rooms combined with mutual introductions in the main room afterwards; using Flipgrid and telling them to comment on each other's videos, etc. Questions about whether the camera should be on (for the purpose of connectivity and creating a space for class) or off (for the purpose of privacy/family concerns and issues of data overload) remain an issue.

This one-hour event was too short, but reactions after the event were positive; some people mentioned feeling motivated to try different methods in the C-module, and others suggested a follow-up event after the C-module to discuss final exams. This follow-up event is currently being debated by the CEGLOC FD Committee.

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For the CEGLOC FD Committee
Editing Coordinators

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FD Event 3, 2020

Title: 2nd KAKENHI Seminar for Non-Japanese Researchers
Date: Monday July 7, 2020, 9:00-11:00
Venue: Online, University of Tsukuba
Organizer: Center for Education of Global Communication FD Committee
Co-organizers: Faculty of Humanities and Social Sciences, URA and ICR

Introduction

On July 7, the CEGLOC FD committee held its second Kakenhi Seminar for Non-Japanese Researchers. The event was carried out through a Zoom meeting in English and was open to all faculty and researchers who are interested in drafting successful Kakenhi/JSPS grant applications.

Program

Session 1

The first speaker, Professor Yuichi Ono, recipient of six successful applications presented "Elements of a successful Kakenhi application from my experiences". He focused on three crucial factors: the first factor was the applicant's previous research papers and their review, the second was a clear, practical research plan and the third was visual appeal. Giving examples from his latest project which was accepted on the third attempt, he discussed the changes he made to the earlier proposals that contributed to a successful application.

With regards to previous papers and research activities, Mr. Ono highlighted the difference in his first two applications where he simply listed his previous research experience, with that of his third successful application where he described the environment for carrying out the research and linked it with his past papers. He also emphasized the importance of brainstorming, advising participants to use their research papers and reviews as material for discussing the project. Brainstorming also connected to his second factor, that is, writing a clear research plan that is relevant to the academic field. His advice was to begin with a sound theoretical base and clearly link it with one's work. A well written research plan clearly and concretely states key scientific questions, the significance and originality of the research, as well as what will be elucidated, to what extent and by what means. This is important given the fact that reviewers may not belong to the same field as the author and have to read numerous applications in the short span of a week. This is why visual appeal is also a crucial factor. Visuals should be simple and clear to grab attention and provide reliable information. His unsuccessful proposals captured only the theoretical background whereas his successful application captured the research in its entirety.

His final message was that if applicants have previous papers they should build on that and if they are in the process of new research they should start with the review of the relevant field and connect it to the applicant's individual research design.

In the Q&A session, Mr. Ono gave the following suggestions. If an applicant does not have publications ready, basing research on seminars and presentations

is key. Approval does not seem to be on the language (Japanese or English) selected for the application. Content is paramount. Since reviewers only receive black-and white versions, one should make sure images in color are sufficiently contrasted.

Session 2

The second speaker, Associate Professor Ruth Vanbaelen, outlined the BEST practices when writing a Kakenhi application in her talk titled, "What are the universal elements in application success stories?". The acronym BEST comprises the keywords "budget", "early start", "story within story", and "timeliness".

Ms. Vanbaelen suggested asking for a moderate budget. Researchers should be prepared to be reasonable with their budget requests and also be prepared to identify less necessary budget items like equipment or personnel expenses. For those affiliated with the University of Tsukuba, URA can help eliminate non-essential items. She also pointed out the fact that 30% of the allotted budget is "indirect expenses" that goes to the university, and only 70% is left for your research, making planning ahead even more crucial.

The second aspect was "early start"; The speaker advised publishing ahead of the application as this is indicative of your ability to conduct research. She compared her first application that had close to no related papers to her third successful application where she had included recent articles and talks. An early start also means you have time to seek help. As the call for applications begins in early September and the faculty deadline is in the second week of October, she advised beginning the application procedure in May. She also gave an outline of the services provided by the Jinsha Help Desk (details in the third talk).

Next, the need to increase readability for reviewers by using tables, schematics and other visual aids was introduced. One such way is to incorporate the idea of a "story within a story". She illustrated this by showing how she highlighted certain sections in her research summary that emphasizes structure and could be read as a concise version of the summary.

The fourth aspect "timeliness" emphasizes the importance of being aware of "what is hot in your field", being active in societies, conferences, and following the current affairs of Japanese society.

The speaker answered questions concerning budget, lack of experience in a new field and requirements. Creating a realistic budget while keeping in mind to ask a little more than needed is a strategy to deal with budget cuts and still being able to run the proposed budget. Currently, very few applications are accepted when no previous research can be shown. Therefore, when switching fields, one should consider collaborating with experienced researchers.

Session 3

The third speaker, Mr. Shogo Kurihara, a Research Administrator from the Research Administration/Management Office of the University of Tsukuba (URA) presented "Available support for Grants-in-aid for scientific research (Kakenhi) application FY2021"; He answered frequently asked questions, gave detailed explanation about the services provided by the URA and other advice about approaching the application process.

Regarding the transition from applying grants for "Early-Career Scientists (wakate)" to "Scientific Research (kiban)", he pointed out that the main difference is in the grant budget, with "wakate" having a smaller budget than "kiban (A) and (B)" but also higher rates of acceptance. With regards to projects that are interesting for evaluators, he suggested searching for keywords on the Kaken Grants website (https://kaken.nii.ac.jp/en/) and to be active in research societies as the reviewers might be one's co-workers, members of the same societies etc.

He then focused on the services provided by the URA, specifically the Kakenhi Help Desk. These services are divided into three phases according to the research category; details can be accessed at portal C.O.T.R.E. (https://ura. sec.tsukuba.ac.jp/). Mr. Kurihara then proceeded to explain the process from consultation with a Research Administrator to improving one's application form. He also provided information about sources like the Handbook on the KAKENHI Program, KAKENHI Pamphlet, Application Procedures by JSPS and MEXT.

Having played soccer at University level, Mr. Kurihara used sports as a metaphor to explain effective scheduling for preparation. He compared developing one's research idea as a "pre-session" and suggested scheduling it from May to July. Next was the "Inn-season" from August to September when one should draft and polish the proposal. The final stage or "game-day" referred to submitting your proposal. He also recommended using a technique called 4Cs (Commitment – Composure – Concentration – Confidence) that athletes often use. Towards the end of his talk he introduced an event titled, "Meet your potential collaborator", which is an avenue to connect with researchers with similar research interests.

The most important take-away from the Q&A session with Mr. Kurihara is the speed of URA's feedback. It usually takes only 5 business days.

Final remarks

The seminar was attended by 34 people of whom 22 filled out a survey. The majority of the attendees were educational staff and researchers, with few administration staff. A few faculty members affiliated with other universities in Japan also attended the seminar. Most participants expressed overall satisfaction with the presentations and 68.2% would likely recommend this type of event to their colleagues.

While four participants were dissatisfied with the usefulness of the information provided, most participants found the seminar useful. Comments such as "this was very helpful" and "This was excellent! Even though I am working on getting out of the education field, I appreciated that the information was still useful to me." show participants' satisfaction with the event. A few participants suggested the need for more seminars like this that would provide more information about the different categories of a Kakenhi proposal, as well as more information about international collaboration funds. Some suggested topics for future events are: academic writing for L2 learners of English and how to manage people across cultures.

For the CEGLOC FD Committee
Editing and Survey Coordinators

FD Event 4, 2020

Title: Sharing the Online Teaching Experience II
Date: Friday September 25, 2020, 9:00-10:00
Venue: Online, University of Tsukuba
Organizer: Center for Education of Global Communication FD Committee

Introduction
On September 25, the CEGLOC FD Committee held its second Zoom session to exchange views and experiences on current online education practices. The event objectives and activities were similar to those of the second FD event.

Program
A total of nine faculty participated in small group discussions in two breakout rooms. Each group then reported on their discussions in the main session, followed by a discussion session with all participants. The main points of the discussion were as follows:

Small group report and comments

Group 1
The four members of the group, using platforms such as Line, Zoom, manaba, Teams and Flipgrid, discussed effective methods of pronunciation practice, ways to increase the rate of homework submissions, and issues that are difficult to track such as learners' progress. For pronunciation practice, we suggested splitting the classes into half synchronous and half asynchronous classes, providing direct feedback in real time, and having students practice in groups of three or four. As for the third topic, it was suggested that students should be able to see their writing on the screen and submit their photo files via OneDrive.

Group 2
The second group discussed the difficulties of classroom management due to the discrepancy between students who prefer synchronous teaching and those who prefer asynchronous teaching, ensuring privacy, and how to handle presentations. The use of Flipgrid was suggested as a solution, and its functions and usage were explained.

Reconvened group discussion
Following the group reports, an all-participant session was held to openly discuss pronunciation instruction and feedback. Finally, the event organizers explained how to use Respon on manaba for mini-surveys and held a question and answer session.

Although the number of participants was smaller than the second session, we hope to continue to exchange ideas and opinions, especially with new teachers.

It was decided to consider holding similar events as a place to exchange information.

For the CEGLOC FD Committee
Editing Coordinators

FD Event 5, 2020

Title: The 4th CEGLOC Conference. Language Education in 2020: Emergency Remote Teaching and Blended Learning
Date: Saturday December 5th, 2020, 9:40-18:30
Venue: Online, University of Tsukuba
Organizer: Center for Education of Global Communication FD Committee
Co-organizers: JALT CALL SIG and the JALT Ibaraki Chapter

Introduction

Moving instruction online can enable the flexibility of teaching and learning anywhere, anytime. However, the speed with which this move has taken place as a response to the spread of COVID-19 in Japan and in the world is unprecedented.

Compared to teaching practices that are planned and designed from the beginning to be online, emergency remote teaching (ERT) is a momentary shift of a traditional instructional delivery to an alternative delivery mode due to crisis circumstances. As we have seen in recent months such a shift involved the use of fully remote teaching practices that would otherwise be delivered face-to-face or as blended courses.

This conference aimed to provide a platform to share ongoing research, and exchange ideas as well as recent experiences concerning emergency remote teaching and blended learning, especially in relation to foreign language acquisition. Topics included a discussion on modality (fully online vs. blended), student-instructor communication synchrony, pedagogic practice (expository, exploratory or collaborative), instructor and student roles online, the role of online assessments, instructor and peer feedback, students' social interactions online and other related practices.

Program

| 09:40 09:50	Connecting through Zoom **(Zoom) Access to Main room**			
09:50 18:30	**Breakout room 5** – Help desk (throughout the day) **Breakout rooms 6~10** – Lounges 1~5 (throughout the day)			
09:50 10:00	**(Zoom) Main room** – Plenary – Opening Address: Prof. Toshinobu Usuyama, Chair of the Center for Education of Global Communication (CEGLOC), the University of Tsukuba			
	Breakout room 1	**Breakout room 2**	**Breakout room 3**	**Breakout room 4**
10:00 10:30	G. Cihi Measuring the Effects of TGT Cooperative Learning on Online Vocabulary Acquisition	M. Ismailov Assignment Design for Emergency Remote Classroom: Effects on Student Motivation and Learning	M. deBoer Fold of Folds: A Conceptual Model for Zooming your Classes	M. Sekiguchi 2つのタイプのオンライン授業の方法：Hybrid と Face to Face
10:35 11:05	J. Laurier Social Distancing Does not Mean Socially Distant: Showing How ERT Can Help Develop a Community Environment	M. Gale & S. Kapala Challenges and Improvements for Remote Learning in a Japanese University Context	Y. Coaxum Enhancing Grammar Accuracy & Confidence through Podcasting	Y. Takano Perspectives of Students and Parents: How Remote Project-based Language Learning Helps Learners

11:10 11:40	N. Yamada The Pandemic and New Opportunities in Language Courses for Media Literacy Instruction	A. A. Tohei Creating an Asynchronous Emergency Remote Classroom for Low Level First Year Learners	P. Raine TeacherTools.Digital: Digital Assignments for 21st Century Teachers (Commercial)	A. Drought Emergency Online Learning: Success Story and Lessons Learned (Commercial)
11:45 12:35	**Main room** – Plenary – Keynote 1: Jennifer Parker, Instructional Designer for Graduate Programs, Pepperdine University Increasing Student Engagement in Flipped Online Learning			
12:35 13:30	**Lounges 1~5** Lunch break		**Main room** Discussion with Keynote Speaker 1 – Jennifer Parker (**12:35-13:15**)	
	Breakout room 1	**Breakout room 2**	**Breakout room 3**	**Breakout room 4**
13:30 14:00	A. Busso Using Padlet to Enhance Online Collaboration	P. Yang To Kahoot! or not to Kahoot!? An Investigation of College Learners' English Vocabulary and Collocation Performance	A. Innes Teacher Detection of Machine Translation in Student Work	T. Shiroyama Task-Based Language Teaching (TBLT) in CALL Framework
14:05 14:35	K. Wrobetz Avoidance or Integration? Handling Automatic Translation Software in Online EFL Courses	R. Ohata 日本語習得研究における オンライン調査法の一考察	S. Warfield & C. Journeaux Social Presence in Online Learning; the Role of Feedback	R. Remmerswaal & R. Barington Teacher and Student Perceptions of Auto-graded Assignment Efficacy
	Break			
14:45 15:15	**Cancelled:** S. Fathali An Exploratory Study of Barriers and Opportunities of Shifting to Online Education: A Case of Iranian EFL University Students	R. Vanbaelen Learning Management Systems during Emergency Remote Teaching: The Need for Continuous Adjustment to the Target Group	A. Kovalyova Impact of COVID-19 on the Learning Preferences of EFL Learners and Attitude towards Online Education	
15:20 15:50	G. Carloni Foreign Language Education and Digital Learning in a Time of Crisis: Challenges and Affordances	M. Nealy Benefits and Deficits of Online Learning in the English Language Classroom	H. Woodward & L. Padfield Asynchronous Online Debate Preparation Using Kialo Edu	
	Main room - Break 15:50 - 16:00			
16:00 16:50	Plenary – Keynote 2: Assoc. Prof. Betsy Lavolette, Kyoto Sangyo University From Emergency Remote Teaching to Online Learning: The Role of Professional Development			
	16:50-17:30 Discussion with Keynote Speaker 2 – Betsy Lavolette			
	17:30-17:45 Closing Remarks – Cecilia Ikeguchi, JALT Ibaraki Chapter			

Participant feedback

The conference was attended by 89 people: educational staff, researchers, graduate students and others, not only from Japan but also from countries like Vietnam, USA, UK, Philippines and Indonesia. A large majority reported that they found the conference useful and were overall satisfied with the event. In the survey they completed, they cited reasons such as "The conference was a mine of knowledge. It gave me fresh, brilliant ideas that I could apply to my

own teaching context", "I like that it is teachers that are presenting." and "Very well-run conference!". Though most participants found the conference duration adequate some expressed that they would have liked access videos of sessions they could not attend. We also received a variety of suggestions for future topics ranging from 'learner agency' to 'copyright infringement laws', with a number of participants suggesting we conduct more workshops.

Photo
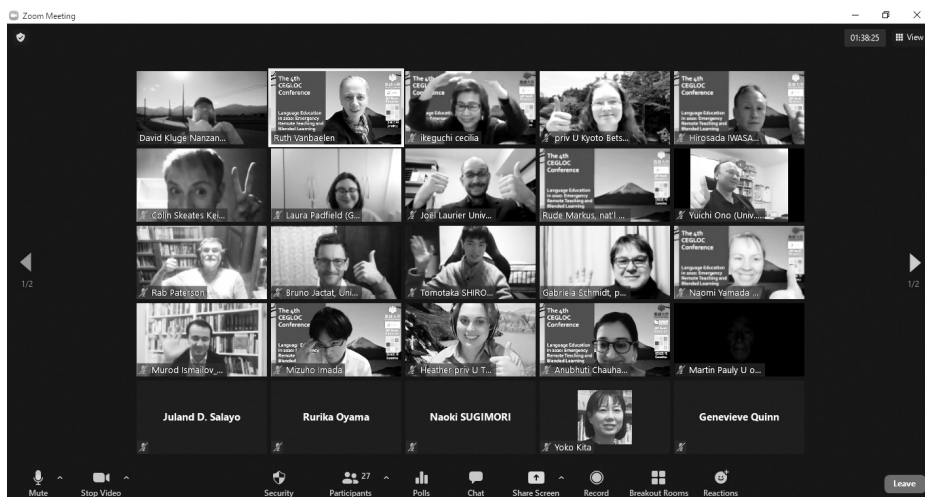
A merry crowd!

Acknowledgements

For the CEGLOC FD Committee
Editing and Survey Coordinators