



Doshisha University Faculty Development Handbook

FD

Foreword

On this occasion of FD Handbook publication

Director, Center for Learning Support and Faculty Development

“Education quality assurance” is an emerging issue surrounding the present higher education in Japan. It was first raised in the Central Council of Education’s report “For the development of undergraduate program education” in 2008, and since then there has been a strong demand for each university to enhance its undergraduate program as the learning environment for realizing student development based on its education philosophy and objectives. In its report in 2012, the Central Council of Education published a message that a university education reform that enables students to acquire the ability to cope with and survive the era of unpredictability would be the basis for consolidating the lives of students and the future of Japan, and that the promotion of qualitative shift of undergraduate education is crucial for that purpose. Another new aspect in this report was its clear indication that securing sufficient learning time is the starting point for ensuring independent learning of students, and that the responsibility for the improvement of undergraduate education is on each university.

At Doshisha University, the Learning Commons opened in 2013 as part of the measures to encourage independent learning of students and secure sufficient amount of time for learning outside the classroom. The Learning Commons offers a variety of learning support services which are expected to enhance student learning in and out of the class. If we define independent learning as “students’ independent engagement in learning, with a clear sense of purpose instead of a passive attitude, toward some form of accomplishment,” Active Learning is recently gaining attention as a strategy to facilitate such independent learning. It is based on the promotion of shift of the central objective of education activities from “what to think” to “what ability to acquire,” and the increasingly shared notion that interactive active learning is effective in such shift. Along with the traditional classroom lecture, typical methods of active learning such as first-year education, project-based education, presentation and PBL are becoming common.

In order to cultivate in students the thinking ability, creativity and problem inquiry ability required to deal with problems they face in the real world that are complex, diverse and have more than one right answer, faculty members are expected to conduct an interactive class based on discussions and student presentations and encourage students to actively engage in learning before and after class, seeking materials and literature on their own. Also, with the ongoing universalization of higher education, it is becoming increasingly difficult for university entrance examination to keep its function of maintaining the level of new students as before. Accordingly, the recent trend is that universities are expected to educate students with diversified academic abilities and goals and assure the quality of higher education at the point of their graduation. In addition to the firm establishment of a diploma policy, a curriculum policy and an admission policy both at the university level and in each faculty, assessment of more specific learning outcome is the new added aspect in education quality assurance.

The Center for Learning Support and Faculty Development has taken various measures to promote education quality assurance, such as a range of learning support at the Learning Commons, introduction of the course numbering system in the entire university, and promotion of education IR for grasping the learning outcome. This handbook is published as part of the education quality assurance as well. In order to enhance independent learning of students through active learning, we hope that the examples of education improvement and education methods introduced in this handbook will give you some hints for your class improvement and education practice.

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01

Basic Policy of FD at Doshisha University

1. FD at Doshisha University

TOPIC/ About Course Numbering

2. Education Philosophy and Doshisha University Educational Goals

- Founding spirit/ Education Philosophy/ Educational goals
- Doshisha University Educational Goals

3. Doshisha University Education Ethics Standards

4. Standards for Establishing Universities and the Educational Structure of Doshisha University

- Making faculty development compulsory
- Publication of education and research purposes
- Grounds for assigning number of credits
- Grounds for requiring 15 classes per semester
- Clear indication of grade evaluation standards etc. in syllabus

5. Faculty Development from the Perspective of Learning Support

6. Enhancement of Graduate School Education

- Teaching Assistant Workshop
- Graduate School Common Basic Subjects

7. Observing the Learning Status of Students ("Questionnaire Survey on Campus Life")



1. FD at Doshisha University

Definition of FD at Doshisha University

FD at Doshisha University is defined as “all activities systematically conducted on the basis of the founding spirit and the education philosophy, through the collaborative efforts of the faculty and employees, in order to realize the individual growth of every student and to enhance and improve the education provided by Doshisha University, so that its education objectives, as well as the education policies and objectives set forth by each faculty, school, graduate school and center, may be achieved.”

Doshisha University has three education philosophies, of “Christian principles,” “liberalism” and “internationalism.” The university aims to foster individuals who use their knowledge and abilities as conscience dictates to contribute to society. Using these education philosophies as the backbone, each has established its own faculty, school and departmental curriculum with its respective specialties, incorporating content appropriate to conferring the bachelor’s degree upon all graduates at completion. In the case of Doshisha, each faculty, school and department has a high level of independence; the curriculum content therefore varies greatly for each faculty, school and department. However, courses offered by the Center for General and Liberal Education and the Center for License and Qualification are interdisciplinary classes, and some departments offer minors as well. Within the university are the vertical axis of curricula based on faculty/school/ department specialties, and the horizontal axis of interdisciplinary curricula that transcend faculties and departments.

In realizing curricula developed by each faculty, school and department, what serves as the core are individual subjects. The faculty members in charge must first understand the positioning of each subject within the curriculum. They must also be aware of the purpose each subject serves in realizing the faculty/school/department curriculum, its relationship with other subjects concurrently taken by students, and its continuity with future subjects. Subjects for upperclassmen and subjects for lower classmen inevitably differ in content and level, and when students of different years are mixed in a classroom, that subject requires special attention to class material and content.

Once the individual subjects have been positioned within the faculty/school/department curricula, the next point of consideration is the syllabus of teaching subjects. It is important to clearly indicate to students the objective of the class, the expected progress rate, the preparations and review required for each class and the grade evaluation standards. To the students taking the class, it imparts a sense of security in knowing beforehand what they will be learning in each class and what preparations are necessary. Also, knowing the grade evaluation standards can help them in their efforts to improve their grades as much as possible. University education tends to be a one-way communication from the teaching side, but it is important for faculty members to reevaluate their teachings and classes by viewing things from the students’ perspective.

At the end of the semester, members of the faculty must provide a grade evaluation for each of the students they have taught. Doshisha University implemented the GPA system in AY 2004 to make student grades clearer and more accurate and, anticipating the increase in international students, to provide an internationally accepted form of evaluation. Implemented almost simultaneously with the GPA system was the publication via the Internet of the grade distribution; this had a great impact in many ways. Grading at universities is left completely up to the faculty,

with no set standard for grading. For the students, however, it was difficult to objectively determine whether their grades were good or bad; as to the faculty, they could not accurately judge whether their grading standards were stringent or lax. With the publishing of grade distribution, the students can now understand their grades in a relative sense, and the faculty can now easily compare their respective grade distribution with those of other faculty, enabling them to objectively review their own grading standards. Since universities offer a wide variety of courses with differing student compositions, the use of relative evaluation is of course inappropriate. However, after the commencement of grade distribution publication, the faculty began voluntarily reviewing their own grading standards. According to the faculty questionnaire survey conducted after grade distribution publication, 45% responded they had “changed their grade evaluation standards” in one way or another.

Since “education” takes place in communication among people, both the impression of the teachers and the feelings of the learners are important in measuring the efficacy of education. Doshisha University publishes via the Internet course feedback submitted after grade evaluation by faculty members regarding the achievement level of class students. There is also a student questionnaire by which students can send to the teaching faculty, via the Internet, comments and opinions on the class. It goes without saying that knowing the responses of both sides reveals course improvements to be made for the following academic year. In university education, efforts to create opportunities for mutual communication between teachers and students concerning class methods will become increasingly important.

Doshisha University has a Center for Learning Support and Faculty Development, to continue providing education of the highest quality possible. The Center assesses education methods employed in universities in Japan and around the world to discover and introduce progressive approaches, the additional aim being to unite the entire faculty in realizing the ideal Doshisha education through active communication with students.

TOPIC

About Course Numbering

Course Numbering

Doshisha University has implemented the Course Numbering System since AY 2015. Already a common system in Western universities, the Course Numbering System assigns to every course offered a number that indicates the academic field of the course, its level and position in the curriculum. It is expected to enable faculty to find overlapping content between courses while they overview the curriculum and organize each class, facilitating constant review of the overall curriculum.

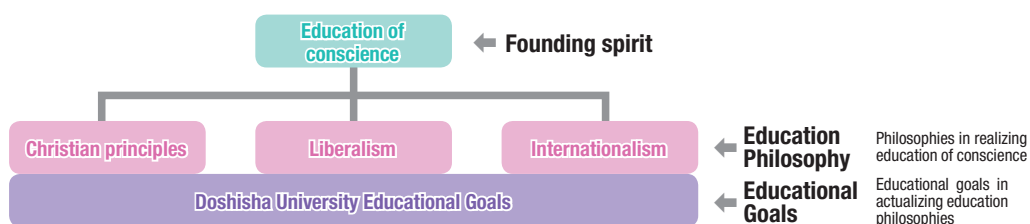
It is also useful for students as the numbering makes the curriculum structure easily comprehensible, and those going on study abroad can use it to check the compatibility of courses offered at the host institution with courses offered at Doshisha University for possible credit transfer.

- Website of the Center for Learning Support and Faculty Development [Course Numbering]
<http://clf.doshisha.ac.jp/numbering/numbering.html>

2. Education Philosophy and Doshisha University Educational Goals

The founding spirit of Doshisha University is based on the education of conscience, with the aim of fostering individuals who use their knowledge and abilities as conscience dictates to contribute to society. To realize this education of conscience, Doshisha University has upheld, since its establishment, the three philosophies of “Christian principles,” “liberalism,” and “internationalism.” Doshisha University Educational Goals is the clearly written description of an ideal person embodying these three philosophies, to be fostered through our education.

Founding spirit/ Education Philosophy/ Educational goals



Doshisha University Educational Goals

- **Development of high moral standards and well-rounded character**

Doshisha University develops individuals of respectable character who have high moral standards and broad range of knowledge.

- **Development of ability to think and act independently**

Doshisha University develops independent individuals who can find and solve problems on their own using their critical and scientific mind.

- **Development of eagerness and ability to make lifelong contribution to society**

Doshisha University develops individuals who have lifelong commitment to search for truth and make contribution to civil society.

- **Development of language skills and capability to adapt to international society**

Doshisha University develops individuals who can play an active role in international society with their excellent command of foreign languages.

- **Development of liberal mind**

Doshisha University develops individuals who can accept diversity of values and contribute to world peace.



Reference URL

- The founding spirit and Joseph Hardy Neesima
<http://www.doshisha.ac.jp/information/history/neesima/neesima.html>
- Education of conscience and education philosophy
http://www.doshisha.ac.jp/information/history/educational_ideal.html
- Doshisha University Educational Goals and policy on degree conferment, policy on curriculum organization and implementation
http://www.doshisha.ac.jp/information/overview/educational_goal.html

3. Doshisha University Education Ethics Standards

As part of the activities for improving education quality, Doshisha University sets its code of conduct to accord with education activities in the “Doshisha University Education Ethics Standards.” Those involved with education at Doshisha University, such as full time faculty, part-time and temporary lecturers, and employees are expected to comply with these standards when engaging in education activities.

Doshisha University Education Ethics Standards

Established May 27, 2006

Revised June 30, 2007

Revised March 20, 2015

Preface

With the university educational environment changing, Doshisha University established the “Doshisha University Education Ethics Standards” for the purpose of diligently continuing to fulfill the educational mission of Doshisha University.

(Founding Spirit of the University, and Educational Philosophy)

Article 1. Doshisha University shall strive to continue the founding spirit of the university to provide a moral education, and to pursue its educational mission through transmission of its educational philosophies of Christianity, liberalism, and internationalism to the faculty, administrative staff, and students.

(Awareness for Educational Activities)

Article 2.

1. Faculty shall have a professional awareness for educational activities.
2. Faculty shall diligently strive to inspect and improve its educational methods and content, etc.
3. Faculty shall perform appropriate class management and open and fair grade performance evaluations.
4. Administrative staff shall diligently strive to support the educational activities of Doshisha University.
5. Faculty and administrative staff shall use language appropriate to professionals associated with education.
6. Doshisha University shall provide organizational support for the smooth operation of educational activities.

(Respect for Student Character and Human Rights)

Article 3. Faculty and administrative staff shall show respect for student character and human rights. In addition, Doshisha University shall adopt all necessary measures for facilitating respect for student character and human rights.

(Responsibility for Explanation of Educational Activities)

Article 4. Doshisha University shall assume responsibility for explanations as needed to students, to interested parties, and to third parties, that educational activities are being appropriately implemented.

(Administration)

Article 5. Administration of these standards shall be handled by the Office for Ethics Review.

(Standards Improvement or Elimination)

Article 6. Improvement or elimination of these standards shall be determined by the President, after deliberations at the Ethics Review Committee and the Committee of Deans and Directors.

Supplementary Regulation

These standards shall be implemented from April 1, 2015.

4. Standards for Establishing Universities and the Educational Structure of Doshisha University

All education activities at Doshisha University are conducted in compliance with the Doshisha University School Regulations, the Doshisha University Graduate Schools Regulations, the Doshisha University Professional Graduate School Regulations and the Doshisha University Law School Regulations.

These university regulations have been established pursuant to national laws and regulations, such as the School Education Act, the Ordinance for Enforcing the School Education Act, Standards for Establishing Universities, Standards for Establishing Graduate Schools and Standards for Establishing Professional Graduate Schools.

Of these national laws and regulations, explained here is the relationship between the education system of Doshisha University and Standards for Establishing Universities, a Ministry of Education, Culture, Sports, Science and Technology ordinance established for the purpose of maintaining the level of university education activities.

Making faculty development compulsory

Article 25-3. A university shall conduct organized training and research to improve the content and methodology used to give classes at said university.

Doshisha University has established the Center for Learning Support and Faculty Development to plan and develop all-university education measures, as well as to promote and support continuous improvement of education activities. The Center for Learning Support and Faculty Development liaises on a daily basis with FD committees in each faculty/school/ graduate school/center to inspect education content and methods, at the same time as deliberation on measures to improve education so as to maintain and increase our education level.

Publication of education and research purposes

Article 2. A university shall define its purpose in regard to fostering human resources and its additional purposes of carrying out education and research for each faculty, department or course in its school regulations etc.

Doshisha University allows each department of faculties and each major of graduate schools to set their own objectives as concerns the fostering of human resources and their other purposes of education and research. These are indicated and publicized in the School Regulations, Graduate School Regulations, Professional Graduate School Regulations and Law School Regulations.

Grounds for assigning number of credits

Article 21. The number of credits for each class subject shall be determined by the university.

(2) When determining the number of credits as per the preceding paragraph, a class subject for one credit shall normally be organized to contain content that requires 45 hours of learning, the number of credits to be calculated based on the following standards, in light of the educational effects of said class and required learning other than that during class hours, in accordance with class methods:

- (i) regarding lectures and seminars, one credit shall consist of classes conducted for the number of hours determined by the university, between 15 and 30 hours;
- (ii) regarding experiments, practical training and skills practice, one credit shall consist of classes conducted for a number of hours determined by the university, between 30 and 45 hours; provided, however, that regarding skills practice classes in artistic fields, one credit shall consist of classes conducted for a number of hours as determined by the university;
- (iii) when using for one class subject two or more methods of either lecture, seminar, experiment, practical training and skills practice, one credit shall consist of classes conducted for a number of hours as determined by the university in light of the standards prescribed in the preceding two items, in accordance with the combination of such methods.

- (3) Notwithstanding the provisions of the preceding paragraph, regarding class subjects, such as graduation theses, graduation research and graduation products, when it is deemed appropriate to grant credits by evaluating the achievement of such learning, the number of credits may be determined in light of said learning etc. necessary for these activities.

The Doshisha University School Regulation does not clearly indicate standards for assigning the number of credits for each subject, but for most courses, the calculation is one credit per 15 hours of learning for lecture- and seminar-format subjects, and one credit per 30 hours of learning for experiment, practical training and skills practice subjects. As with many other universities, Doshisha University counts one 90-minute period as two hours of learning. For lecture-format subjects having 15 classes per semester, this equals 30 hours of learning; therefore, two credits are given. What must be taken into account is that in Article 21 Paragraph 2 of the Standards for Establishing Universities, it is stipulated that “a class subject for one credit shall normally be organized to contain contents that require 45 hours of learning.” This means that 90 hours of learning is required in order to give two credits. In other words, in addition to the 30 hours of learning in class, 60 hours of learning must be received outside of class. Therefore, the faculty is asked to indicate in the syllabus the learning to be received outside of class.

Grounds for requiring 15 classes per semester

Article 22. The term during which classes are conducted in a year shall be 35 weeks, in principle, including the terms of regular examinations etc.

Article 23. Classes of each class subject shall be conducted using 10 weeks or 15 weeks as a unit; provided, however, that this shall not apply when deemed especially necessary from an educational standpoint and sufficient educational effect is anticipated.

We conduct 15 classes per semester. This is because the term of classes is stipulated in Article 23 of the Standards for Establishing Universities. Also permitted in this article is a term unit of 10 weeks, but this applies only to three-semester systems, and since Doshisha University has two semesters (spring and fall), classes must be conducted for 15 weeks. Please note that the final examination may not be conducted during these 15 weeks. This is because Article 22 of the Standards for Establishing Universities stipulates that the term during which classes are conducted in a year shall be 35 weeks, including the terms of regular examinations. By interpretation, this is achieved through 30 weeks of classes: 15 in the spring semester and 15 in the fall semester, and a 5-week regular examination term.

Clear indication of grade evaluation standards etc. in syllabus

Article 25-2. A university shall present to its students a clear outline of the methodology used to give classes, the contents of classes, and a class schedule for the year.

- (2) A university shall, when assessing its students' academic achievement and approving their graduation, present the students with a clear outline of the standards thereof, in advance, so as to ensure objectivity and rigor, and shall conduct an assessment and approval process appropriately in accordance with said standards.

Pursuant to the Standards for Establishing Universities, Doshisha University indicates the course schedule for each class, as well as the grade evaluation standards, in the syllabus given to students prior to commencement of classes. Also, as a general rule, faculty are required to follow the course schedule indicated in the syllabus, and to evaluate grades in a strict manner.

5. Faculty Development from the Perspective of Learning Support

Doshisha University opened Ryoshinkan Learning Commons in April 2013. A learning space with a total floor area of 2,550m², it is remarkable for being located at the center of a classroom building. This is because it was established with an intention for it to function as an easy-to-access space of active learning for both students and faculty. The change in learning environment is expected to bring about changes in the way students study and the way teachers conduct class and give assignments, which potentially leads to improvement of academic performance.

However, preparation of facility is not sufficient enough to change the learning environment: enhancement of study programs and seminars should also be undertaken at the same time. Specifically, at the Ryoshinkan Learning Commons, faculty members who are appointed as Academic Instructors and graduate students who are called Learning Assistants (LA) are offering learning support services such as “Academic Skills Seminars” and “Learning Consultation.” We believe that students enhance their learning opportunities by making use of these seminars and learning consultations during the four years from first year education until they write a graduation thesis. On the other hand, Academic Skills Seminars may also be useful for faculty members who are not sure of how to teach basic academic skills to students. There would be quite a few faculty members who have experienced difficulty in teaching basic skills because they were too basic. Sorting out their thoughts about basic academic skills through these seminars may give hints for the management of the subjects they teach.

A few years of operation of Ryoshinkan Learning Commons has revealed next steps to take; one of which is the development of a collaboration model with faculties and schools. Already put into practice on a trial basis is a faculty’s attempt of facilitating learning outside class, in which the teacher encourage students to participate in Academic Skills Seminars and other programs and give additional points on the grade for a regular subject for those who submitted the certificate of attendance to such programs and an accompanying report. This is only an example, but further enhancement of faculty development based on learning support is expected though expansion of such attempts to the entire university and development of various collaboration models with many faculties.

[Academic Skills Seminars (examples)]

No.	Seminar Title	Overview
1	How to read academic literature	Students learn how to read pieces of literature with their task and theme in mind through a short lecture and practice.
2	Expanding ideas	Using a mind map and search engine, students learn how to generate ideas for writing a paper or an essay.
3	Effective writing	Students learn how to compose a convincing piece of writing through a short lecture and practice.
4	Structuring a presentation	Students learn the effective structure and delivery of presentation through examples.
5	Bringing up ideas in a group	Students learn how to bring up many ideas in group work and how to narrow them down through a lecture and practice (minimum 3 participants required).
6	Using social media for academic purposes	Students learn how to collect information on the Internet semi-automatically using tools such as SNS.
7	Structuring a paper	Students learn the basics of writing a paper, from deciding a theme to planning the structure.
8	Taking notes	Taking notes as you listen and read – this seminar teaches university-level note-taking and summarizing method which is different from that at high school.
9	Designing a poster	Using common tools, this seminar introduces tips and techniques necessary for poster presentation, including samples.

No.	Seminar Title	Overview
10	How to prepare a presentation outline	An outline is an essential part of student presentation. Students learn important points in preparing a presentation outline through a short lecture and practice.
11	Citation rules	Why citation is important and what types of citation are there? Students learn the correct citation rules to avoid falling into "copying and pasting."
12	Tips for using Learning Commons	This workshop introduces tips for making use of the Learning Commons from the point of view of participants.
13	How to search for information	How do you search for information when you have no idea where to look, and how do you use the information? Students learn the information search method truly needed at university.
14	How to read and make figures and tables	This seminar explains the meaning of graphs and their appropriate use, as well as how to read numbers in figures and tables and how to make them.
15	Writing an e-mail	Whether e-mailing a teacher or making an appointment with the subject of investigation, students learn how to write a formal email message.



Reference URL

- Website of Ryoshinkan Learning Commons
<http://ryoshinkan-lc.doshisha.ac.jp>

6. Enhancement of Graduate School Education

Teaching Assistant Workshop

The Doshisha University Teaching Assistant (TA) System offers outstanding graduate students opportunity to gain teaching experience so as to encourage their independence as a teacher, researcher or specialist in other areas.

Since AY 2011 the Center for Learning Support and Faculty Development holds a workshop every year for graduate students who are newly appointed as TA, explaining the definition and purpose of the TA system, duties and obligations, and administrative procedures, as well as introducing experiences of junior faculty members who formerly worked as TA. This workshop is also open to faculty and staff and would be useful for faculty members employing TAs.

Graduate School Common Basic Subjects

The Graduate School Education Panel of the Center for Learning Support and Faculty Development conducted the "Survey on Career Vision" on all graduate students in AY 2014. In response to the results showing that many graduate students want the university to offer basic subjects useful for their future career development, the "Graduate School Common Basic Subjects" that are open to graduate students in all academic disciplines have been offered on a trial basis since AY 2015.



Reference URL

- Website of the Center for Learning Support and Faculty Development [TA Workshop]
<http://clf.doshisha.ac.jp/ta/ta.html>

7. Observing the Learning Status of Students ("Questionnaire Survey on Campus Life")

The Doshisha University Center for Learning Support and Faculty Development conducts the Questionnaire survey on campus life to observe the learning status of students. The purpose of this survey, which targets all students who have just finished their first or third year, is to collect information on their status of learning after enrollment as well as their comments and opinions on education so that the faculty and employees can gain an understanding of the actual status of students, and discover ways to improve the education offered at Doshisha University.

If we look at the example of "Learning Behavior of First-year Students (from AY 2014 survey)," the results reveal that 60% of first-year students "use the Learning Commons" and 53.5% "discuss the class content with fellow students" (both the total of "occasionally" and "frequently").

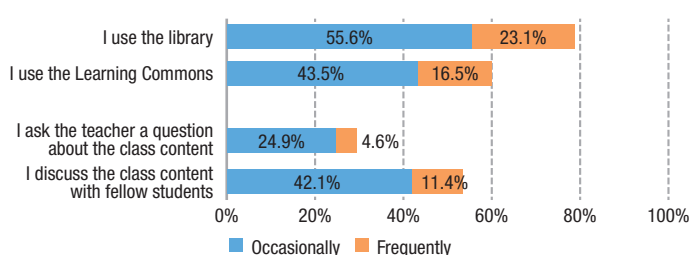


Figure: Learning Behavior of First-year Students

It is obvious that students engaging in learning behavior shown above more frequently demonstrate higher academic performance (GPA etc). But a student's academic performance cannot be measured just by his/her motivation toward learning; as students were admitted to Doshisha University through different screening methods, it is easy to expect some

differences in their academic abilities up to high school, and such differences may influence their academic performance in university. Also, many of the students do not just study but also participate in club activities, and participation in such activities may also influence their academic performance. Considering such status of students, it is not enough to simply examine the relation between learning behavior and academic performance; we must also consider how the difference in screening method and participation in (or lack of) club activities are involved in that relation. Effective use of the "Questionnaire Survey on Campus Life" enables evidence-based analyses from various perspectives, which are expected to be useful data for faculties and schools in their efforts for education improvement.

The tally results of this survey are distributed to all full-time faculty members as "Mid-term Report" and to each faculty, school and center as "Report on Survey Results." Some of the tally results are also available on the website of the Center for Learning Support and Faculty Development. These reports also indicate tally results by faculty/school, and the following thematic analyses are conducted using the survey results.

- "Screening methods and academic grades" (AY 2012)
- "Relation between club activities and academic grades" (AY 2013)
- "Relation between use of learning environment and sense of improvement in logical thinking – Focusing on students' learning habits" (AY 2014)

It goes without saying that such surveys do not immediately result in improvement of education. However, it may provide a meaningful resource grasping the student status from the perspective of quantitative data analysis. Such resources provide significant hints for considering and deliberating education at Doshisha University.



Reference URL

- Questionnaire survey on campus life
<http://clf.doshisha.ac.jp/investigation/investigation.html>

02

Preparing the Syllabus

1. What is a Syllabus ?

- A Syllabus is a contract between students and faculty
- Syllabus within the curriculum
- Plan-Do-Check-Action(PDCA)and syllabus
- For a better syllabus

2. Points of Note When Preparing a Syllabus

- Making changes to the syllabus after course commencement

3. Writing and Checking the Syllabus

- Syllabus content guidelines

4. Syllabus Examples

- School of Theology (Lecture type)
 - Faculty of Policy Studies (Seminar type)
 - Department of Information Systems Design, Faculty of Science and Engineering (Lecture type)
 - Faculty of Health and Sports Science (Lecture type)
 - Faculty of Global Communications (Foreign language)
- TOPIC/ About Preparing the syllabus



1. What is a Syllabus ?

A Syllabus is a contract between students and faculty

A syllabus is created in order to familiarize the students with the class policy and learning schedule. The syllabus used in Japanese universities generally follows the format commonly used in the U.S., indicating most of the information necessary for the students to register and earn credits for the course, such as course objectives, course targets, offered semester and duration of course, text material used, course goals, matters requiring preparation and review outside of class, method and standards of grade evaluation, how to contact the faculty in charge, and schedule for each class. Students use the syllabus to select and register their courses during the registration period. In other words, a syllabus is an indispensable tool for students taking a class, and can be considered a contract between students and faculty. Since it is like a contract, both students and teachers are obliged to fulfill its terms. There are merits if both parties meet their obligations; the students can understand beforehand what they must do to prepare for the course, and the standards of evaluation to be used; the teachers can follow a well-written syllabus without causing delays in schedule, and registration becomes easier with clear indication of achievement standards and grade evaluation standards.

Syllabus within the curriculum

Individual lectures at a university are a part of the curriculum, which is a larger framework of the scholastic system. A faculty member must therefore take into consideration the relationship between his/her subjects and others, and be conscious of interweaving the warp and woof of various courses (subject hierarchy) when creating the syllabus. A self-contained syllabus may cause course alienation from the scholastic system.

Plan-Do-Check-Action (PDCA) and syllabus

The syllabus is considered a public document of accountability; within it is the PDCA cycle. Subject objectives and appropriate course schedule are [1] Plan (set goals), followed by [2] Do (execute), which involves fulfilling requirements per credit (course management pursuant to the syllabus and clarification of grade evaluation standards), [3] Check (inspection) which involves increased stringency in grade evaluation (checking of evaluation results by students, faculty in charge and colleagues), and [4] Action (improvement) which involves improving individual education content and methods, curriculum organization (syllabus within the curriculum), general organization management etc. By continuously implementing the PDCA cycle, improvement of entrance (policy on accepting new students) and exit (degree conferment policy) also enter the picture.

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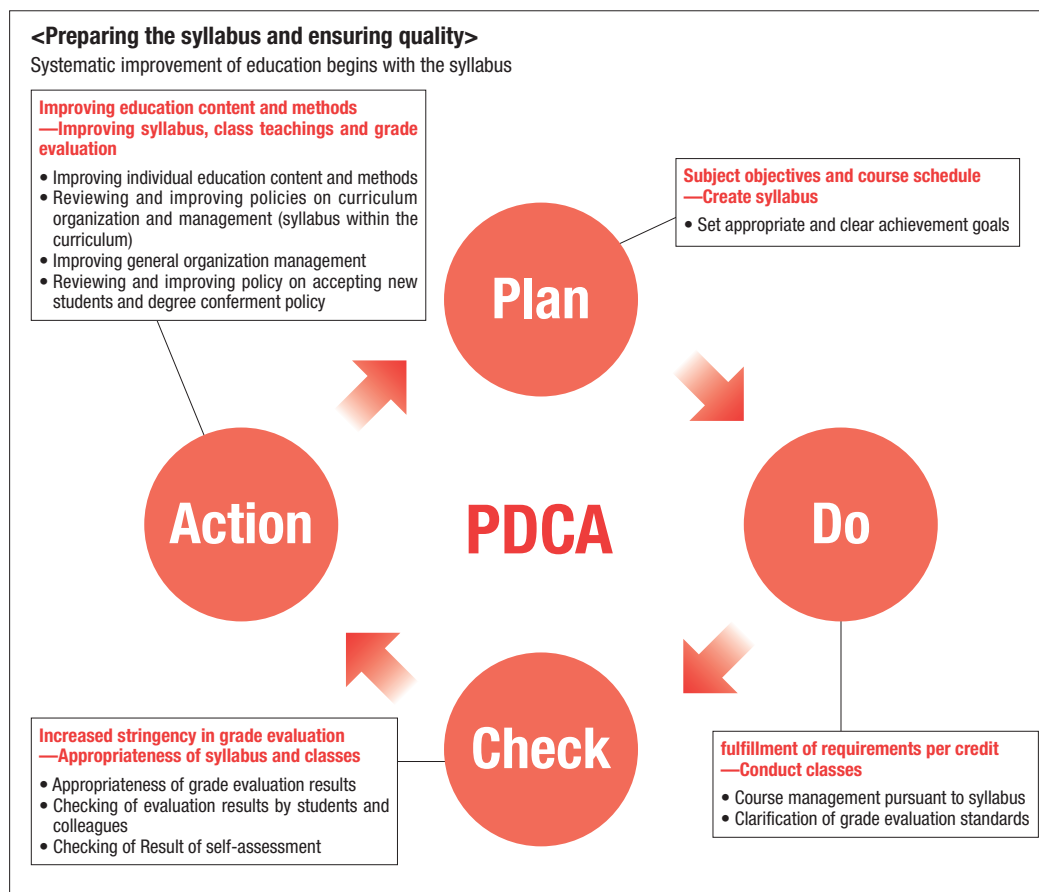
Preparing the Syllabus

03

Various Class Formats

04

Examination, Grade
Evaluation, Feedback



For a better syllabus

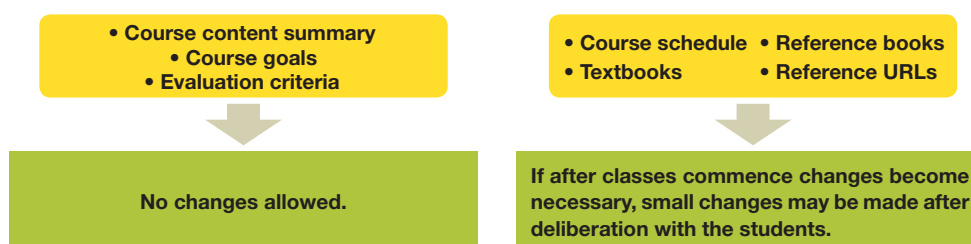
There was a time when university lectures were unidirectional communication from the professor, with no dialogue. However, since the deregulation of the Standards for Establishing Universities bi-directional communication between students and teachers, such as in syllabus preparation, has gained importance. The syllabus is now no longer just part of student services, it is an inducement for both students and teachers to be responsible in making the course successful. This also helps correct students' ungrounded assumptions and teachers' self-righteousness. If such problems occur after classes have commenced, it is necessary to remedy them; at times, with permission from the students, it may even become necessary to make drastic changes to the course schedule. Also, if problems become clear, the syllabus for the subsequent academic year must be revised (PDCA cycle). A good syllabus is created by both students and teachers.

2. Points of Note When Preparing a Syllabus

Syllabus content must enable students to grasp the overall picture of the course, as well as to understand, in as much detail as possible, the content of each class, grade evaluation standards etc. Doshisha University sets syllabus guidelines so as to upgrade the syllabus for the entire school. Below, let us take a look at “Course content summary,” “Course goals,” “Course schedule,” “Assignments,” “Evaluation criteria” and “Comments on evaluation,” mandatory information in the syllabus, as well as other points to take note of when creating a syllabus, based on the guideline (see P.28)

Making changes to the syllabus after course commencement

In general, syllabus content should not be changed after classes commence.



If changes are made, be sure to familiarize the students with such changes by altering the online syllabus content, as well as distributing during class a printed notification of syllabus changes. If course schedule is expected to change during the course, it would be better to indicate so from the beginning, in the comment field of the syllabus for that subject.

3. Writing and Checking the Syllabus

The syllabus manuscript submitted by the faculty will be checked by the FD committee of each faculty/school/graduate school/center, based on the syllabus preparation guidelines. Please be aware that if, after comparison with “Syllabus content guidelines” on the right any flaws or deficiencies of information are found, you will be asked to revise and resubmit your syllabus.

Syllabus formats do and should differ, to a certain extent, depending on course format (lecture/ seminar/ foreign language /other) or academic field. Please take a look at the syllabus examples on P.18 et seq. These are provided only for guidance purposes.



Reference URL

- Syllabus online search
<http://syllabus.doshisha.ac.jp/>

4. Syllabus Examples

School of Theology (Lecture type)

Course title: Reformation in Germany

Instructor: Mika Murakami

Course code	Course title	Credits	Semester	Campus	Type
03141	○Reformation in Germany	2	Spring	Imadegawa	Lecture
Course Content Summary					
<p>The Reformation has a particularly significant meaning in the history of Christianity. However, there has not necessarily been a clear and unanimous interpretation of the event. For the Protestant Church, the Reformation was an extremely meaningful event in the history of theology as “rediscovery of the Gospel,” whereas the Catholic Church regarded it negatively as the cause of “split of the church”. In order to overcome such interpretations based on the respective churches’ perspectives and approach to a more fundamental understanding, this course offers a perspective that views the Reformation in a relative sense in the historical context. Specifically, it reveals how the Reformation, which began with Luther’s “95 Theses,” developed into a major movement of church reformation helped by various factors within and outside of the church at the time; we examine the process of how the Reformation began and developed in relation to the status of the church, politics, economy, society and thought of the time, as well as how Luther’s theology developed through arguments with people around him. Through these considerations, students will gain basic knowledge on the formation of the Protestant Church and its theology and learn that it was determined in the historical context.</p>					
Course goals					
<p>[1] Students will understand the history of central Europe from Late Middle Ages to the Reformation from various aspects including politics, economy, society and the church.</p> <p>[2] Students will learn to examine the formation and development of the Reformation from the historical perspective.</p>					
Course schedule					
Week	Content	Assignments			
1	Explanation of course content summary	Review of lecture content based on notes and distributed materials			
2	<History before the Reformation> Europe in Late Middle Ages (1) Politics and economy	Review of lecture content based on notes and distributed materials			
3	Europe in Late Middle Ages (2) Society	Review of lecture content based on notes and distributed materials			
4	Europe in Late Middle Ages (3) Humanism	Review of lecture content based on notes and distributed materials			
5	Europe in Late Middle Ages (4) Church of Rome, Pietist movement in and outside of the church	Review of lecture content based on notes and distributed materials			
6	Europe in Late Middle Ages (5) Theology	Review of lecture content based on notes and distributed materials			
7	<Beginning and development of the Reformation> Luther: course of religion	Review of lecture content based on notes and distributed materials			
8	Luther: formation of theology	Review of lecture content based on notes and distributed materials			

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9	"95 Theses" and indulgence controversy	Review of lecture content based on notes and distributed materials
10	Response of the Church of Rome and the development of theological argument	Review of lecture content based on notes and distributed materials
11	Reaction of society and the expansion of Reformation movement (1) supporters of Luther	Review of lecture content based on notes and distributed materials
12	Reaction of society and the expansion of Reformation movement (2) the process of the expansion of the movement	Review of lecture content based on notes and distributed materials
13	Theological argument within the Reformation movement (1) Law and Gospel, Eucharistic theology	Review of lecture content based on notes and distributed materials and paper preparation
14	Theological argument within the Reformation movement (2) On Free Will and On the Bondage of the Will	Review of lecture content based on notes and distributed materials and paper preparation
15	Wrap-up	Review of lecture content based on notes and distributed materials and paper preparation
Comments on the schedule		
Evaluation Criteria		
Class performance (attendance and participation in discussions)	30%	Attendance rate and participation in discussions in class will be evaluated.
Final paper examination	70%	Whether the student has considered the problem in the historical context and expressed it in his/her own words will be evaluated.
Textbooks		
Distributed in class as needed.		
Reference books		
A. E. McGrath (translated by Shun-ichi Takayanagi) "宗教改革の思想" (Reformation Thought) First edition (Kyobunkan, 2000)		
Haruo Kaneko, Saiki Eguchi "ルターを学ぶ人のために" (Luther wo Manabu Hito no Tameni) First edition (Sekai Shiso-sha, 2008)		
Reference URLs		
Remarks		

Faculty of Policy Studies (Seminar type)

Course title: Seminar I - 14 (International Finance and Development)

Instructor: Shoko Negishi

Course code	Course title	Credits	Semester	Campus	Type
70101-014	△Seminar I – International Finance and Development	2	Fall	Imadegawa	Seminar
Course Content Summary					
This course examines diverse world problems on economy, finance and development aid from various perspectives. Students acquire basic knowledge on international finance through reading relevant literature in turns and learn the basics of information processing using Excel etc. After that, debate sessions on familiar topics in economy and finance will be held as an opportunity for students to link the knowledge acquired to actual problems. Together with off-campus activities, this course is expected to serve as the starting point for students learning international finance.					
Course goals					
This course aims to equip students with basic knowledge required to participate in Seminar II-14, which will involve discussions based on video material on world economy and finance and presentations based on literature written in English.					
Course schedule					
Week	Content	Assignments			
1	Introduction	Individual preparation for presentation			
2	Information processing practice	Preparation for group presentation and individual preparation			
3	Summarizing the text and discussion (1)	Preparation for group presentation and individual preparation, write a review paper			
4	Summarizing the text and discussion (2)	Preparation for group presentation and individual preparation, write a review paper			
5	Summarizing the text and discussion (3)	Preparation for group presentation and individual preparation, write a review paper			
6	Summarizing the text and discussion (4)	Preparation for group presentation and individual preparation, write a review paper			
7	Summarizing the text and discussion (5)	Preparation for group presentation and individual preparation, write a review paper			
8	Summarizing the text and discussion (6)	Preparation for group presentation and individual preparation, write a review paper			
9	Summarizing the text and discussion (7)	Preparation for group presentation and individual preparation, write a review paper			
10	Summarizing the text and discussion (8)	Preparation for group presentation and individual preparation, write a review paper			
11	Summarizing the text and discussion (9)	Preparation for group presentation and individual preparation, write a review paper			
12	Summarizing the text and discussion (10)	Write a review paper			
13	Information processing practice	Write an information processing assignment, debate preparation			

14	Debate (1)	Debate preparation, write a paper
15	Debate (2)	Write a paper
Comments on the schedule		
To prepare for group-based text reading and presentation, it is desirable that each student reads several pieces of literature on their assigned field to deepen their understanding. The course schedule is subject to change depending on student demands or progress.		
Evaluation Criteria		
Class performance (attendance, class participation, presentation, results of group activities etc.)	40%	Attendance, Q & A, participation in discussions
Presentation in class etc.	40%	Presentation of the assigned part, debate etc.
Submitted material	20%	Papers etc.
Textbooks		
Tadao Hata “国際金融のしくみ” (Kokusai Kin'yu no Shikumi) 4 th edition (Yuhikaku Alma, 2012)		
Reference books		
Reference URLs		
Remarks		
Skills that students are advised to acquire prior to taking this seminar: reading comprehension (Japanese), composition (Japanese), presentation skill (Japanese), research skill In addition to basic reading and composition skills, the ability to have own consciousness of problems through newspaper and news is also desirable.		

Department of Information Systems Design, Faculty of Science and Engineering (Lecture type)

Course title: Digital Circuits

Instructor: Takao Tsuchiya

Course code	Course title	Credits	Semester	Campus	Type
G1002	△Digital Circuits	2	Fall	Kyotanabe	Lecture

Course Content Summary

IT technology cannot exist without hardware like computers. Also, development of advanced software requires knowledge in hardware as well. This course deals with logic circuits, which is essential in understanding hardware. It also covers the basics of hardware description language for designing hardware like software.

Course goals

- (1) Students will understand the basics of logic circuit.
- (2) Students will understand the basics of combinational circuit and sequential circuit.
- (3) Students will be able to design simple logic circuits.
- (4) Students will master the method for designing logic circuit using hardware description language.

Course schedule

Week	Content	Assignments
1	Guidance, digital and analog, binary numbers	Preparation and review
2	Basic logic circuit	Preparation and review
3	Venn diagram, Boolean algebra	Preparation and review
4	Combinational circuit, Karnaugh map	Preparation and review
5	Major combinational circuits	Preparation and review
6	Arithmetic operation circuit	Preparation and review
7	Digital IC	Preparation and review
8	Mid-term evaluation	Preparation and review
9	Pulse circuit, flip-flop 1	Preparation and review
10	Flip-flop 2	Preparation and review
11	Counter	Preparation and review
12	Designing a counter	Preparation and review
13	Memory, A/D and D/A, FPGA, HDL	Preparation and review
14	VHDL	Preparation and review
15	Wrap-up	Preparation and review

Comments on the schedule		
The course schedule is subject to change depending on the level of understanding of the students.		
Evaluation Criteria		
Class performance (class participation, presentation, results of group activities, etc.)	10%	Practices and papers may be assigned to enhance understanding of the lecture content.
Mid-term evaluation	45%	Evaluation of understanding of the basics of logic circuit
Final written examination	45%	Overall evaluation concerning logic circuit design
Textbooks		
Ken Kasuga “よくわかるデジタル回路” (Yoku Waku Digital Kairo) (Denki Shoin, 2012)		
Reference books		
Reference URLs		
Remarks		

Faculty of Health and Sports Science (Lecture type)

Course title: Coaching

Instructor: Keita Matsukura

Course code	Course title	Credits	Semester	Campus	Type
F2035	○Coaching	2	Spring	Kyotanabe	Lecture
Course Content Summary					
<p>This course familiarizes students with the necessary mindset and methods in sport instruction and coaching in order to pursue the purpose of coaching, “to guide the athlete to become who he/she wants to be.”</p> <p>Students will learn to develop and organize their own opinion on a variety of characteristics of sports, trainees and management activities through case studies and group discussions.</p>					
Course goals					
<ol style="list-style-type: none"> 1. Students will understand, through active participation in class, the philosophy needed in coaching, as well as necessary elements in each aspect of coaching: analysis, planning and execution. 2. Students will be able to self-coach their own sport activities and improve their performance. 					
Course schedule					
Week	Content	Assignments			
1	Guidance: the concept of coaching	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
2	The ideal instructor: qualities required in a coach/instructor, coaching philosophy	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
3	Necessary elements for fostering athletes: system, environment, long-term vision	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
4	Coaching style: what type of coach you wish to become, coaching tailored to individual athletes	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
5	Coaching psychology: motivating athletes, mental support	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
6	Communication skills: effective ways to express and listen	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
7	Training 1: the concept of training, how to evaluate the present performance	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			
8	Training 2: planning a training schedule, when and what kind of training to conduct	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review			

9	Coaching method in training 1: acquisition of technical elements (how to acquire techniques, relation with physical and tactical elements)	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
10	Coaching method in training 2: acquisition of tactical elements (what is a tactic, how to lead the trainee to understand it)	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
11	Coaching method in training 3: acquisition of physical elements (physical elements required for individual types of sport, how to motivate the trainee)	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
12	Risk management in coaching: types of risk in a coaching environment, necessary medical knowledge	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
13	Team management: philosophy in a team, developing a team (necessary roles and their respective duties)	Preparation (reflect on your own experience in sport in relation to the theme discussed in class), review
14	Conclusion	Review
15	In-class evaluation	

Comments on the schedule

The course schedule is subject to change depending on the number of students or other factors.

Evaluation Criteria

Class performance (attendance, class participation, results of group activities etc.)	30%	Attendance rate and group activities are evaluated.
Papers	40%	Relevance and originality are evaluated.
In-class evaluation	30%	Relevance and originality are evaluated.

Textbooks

No specific textbooks are assigned.

Reference books

Rainer Martens, translated by Toshio Omori and Shigeru Yamada “スポーツ・コーチング学—指導理念からフィジカルトレーニングまで—” (Successful Coaching) (Nishimura Shoten, 2013)
Japan Sports Association “公認スポーツ指導者養成テキスト共通科目Ⅰ・Ⅱ・Ⅲ” (Kounin Sports Shidousha Yousei Text Kyotsu Kamoku I-II-III)

Reference URLs

Remarks

Faculty of Global Communications (Foreign language)

Course title: Communicative English 2 (Intermediate)

Instructor: Yoshiyuki Nakata

Course code	Course title	Credits	Semester	Campus	Type
95014-532	Communicative English 2 (Intermediate)	1	Fall	Imadegawa	Lecture

Course Content Summary

The objectives of this class are for students to become able to listen to and grasp the rough meaning of spoken material on a topic familiar to them and to learn to express their opinions using vocabulary and phrases learned in class. By listening to BBC news, students learn an effective listening strategy and cultivate the ability to express their opinions in English using vocabulary and phrases learned. Using materials that appeared on BBC news, students are expected to 1) understand the text content, 2) practice reading aloud and pronunciation with the listener in mind, 3) practice self-expression with the listener in mind (by shadowing etc.), and 4) develop a network of vocabulary and phrases. Specifically, students are required to 1) prepare for listening assignment, 2) organize vocabulary and phrases on a notebook, and 3) prepare an essay (submit via the electronic message board) and give an oral presentation on it. Through these activities, students become aware of and analyze the level of understanding of the listener in communication and their own English ability.

Course goals

Students are expected to reach the B1 level (in listening and expression) of the Common European Framework of Reference for Languages (CEFR). Specifically;

- to understand the main point of a conversation on a familiar topic spoken in a clear and standard manner.
- to be able to speak about the student's own experience, dream, wish and goal, making sentences in a simple way.

Course schedule

Week	Content	Assignments
1	Introduction: Unit 1 Puppies at the Tower of London	Preparation for Unit 1
2	Unit 1 Puppies at the Tower of London presentations	Preparation for Unit 2
3	Unit 2 Cosplay in London presentations	Preparation for Unit 3
4	Unit 3 Shakespeare in London's East End presentations	Preparation for Unit 4
5	Unit 4 Who Owns Banksy's Street Art presentations	Preparation for the quiz and read-aloud assignment
6	Quiz 1, read-aloud reflection	Preparation for Unit 5
7	Unit 5 A Crip under the Skin presentations	Preparation for Unit 6
8	Unit 6 Houses Built from Straw presentations	Preparation for Unit 7
9	Unit 7 Paternity Leave presentations	Preparation for Unit 8
10	Unit 8 Young Voters presentations	Preparation for Unit 9
11	Unit 9 Teaching Digital skills presentations	Preparation for Unit 11
12	Unit 11 Scotland's Future presentations	Preparation for the quiz
13	Quiz 2	Group presentation

14	Quiz 3 (oral presentation)	Reflection of the presentation, preparation for the quiz
15	Quiz 3 (oral presentation), wrap-up and review	Wrap-up
Comments on the schedule		
To realize smooth progression of material in accordance with the course schedule above, be sure to prepare the material for the day. When preparing for a listening assignment, take notes of how many times you listened to the material until you reached an answer, the reason for reaching the answer and any important keywords. With regard to the essay, you may take either side of the argument, but be sure to discuss from a multifaceted perspective. Organize vocabulary, phrases, sentences and essay on a notebook. Students must not be late for or absent from class, nor talk during class.		
Evaluation Criteria		
Class performance (attendance, class participation, results of group activities etc.)	15%	Proactive learning attitude will be highly rated.
Quizzes	45%	Quizzes will be given three times during the semester (15+15+15)
Submitted material	10%	Essay, read aloud analysis
CASEC	30%	Conducted during the examination period.
Comments on the Evaluation Criteria		
The above evaluation items will be comprehensively considered in calculating the final grade. Students who fail to attend two-third or more of total class days will not be eligible to take the final examination. Taking the mid-term and final examinations is compulsory. Other details will be explained on the first day of class.		
Textbooks		
Timothy Knowles, Daniel Brooks, Yukiko Takeoka, Mayumi Tamura, Rima Uruguchi, <i>Seeing the World through the News</i> (Kinseido, 2016) 92 pages, ISBN: 978-4-7647-4015-0		
Reference books		
Reference URLs		
Eijiro (language study website) http://www.alc.co.jp		
Remarks		

TOPIC

About Preparing the syllabus

Syllabus content guidelines

The syllabus content should facilitate independent subject selection and studies by the student, therefore should adhere to the following guidelines.

- [1] "Course content summary," "Course goals," "Course schedule," "Assignments," "Evaluation criteria" and "Comments on evaluation" are mandatory information in the syllabus. The evaluation items of the "Evaluation criteria," to be included in the syllabus format, will be decided by the faculty/school/graduate school/Center FD Committee.
 - "Course content summary" shall briefly and plainly provide the overall content, aims and keywords of the subject, as well as how the classes will be taught.
 - "Course goals" shall provide specific goals in terms of knowledge, skills and attitude, written with the students as the subject, such as "By the end of the course, students will be able to..."
 - "Course schedule" shall provide, as specifically as possible, the planned content of each class throughout the course, the classes being of the total number standard for a normal academic year. If evaluation is given during class, it should be indicated as "mid-term evaluation" or "in-class evaluation" to distinguish from regular examinations.
 - "Assignments" shall provide, as specifically as possible, studies required outside of class, including class preparation and reviews.
 - "Evaluation criteria" shall clearly provide the actual percentage of weight for each evaluation item; several evaluation items must be used.
 - "Comments on evaluation" shall provide, as specifically as possible, what points will result in higher evaluation for each item of evaluation.
- [2] Be sure to always list all "Textbooks" and "Reference books" to be used for the class. When listing, always clearly indicate the publisher and year of publication.
- [3] When using websites etc., in the course, always list the website URLs under "Reference URLs."
- [4] Regarding subjects of a nature for which it is difficult to follow the above guidelines, appropriate syllabus content will be determined by the faculty/school/graduate school/center FD committee.

Checking the syllabus content

The syllabus draft will be checked by each faculty/school/graduate school/center, and if the content obviously lacks what is required by the guidelines, the faculty/school/graduate school/Center FD Committee will send to the faculty, in writing or other suitable format, a request for revision. In relation to the "Comprehensive Support Program for Private University Reform" implemented since AY 2013, there is a question about the third person review of syllabus content in the "2015 Comprehensive Support Program for Private University Reform Survey Sheet."

[For reference] 2015 Comprehensive Support Program for Private University Reform Survey Sheet (excerpt)

Type 1 "Improvement of university education based on the founding spirit"

(2) Establishment of PDCA cycle concerning the improvement of quality of education

[6] Does your university require all faculty members to clearly indicate the amount of time required for preparatory study (preparation and review) or specific study content required in place of such time in the syllabus according to the syllabus preparation guidelines? [key question]	
1 Implemented by all faculties and graduate schools and in all years.	10 points
2 Implemented by several faculties and/or graduate schools or in some years.	5 points
3 Not implemented.	0 point
[7] Does your university require all faculty members to clearly indicate the course goals in the syllabus according to the syllabus preparation guidelines?	
1 Implemented by all faculties and graduate schools and in all years.	4 points
2 Implemented by several faculties and/or graduate schools or in some years.	2 points
3 Not implemented.	0 point
[8] Is appropriateness of the syllabus content checked by a third person other than the faculty teaching the subject?	
1 Implemented by all faculties and graduate schools and in all years.	5 points
2 Implemented by several faculties and/or graduate schools or in some years.	3 points
3 Not implemented.	0 point

Changing the syllabus content after classes begin

In general, syllabus content may not be changed after classes begin. If changes are absolutely necessary, make such changes in an appropriate manner, in accordance with the rules listed below.

- [1] "Course content summary," "Course goals" and "Evaluation criteria" may not be changed.
- [2] For "Course schedule," "Textbooks," "Reference books" and "Reference URLs," small changes may be made after class begins if the faculty determines that such changes are necessary for better education, and only after consulting with the registered students.
 - When the "Course schedule" is changed, the changes must be informed to the registered students by distributing the printed syllabus in class or by revision using the online syllabus submission system.
 - If changes in the "Course schedule" etc. are expected at the time of syllabus submission due to the nature of the subject, so state in the comment field of the "Course schedule."

03 Various Class Formats

1. Class Formats That Facilitate Student Learning

- Large-hall lectures
- Seminars
- Service learning
- PBL (Project Based Learning)
- Internship

TOPIC/ Learn about other faculty members' classes

2. Originality and Ingenuity in Classes

- Case1 Facilitating use of English in class
William R. Stevenson III
Department of Education and Culture
Faculty of Social Studies
- Case2 Mutual learning between Japanese students and international students
Aya Okada
Faculty of Policy Studies
- Case3 Facilitating group work in class
Hiroshi Yadohisa
Faculty of Culture and Information Science

TOPIC/ Education activity support systems



1. Class Formats That Facilitate Student Learning

Nowadays, university education involves a variety of class styles. Introduced here are some traditional class formats of large-hall lectures and seminars, as well as some new ones.

Large-hall lectures

Traditionally, universities employed the method of one professor lecturing in front of a large number of students. Such large-hall lectures can be deemed a highly efficient class style, since a small number of faculty can educate many students.

However, keeping students interested throughout the 90-minute class time requires some sort of technique. Faculty must always keep an eye on the faces of the students to measure their level of understanding, and if their faces show puzzlement, the professor must be flexible and repeat the content, to emphasize the point. Lectures are, by nature, one-directional, but one good way to maintain student concentration is to speak out to the students, and when necessary, ask direct questions for an individual to answer on the spot.

The structure of lecture classes vary, but generally, the first ten minutes are spent on reviewing the previous class, today's class in relation to the syllabus, and some of the latest topics to interest the students. After this comes the main part of the lecture; the last 10 minutes are spent on summarizing the previous portion and preparations for the following class.

It has become common to use PowerPoint presentations in large-hall lectures. This saves the time required to write on the board, and also enables the teacher to provide visual information such as graphs, figures and photos. Distributing lesson outlines and other materials is also useful in enhancing the level of student understanding. However, this can sometimes lead to students gaining false satisfaction from copying down information provided by the PowerPoint presentation and obtaining handouts. It is important to give students opportunities to actively listen to and take notes of the lecture content as spoken by the professor.

Other methods include lectures by guest speakers involved in the course field and providing Q&A time with students, or planning a relay lecture course to approach the subject from various perspectives.

Student-teacher relationships in large-hall lectures tend to be weak. It is therefore necessary to sincerely meet with students who come after class or during office hours with questions, or to answer questions students send via email in order to respond to the enthusiasm of eager students. Another good method is to take questionnaire surveys during class, in order to reflect the honest opinions of the students onto the class.

Please keep in mind that the e-classes prepared by the university are also a very useful tool in developing communication between teachers and students in large-hall lectures.



Reference URL

- e-class

<http://eclass.doshisha.ac.jp/index.html>

Seminars

Compared to large-hall lectures, small classes can make use of many different methods and devices. Orientation and introduction may require the conventional lecture style, but other than that there are many things one can try in a small classroom.

For example, it is very effective to divide the class into several groups and give them group work assignments. This provides the opportunity for serious group discussions, improving the communication abilities of students and enabling them to state their opinions in a clear manner. Being exposed to the opinions and ideas of other members also helps broaden the minds of students. Group work requires the members to come up with a certain conclusion, and therefore fosters autonomy. The process of aggregating various opinions and drawing one conclusion from them affords an opportunity to acquire an important skill that cannot be gained from large-hall lectures.

Successful group work requires some facilitation from the teacher, such as providing assignments in a clear manner, specifically indicating methods of obtaining necessary information, and checking up on whether the discussion has gone astray or become stagnant. It may be a good idea to refer to some published how-to books on workshops, to effectively conduct group works.

Seminars are also useful for giving individual assignments and having each student give presentations. Depending on the size of the seminar, it may even be possible to give every student in the class an opportunity for presentation. This is a chance for presenters to acquire the skills for making their presentations more intriguing and understandable. Obliging presenters to create and use PowerPoint presentation, as well as to distribute presentation outline and other materials, yields high educational benefits.

Some care is also required in keeping the non-presenting students focused. The teacher should create a class atmosphere in which asking questions and confirming doubts is easy; handing out comment sheets so that the presenter can receive feedback from other students is also beneficial. Active exchanges of opinions in seminars can foster the logicity and demonstrative abilities required in research.

Service learning

The premise of large-hall lectures and seminars is that their venue is within the university, whereas service learning takes students out of the campus where they experience various issues in the local community, enabling them to gain extensive knowledge through involvement in the actual problem-solving process.

For example, participation in river beautification campaigns makes students aware of the importance of environmental issues, leading to their deliberating specific ways to reduce unauthorized dumping. Helping to support the elderly who are living alone causes them to realize the issues that pertain in elderly welfare, encouraging them to refine designs of community support networks for the elderly. Service learning requires advance study by students regarding theories and legal systems surrounding the issue at hand; after community involvement, students must be given time to bring back to class what they experienced and to ponder its significance. Traversing between theory and practice is said to be the key to success



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in service learning.

The successful experience of contributing to problem-solving in the community deepens students' confidence, cultivating in them a proactive attitude toward involvement in local community issues.

PBL (Project Based Learning)

PBL stands for both Problem-Based Learning and Project-Based Learning; the two are often confused. Here, we introduce the latter. Project-Based Learning is, generally speaking, an education style in which project planning and execution is the assignment, and students are expected to think independently and take action. Doshisha University has “Project Subject” as part of its general and liberal education; many of these classes follow this style.

The important point is that the students are informed as to the aim of the projects, but teachers give no specific hints on how to move the project forward. Students are expected to discover the know-how on this through trial and error. Teachers, while providing necessary information, must prepare environment and conditions that facilitate the success of the student projects, and at the end must evaluate the results.

PBL requires thorough preparation that is much different from that of large-hall lectures; the cooperation of many people and organizations outside of the school is essential for success. For this reason, it is said that the educational effect on the students is significant.

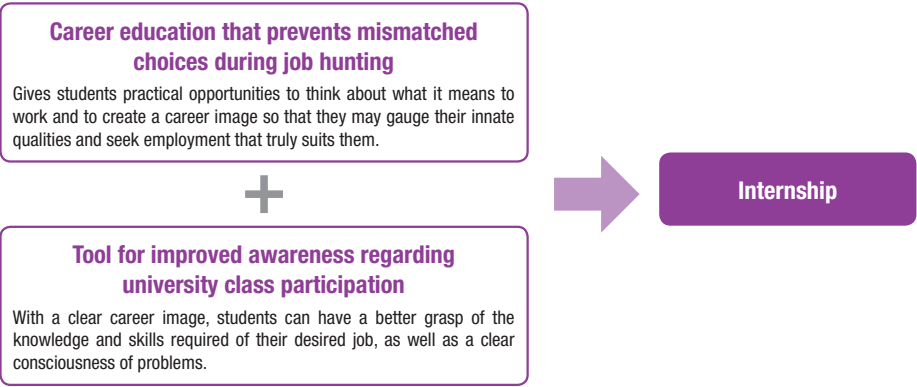


Internship

Internship is currently one of the most important education formats in the curriculum of universities throughout Japan. Students enter the worksites of private companies, governmental agencies, NPOs etc., for a certain period and work together with the employees, in order to experience the world of employment from the inside.

Classes must take student motivation that has been heightened through internships and use it to ensure better learning by linking practice with study.

In addition to the formal internship courses offered by our Career Center and the Consortium of Universities in Kyoto, there are currently many other external internship opportunities available.



TOPIC

Learn about other faculty members' classes

University Admission Preparation Course

As part of our university-high school collaboration project, Doshisha University offers the “University Admission Preparation Course” to familiarize high school students with the level of academic ability needed at university. In this course, faculty members of Doshisha University choose a topic that may interest high school students from their specialized field and give lectures in the same format as in actual university classes. Videos of the lectures in previous years are also available online. They are valuable resources giving faculty a rare opportunity to see what their colleagues teach in class, so please feel free to watch the past videos for improvement of your class or for class management hints.

- Website of the Center for Learning Support and Faculty Development [University Admission Preparation Course]

http://clf.doshisha.ac.jp/preparation_course/course.html

* A login ID and password are required to watch the videos. Please contact the Center for Learning Support and Faculty Development Office for details.

Invitation to Learning

The “Invitation to Learning” section is a collection of videos of popular lectures and lectures that give hints for education improvement, effectively edited for viewers within and outside of the university. Covering a variety of topics and cutting into actual contemporary issues, the lecture videos will surely be of use for you to develop new class styles or education methods and learn about effective use of learning environment.

- Website of the Center for Learning Support and Faculty Development [Invitation to Learning]

<http://clf.doshisha.ac.jp/manabi/manabi.html>

OpenCourseWare

Doshisha University makes available teaching materials used in actual classes of the university online as part of its OpenCourse project. Faculty members who have their teaching materials available online can review, improve and enhance their education content based on the feedback on the materials from within and outside of the university. The content is also useful for those who do not have their teaching materials online, as they can refer to the materials used by their colleagues in class and gain various hints for improving their classes.

- Website of the Center for Learning Support and Faculty Development [OpenCourseWare]

<http://opencourse.doshisha.ac.jp/>

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Class Design Seminar

Since AY 2014, the Center for Learning Support and Faculty Development has been holding the Class Design Seminar for Doshisha faculty members to casually share information and exchange opinions on effective teaching methods, management of large-size class, how to facilitate use of English in class and other topics. It gives a rare opportunity where faculty members can share each other's trial and error experiences and benefit from mutual learning and communication with faculty of other academic disciplines beyond organizational borders; the seminar is expected to promote classes that involve active learning of students.

* Videos and materials of the Class Design Seminar are available on the "Faculty Training Programs" section of the webpage for faculty and employees (access limited to Doshisha faculty and employees).

Opening of Community Site

A community site "Class Design Seminar" has opened on the university's Portfolio system as a space for exchanging opinions and sharing information on tips and ideas for class and education improvement.

Functions available to site members include participation in discussion on the message board and uploading materials.



Videos and materials of past meetings of Class Design Seminar are also available on the site.

How to access

- Log in via Web Single Sign-On using the account issued by the university

<https://sso.doshisha.ac.jp/>

- Access the Go Global Portfolio

Go Global

ポートフォリオ/Portfolio

* If you are interested, please contact the Center for Learning Support and Faculty Development Office to register on the system as a member.

★Please feel free to contact us for any questions.



2. Originality and Ingenuity in Classes

Conducting a class requires original and creative ideas. Introduced here are some examples of unique classes in various formats.

Case 1

Facilitating use of English in class

William R. Stevenson III, Department of Education and Culture Faculty of Social Studies

Below is an example of using English in various ways in small-sized and large-sized classes respectively.

Educational Mission

1. To teach through **play**, not compulsion
2. To teach **how to think**, not what to think
3. To promote **English as a means**, not an end
4. To promote **community** and **interdependence**, not competition and independence
5. To connect ethical ideas to **moral action**

Teaching method

[1] Small-sized class

I invite students to participate in parties and meals together even before the classes commence so as to create a relaxed atmosphere for Japanese students to engage in conversations, discussions and debates using English in a natural manner. I also actively use facebook and other SNS to develop a community, opening the exclusive community page for seminar members on which both faculty and students can communicate freely in English.

Flipped teaching is employed in the actual class. Students are required to watch or listen to specific online contents before each class to prepare for the mainly debate-based class. Other tasks of students include writing papers, in English and Japanese, on a specialized topic in the seminar that interested them and on the results of the survey they conducted in town. I upload these papers on the facebook community page (open to public) to disseminate their research results to the world.

[2] Large-sized class

The class uses English and self interpreting concurrently to cater for both students who are good at English and students who are not. Since I mainly teach first and second year students, I carefully choose the kind of content that entertains and intrigues the students so as to draw their attention to the topic that I wish to address in class. To that end, I avoid the one-way instruction of specialized content in a lecture format as much as possible and instead move the class forward by first showing content related to the theme of each class and posing a question that can generate a discussion among students. When the first question is answered, I repeat the process of posing one question after another, through which students are expected to deepen their understanding of the course content. Also, as a future new attempt, I am considering making use of Twitter in a large-sized class. In addition to using Twitter in grasping

the result of discussion in each group, I am planning to develop a framework that enables students to review the material and content used in class via Twitter.



Case 2

Mutual learning between Japanese students and international students

Aya Okada, Faculty of Policy Studies

Below is an example of an attempt to create an opportunity for Japanese students and international students to study together towards their respective goals.

Course description

The course was conducted from the spring semester of AY 2013 to the fall semester of AY 2015 as a joint project of “Academic Skills 1” and “Academic Skills 2” (both taught in English) offered by the Faculty of Policy Studies and the Japanese language class offered at the Kyoto Consortium for Japanese Studies (hereinafter KCJS).

Background

The project began with my personal acquaintance with the Japanese instructor at KCJS. We agreed on the need to respond to the demands of the students of the Faculty of Policy Studies who want to gain international experience and of the international students who seek more opportunities to communicate with Japanese university students, and decided to start by doing what we could within the framework of our respective classes.

Points of emphasis in course management

Three methods are put into practice to facilitate effective mutual learning; “collaborative work toward shared goals,” “helping each other for accomplishing individual goals” and “informal learning.”

[1] Collaborative work toward shared goals

Japanese students and international students work together for shared short-term goals, in activities such as the interview project for learning the work attitude of Kyoto-based artisans and the joint class for translating professionally-written policy notes into English.

[2] Helping each other for accomplishing individual goals

We conduct “peer editing” in which students help each other with their individual in-class assignments including papers, essays and presentations. Mutual learning is facilitated by pairing one Japanese student and one international student to review each other’s writing and learning content.

[3] Informal learning

For smooth collaborative learning in class, we hold student-organized exchange events with games to help them get to know each other and deepen their bond outside of class.

Conclusion

The presence of international students greatly helps Japanese students foster an international mindset while on campus. However, just being in the same space together does not facilitate mutual learning. It is very important for both involved teachers to share the objectives of our respective classes and fully understand the needs of Japanese and international students in order to think of ways to maximize the learning effect on both sides.



Case 3

Facilitating group work in class

Hiroshi Yadohisa, Faculty of Culture and Information Science

Below is an example of transforming a large-hall lecture into an active learning environment for students.

Course description

I teach introductory level data science to first year students in both lecture and seminar formats.

Background

Back in 2010, there were so many students in my class who fall asleep or chat during lecture or who came in late that it was called “a zoo” by other faculty. I myself was getting tired of having to give warning to students in every class, when I came up with the idea “how about making it a task for students to talk and think together as part of group work?” It was the beginning of my attempt of turning the classroom into an active learning environment.

Points of emphasis in course management

I am being conscious of “reducing the amount of knowledge to teach in class as much as possible” from the course preparation stage. Even after the classes begin, the important role of the faculty teaching a class involving group work is not to take initiative in moving the class along as the main speaker, but to speak as few as possible and to observe the progress of students’ group work as much as possible.

Ideas to facilitate group work

[1] Icebreakers

Time for students’ self introduction in a game style is taken before group work. It takes about 10 to 15 minutes, but it is well worthwhile considering how it uplifts the class atmosphere afterwards.

[2] Course material made by students during group work

With group work, students can get involved in making course material by themselves. Paper helicopters and paper dice made by students are used in class for collecting data.

[3] Having students write group goals and reflections

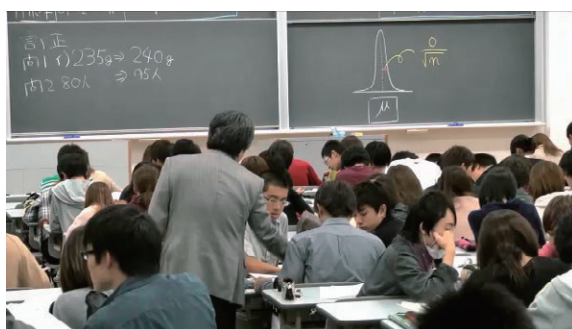
Assigning students to write their group’s goals and points of reflection enables them to learn about the status of other groups, and the faculty on the other hand can gain more trust of the students by giving feedback to them on the points of reflection during class.

[4] Avoiding using mathematical formula in questions for students as much as possible

As the Faculty of Culture and Information Science is an integrated humanities-science program, a question containing a mathematical formula may be comprehensible only to students with knowledge in science. For smooth operation of group work, the faculty should avoid using mathematical formula in questions as much as possible.

Result of introducing group work

It is not only the faculty that teaches students during a class. Adopting group work has revealed that helping each other and thinking together have a significant influence on the level of understanding of the students as a result. Nowadays the class has turned into an active learning environment, both in and outside of class, with students gathering outside the class time for discussion.



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Education activity support systems

The Center for Learning Support and Faculty Development aims to further fuel active education activities by faculty; to that end, the Center provides the following support systems.

Subsidy for developing education methods and materials

To further promote class improvement at the university, this subsidy targets full-time faculty with support for general expenses in developing new education methods and/or materials.

Applications for the following academic year are accepted every fall semester. Information is provided to the mail boxes of each faculty as soon as the application procedures etc., have been determined.

- Website of the Center for Learning Support and Faculty Development [Subsidy for development of education methods and materials]
<http://clf.doshisha.ac.jp/support/development/materials.html>

Subsidy for FD Investigation Activities

In supporting active investigations aimed at improving the quality of education at Doshisha University, this subsidy provides support for the expenses of participating in various out-of-school events relating to FD.

Participation in FD-related out-of-school events announced by the Center for Learning Support and Faculty Development

Subsidy-target events are posted sequentially on the "Seminar/workshop information" page of the Center for Learning Support and Faculty Development website. Those who wish to participate in a particular event should contact the Center for Learning Support and Faculty Development Office.

- Website of the Center for Learning Support and Faculty Development [Seminar/workshop information]
<http://clf.doshisha.ac.jp/research/research.html>

Information is also available through a mailing list. To join the mailing list, notify the Center for Learning Support and Faculty Development Office of the email address you wish to register.

Participation in FD-related out-of-school events not listed above

Even though an event is not listed in the website of the Center for Learning Support and Faculty Development, it may qualify for the subsidy if the cost of participation is within a certain limit. If you wish to participate in an FD-related out-of-school event, submit the "Application Form for Subsidy for FD Investigation Activities" to the Center for Learning Support and Faculty Development Office prior to the event.

The "Application Form for the Subsidy for FD Investigation Activities" may be downloaded from the website of the Center for Learning Support and Faculty Development.

- Website of the Center for Learning Support and Faculty Development [Subsidy for FD Investigation Activities]
<http://clf.doshisha.ac.jp/support/action.html>

Applications for subsidy will be screened for approval at the Center for Learning Support and Faculty Development operational meeting. You cannot apply for subsidy for an event hosted by an academic society or association that you belong to.

* Subsidy maximum is 150,000 yen per year per person.

Subsidy for Creating Multimedia Teaching Materials

In supporting smooth operation of remote lectures etc. at Doshisha University, this subsidy provides support for the expenses for creating multimedia teaching materials.

Those who wish to receive the subsidy should first submit the "Questionnaire on Plans to Conduct Remote Lectures etc." provided by the Department of Registrar, Imadegawa Campus, receive approval and then submit the "Application Form for Subsidy for Creating Multimedia Teaching Materials for Remote Lectures etc." to the Center for Learning Support and Faculty Development Office at least two weeks prior to use.

Applications for subsidy will be screened for approval at the Center for Learning Support and Faculty Development operational meeting, where the amount of subsidy will also be decided.

* The maximum amount of subsidy is 50,000 yen per semester per subject. However, in the case where several subjects are held jointly in the same time slot, they are collectively considered as one subject.

Subsidy for FD Activities at faculties, schools, graduate schools and centers

Under this system, the Center for Learning Support and Faculty Development provides 300,000 yen annually to each faculty, school, graduate school and center for their respective organizational FD activities. The allocated subsidy for FD activities is generally spent for the following purposes:

1. Expenses for conducting surveys for graduating students and newly enrolled students
2. Expenses involved in FD retreat program
3. Expenses for organizing FD lectures and seminars
4. Costs for purchasing books on FD
5. Expenses regarding provision of specialist knowledge in course evaluation (remuneration for instruction)

04 Examination, Grade Evaluation, Feedback



1. Assessment of Academic Achievement Level

2. Guidelines on Creating Examinations

- On-site examination
- Paper assignment

3. Fundamentals and Principles of Grade Evaluation

4. Stringent Grade Evaluation

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6. Class Review by Instructor

7. Claims Committee System

Books at the Center

1. Assessment of Academic Achievement Level

As it is said that “evaluation” in general is an information tool, grade evaluation at universities is also a tool for providing information. It is used by the faculty to learn the degree of student comprehension of lecture content in accordance with the course objectives (course overview) clearly indicated in the syllabus, and as a tool to measure how close students are to the course goals also stated in the syllabus. In other words, it is an assessment of academic achievement level. Grades show how much students have developed through the lectures they have attended.

Academic achievement level assessment is therefore not simply an assigning of letters from A to F, nor is it merely a means of passing or failing students. It provides important information for the faculty in recognizing the degree of comprehension, and at times, in reviewing and changing lecture content. For example, while quizzes, mid-term examinations and paper assignments during the 15 classes afford approaches to discerning the efforts and growth status of each student, they are also methods the faculty uses to review and tailor class content to meet the needs reflected in the learning status of students. Of course, quizzes and examinations are graded and assigned an evaluation from A to F, but such grading and evaluation are conducted fairly in accordance with the objective grade evaluation standards indicated beforehand. These evaluation standards would be meaningless unless they objectively measure whether or not students are progressing along the course schedule. Therefore, the intent of questions and grading standards must be clearly indicated beforehand; feedback to students on quizzes, final examinations and paper assignments are essential.

There is a trend toward diversification in methods of measuring academic achievement level. Diverse methods, such as in-class essay examinations, paper examinations that require investigation on a topic, quizzes picking up on keywords of the course, evaluation by interactive interviews, and multiple choice examinations using bubble sheets are being used to assess the academic achievement level. Many more methods of examination will be developed in the effort to accommodate varied lecture/class formats, such as lecture formats, seminar formats and field-work formats, or according to the number of students in the class.

The importance of assessing academic achievement level, a tool in learning how much the lectures are contributing to student growth, is expected to continue increasing.

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2. Guidelines on Creating Examinations

Choosing the type of examination to administer depends greatly on the nature of the subject, class format, number of students etc., but here we would like to confirm some guidelines on creating questions for two major examination categories, namely the “on-site examination” and the “paper examination.”

On-site examination

While entrance examinations generally aim to eliminate excess enrollee candidates, university examinations and quizzes measure student proficiency levels. Therefore, instead of posing questions to which most of the students do not know the answers, examinations should serve to measure how close the students have come to the course goals in the syllabus. From this perspective, an extremely low average score may be a sign that the examination did not reflect the course content as well as it should, and that a review may be necessary.

The two major types of questions on examinations are “multiple choice” and “essay.” Please understand the merits and demerits of both types, so that you can “mix and match” for an optimum examination.

	Multiple choice	Essay
Merits	Questions and answers are one-to-one; grading standard is clear-cut, easy to grade, highly objective and very fair. Since many questions can be asked in this format, a broad range of the course can be covered evenly and all key points can be addressed.	Reveals the comprehensive ability of the students, and since the answers are not uniform, various perspectives in the answers can be recognized and evaluated.
Demerits	Tend to be too knowledge-oriented; difficult to measure logical thinking and writing abilities.	Since many elements are encompassed in one question, the answers can vary greatly, often rendering evaluation standards ambiguous and requiring much grading time.

Paper assignment

While on-site examinations are suitable for measuring the proficiency level of students in regard to course content, paper assignment is effective in respecting the self-initiative of the students in digging deeply into a specific subject for extensive consideration. However, prior to university many students have never written anything more than a book report, and papers submitted tend to be poorly written. Therefore, to improve the learning effect, guidance in “what is required in paper assignments at a university” is essential. Particularly for classes with a large number of first year students, it is necessary to take time to explain the technical aspects of writing a paper, such as how to structure a paper, how to research reference materials and how to write “notes” for citations. Also, to counter the recent issues of “copying & pasting” (copying and pasting from the Internet), some measures are necessary; one obvious one is to thoroughly enforce the citation rules, but it is also effective to provide paper topics relating to course content, specifically indicating the key points to be included in the paper.

The Center for Learning Support and Faculty Development holds an extracurricular program called “Academic Skills Seminars” (see P.10) on a regular basis. It may be also effective to encourage students to participate in such on-campus programs.



Reference URL

- Types of examinations and precautions (Paper title page/Application for Makeup Examination downloads)
http://www.doshisha.ac.jp/students/curriculum/exam_type.html

3. Fundamentals and Principles of Grade Evaluation

Grade evaluation shows the achievement level of the students that have taken the class. Measuring the level of understanding of each student in comparison with the course goals, and presenting the results to the students, is the definition of grade evaluation. This is what differs from examinations that target unspecified groups of students that did not take a certain class. For problem-free grade evaluation, it is necessary to determine specific course goals and assessment methods beforehand.

For example, if the course goal states that the student must learn 100 English words, and assessment is via written examination, the proficiency level of the student who correctly defines all the words is 100%, while the student who could only provide 30 correct definitions is at the 30% level. This is an extreme example, but in actual classes it is necessary to have course goals be as specific as possible. Recommended is use of such expressions as “Students will be able to...” in order to clearly indicate the evaluation points of the course. Ambiguous course goals impede accurate measurement of student proficiency levels, rendering consistent and fair grade evaluation impossible.

Also, proficiency levels should not be measured solely on the basis of the final examination, but should be conducted multifacetedly using evaluation items such as mid-term examination, quizzes, class performance etc. In regard to the final grade, the percentage of all evaluation items should be clearly indicated. (For example, Class performance: 20%, Quizzes (3 times): 30%, Final written examination: 50%.) Having multiple evaluation items creates more work for both teacher and student, but it is also important in creating dialogue between the two, so as to avoid unidirectional class teachings. By employing multifaceted evaluation and fastidiously checking student proficiency levels, teachers can early-on discover problems students may have, and can then change the direction of or supplement the course content as needed.

It goes without saying that course goals, as well as methods and standards of grade evaluation, must be clearly indicated in the syllabus. Students rely on the syllabus to acquire a grasp of course content, schedule and methods and standards of grade evaluation in choosing their classes. If details cannot be sufficiently explained in the syllabus, it is important to establish a mutual awareness between teacher and students on the first day of class, so as to avoid unnecessary misunderstandings based on assumptions. Also, try to proceed with your teachings in accordance with the indications in the syllabus.

Finally, the main purpose of grade evaluation is not to rank students. Always maintain educational considerations when grading. Proficiency levels vary by student. It is important to encourage students to reflect upon themselves, so as to identify issues and facilitate future learning. From this perspective, excessive stringency in grade evaluation damages the ambition of the students. Similarly, being too lenient in grade evaluation lowers student motivation.

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4. Stringent Grade Evaluation

The entire Doshisha University uses the GPA system. For undergraduate students, grade evaluation is on a five-point scale (A, B, C, D and F), each grade being assigned grade points from 4.0 to 0.0 to derive the GPA (grade point average) for each credit. Graduate School subjects are evaluated on a seven-point scale (A+, A, B+, B, C+, C, and F); grade points range from 4.5 to 0.0.

(Undergraduate) A: 4.0, B: 3.0, C: 2.0, D: 1.0, F: 0.0

(Graduate school) A+: 4.5, A: 4.0, B+: 3.5, B: 3.0, C+: 2.5, C: 2.0, F: 0.0

GPA is calculated using the following formula, including credits with Fs (fail); if students reregister credits for which they received Fs and receive D (or C in the case of graduate school) or above, the respective Fs are changed to the new grade for calculation.

<Undergraduate> (different calculation for graduate schools)

$(A) \times 4.0 + (B) \times 3.0 + (C) \times 2.0 + (D) \times 1.0 + (F) \times 0.0 / (A) + (B) + (C) + (D) + (F)$

* (A) to (F) is the total number of credits receiving each evaluation

The GPA system is widely used in American and European universities, and can be considered an internationally recognized grade evaluation standard. A stringent grade evaluation based on global standards enables students to use that information to prove their academic performance when studying abroad or seeking employment at foreign companies.

The GPA system has several outstanding merits. For students, grade evaluation is indicated each semester, using objective numbers, providing a reference index to promote active learning. Also, to promote fairness and transparency of evaluation, the average grade and distribution of grades for subjects/classes is published on the website as Grade Evaluation Status. For teachers, the Grade Evaluation Status provides an index for determining whether or not their grade evaluation is appropriate. By viewing the Grade Evaluation Status for same-subject classes taught by different faculty, one can check whether or not evaluations are unbalanced, or if there are major differences in evaluation for certain faculties or departments. Publication of the Grade Evaluation Status is said to have the effect of encouraging teachers to conduct stringent and fair evaluation.

The GPA system is currently used for many purposes. In addition to serving as information for individual study guidance for students, it is also used as a standard for selecting scholarship and tuition waiver candidates, as well as for screening applicants for graduate school and dispatching overseas student candidates. Such wide use of the GPA system, even as selection criteria, obliges teachers to conduct stringent and fair grade evaluation so as to avoid unnecessary disadvantages to students.

Students can ask questions or file a formal objection regarding their grade evaluation as indicated on their report card. When asking a question or filing a formal objection, students must submit a Grading Question Form to the office of the affiliated faculty/school/graduate school or to the Center for Academic Affairs at either campus within one week from the official date of report card issuance. After submission, the office will inquire of the pertinent faculty on behalf of the student, and will then convey the decision to the student. Faculty is expected to answer sincerely all questions and objections.



Reference URL

- Academic grades
<http://www.doshisha.ac.jp/students/curriculum/record.html>
- Regarding implementation of the GPA system
<http://www.doshisha.ac.jp/students/curriculum/gpa/since2004.html>

5. Use of Class Evaluation Survey by Students

To teach is to be taught. Not many will object to this idea. As teachers evaluate students, teacher evaluation by students is also meaningful and essential for enhancement of education content. In classes like seminars, where teachers face a small number of students, interaction between the two elements is easy and natural, but in lecture classes, especially large-hall lectures with a great number of students, it is necessary to find ways for the voice of every student to be heard. To that end, Doshisha University employs class evaluation surveys by students to gather class evaluations and messages from the students. Doshisha University has been conducting “Class Evaluation Survey by Students” since the fall semester of AY 2002; the survey is currently conducted via both online and printed questionnaires.

Students evaluate the course on a five-point scale from various perspectives, including course difficulty level, progression, speed, how the teacher answers questions, and how much effort the teacher makes in course material presentation to increase student motivation to study and to facilitate understanding. There is also some free space where we receive constructive comments on how the class can be improved; this is proving extremely useful.

The survey is normally conducted half-way through the course so as to give immediate feedback to the current students based on the questionnaire answers, but it is also possible to conduct it during a latter class of the semester when the students have a grasp of the entire picture of the course so that the results are reflected in improvement for subsequent semesters, or to conduct online and other methods of questionnaire surveying during the semester as necessary; active use of such surveys is recommended.

The results of the class evaluation survey by students can be used in diverse and infinite ways. Considering the autonomy and character diversity of each faculty/school/graduate school, establishing a uniform method applicable to the entire school is both difficult and inappropriate. This is why use of results of the class evaluation survey by students in FD activities is currently left largely up to each faculty/school/graduate school, though the following two points are generally shared by the entire university as larger policies. First, with each faculty member taking the results from their class seriously, the survey results are stimulating faculty into voluntarily finding innovative and ingenious teaching methods. Second, the results are playing a major role in promoting organizational efforts by each faculty/school/graduate school to enhance and improve class content. For example, data of the class evaluation survey by students are shared by the Faculty Council members of each faculty/school/graduate school, who use it as fundamental material for organizational deliberations on promoting efforts and devising policies for class improvement by FD committees of each faculty/school/graduate school.



Reference URL

- Class Evaluation Survey by Students
<http://clf.doshisha.ac.jp/evaluation/evaluation.html>

TOPIC

About Education IR

Education IR

The Center for Learning Support and Faculty Development, as a node between faculties and graduate schools, carries out practical education improvement activities led by faculty members in charge of education IR. As education IR activities cover a wide range of fields, we plan and conduct surveys like “Class Evaluation Survey by Students” and “Questionnaire Survey on Campus Life” (see p.12) and engage in the development and testing of data accumulation and analysis methods in order to identify the indexes for measuring what education improvement issues are unique to Doshisha University and the level of improvement, as well as effective improvement methods.

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6. Class Review by Instructor

Designing a course, creating a syllabus, moving the class along with thorough preparation and innovative ideas, then conducting stringent grade evaluations is, unfortunately, not enough. It is not enough because students who took the class want to know how the teacher felt about the class's achievement level and learning attitude, or how the teacher feels about the results of the class evaluation survey by students.

Also, by simply viewing their report card or grade distribution, students cannot understand why they received their grades. If they can learn what they could have done to earn a better grade, it heightens their motivation for future learning, and if they are unable to obtain such hints to do better, they lose opportunities to improve their learning attitude and continue making the same mistakes, or even worse, fall into the negative spiral of depending on “off-the-record guides.” A student who receives a grade that is different from that of a friend in the class and does not know the reason will acquire a sense of dissatisfaction or distrust toward the grade evaluation by the teacher. Grading is not the final task.

The course is complete when and only when a communication route is established so that the teacher can give various kinds of feedback to students, not only during class, but also after grades have been announced.

It is the policy of Doshisha University to publicize on the university website review by each faculty regarding every offered course, after the end of the course period. This mechanism enables feedback to students even after a course has ended. It is naturally during the grading period that the students are most eager about receiving such feedback, so it is preferable for teachers to provide their review by that time. A review should be 2,000 characters or less on one, a few, or all of the following topics, to be chosen by the teacher, and may be disseminated via DUET.

• Review topics

- View of teacher regarding results of “Class Evaluation Survey by Students”
- Comments regarding and requests toward students from teacher
- Advice to students regarding future learning activities etc.
- Explanation of intent of questions on final examination and/or paper examination
- Comments on status of answers on final examination and/or paper examination
- Comments on results of experiments, practical training etc.
- Supplementary explanation on course goals, class management and/or grade evaluation standards
- Overview of final evaluation



Reference URL

- Class review by instructor
<http://duet.doshisha.ac.jp/info/kohyoindex.jsp>

7. Claims Committee System

Doshisha University has a Claims Committee system that receives, investigates, deliberates and resolves complaints from students regarding course content, teaching method and/or grade evaluation. The Claims Committee system was implemented in April 2004, together with the GPA system, as a part of the efforts to realize more stringent grade evaluations so as to improve the quality of undergraduate and graduate school education.

This system was implemented because although faculty is able to learn the opinions and comments of students regarding a given course through the class evaluation survey by students and is able to use such information for improvement, there are individual requests that do not easily come up in such survey format, or problems that cannot be easily resolved through direct dialogue between teacher and student. There was need for an intermediary entity, the Claims Committee, comprising Assistant Deans of faculties and graduate schools, which can listen to both sides and find solutions that lead to course improvements. The Claims Committee thus protects student privacy while protecting the students themselves from disadvantageous treatment resulting from claims filed.

Doshisha University has two types of Claims Committee: the Faculty Etc. Claims Committee for each faculty/school/graduate school/center, comprising full time faculty, and the All-School Claims Committee. Each handles matters as detailed below.

- **The Faculty Etc. Claims Committee**

Handles the following matters (claims) filed by students

- [1] Requests for improvement regarding course content and education methods that cannot be resolved through direct communication between student and teacher
- [2] Questions and formal objections regarding grade evaluation

- **The All-School Claims Committee**

Exchanges information and coordinates matters handled by Faculty Etc. Claims Committee, investigates and deliberates measures regarding all-school claims

The Faculty Etc. Claims Committee adheres to the following procedure in handling improvement requests from students. After submission of an improvement request by a student, the Claims Committee is convened within two weeks, and the facts are investigated. Within two weeks of the Claims Committee meeting, the handling of the request will be deliberated, and the result will be communicated to the student in writing. In the case of a question or formal objection on grade evaluation, the office of the student's affiliated faculty/school/graduate school will first inquire of the teacher based on the submitted Grading Question Form (see P.45) and convey the answer to the student verbally. If the student is not satisfied with the answer and coordination by a Claims Committee is deemed necessary, the matter is reported to the Claims Committee of the faculty/school in question and the same procedure as in the case of an improvement request will be taken.

The content of the student claims can be categorized into system/curriculum, teaching method, course content and/or level, syllabus, examination procedure, examination content, grade evaluation and others. The data accumulated since implementation show that most claims concern course content and/or level, teaching method and grade evaluation. Improving these points are also important for FD.

The Claims Committee is not just an organization for complaint handling, but also an important part of FD that encourages both teachers and students to take courses seriously and provides opportunities to improve course content.

Books at the Center

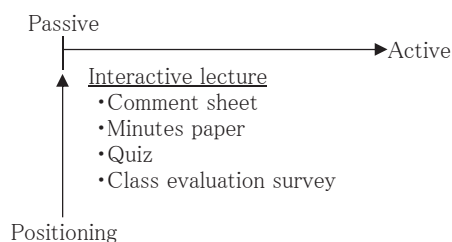
The Center for Learning Support and Faculty Development collects books and materials on university reforms and FD to make available to full-time faculty and staff. Here we introduce a few terms that frequently appear in recent books on class management, with quotes from some of the books available at the center.

• Active Learning

Matsushita (2015) says “Active learning refers to learning through acting and reflection about actions. With the help of the government policy, it has rapidly spread in university education in Japan as an educational method to deal with the issues of universalization and skill development” (pp. 23-24).

Also, Mizokami (2015) defines active learning as “all kinds of proactive learning by way of going beyond the type of (passive) learning of one-way knowledge-transmission type lecture. It includes engagement in activities such as writing, speaking and making presentations, as well as externalization of the cognitive process arising from such activities” (p.32).

Structure A One-way knowledge-transmission type lecture from teacher to students



Structure B One-way knowledge-transmission type lecture from teacher to students

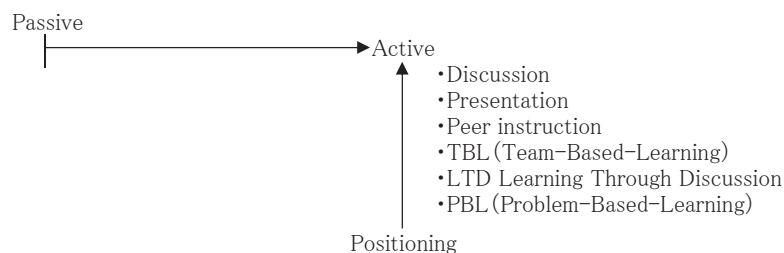


Figure 1-1 Transition to active learning in terms of positioning

• Backward Design

According to Mizokami (2015), “Backward design [...] firstly determines the goal of the course and then plans the individual class contents, the course progress and the method of assessment. The instructor begins the planning by deciding what learning outcome is expected in students at the end of the course, followed by what method to use for assessment and on what grounds, how to conduct each class based on that assessment plan, and what kind of learning to encourage students to do. [...] In order to lead students to advanced, multi-dimensional learning outcome, backward design is aimed at determining the learning outcome and the assessment using tools such as rubrics and portfolios before designing the class/course” (pp.39-40).

• Rubrics

According to Stevens and Levi (2013), “a rubric is a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts. Rubrics can be used for grading a large variety of assignments and tasks: research papers, book critiques, discussion participation, laboratory reports, portfolios, group work, oral presentations, and more” (p.3).



Rubric for Presentations

	Needs Improvement (C)	Approaching Standard (B)	Excellent (A)
Voice volume	Voice does not reach the entire classroom throughout the presentation and difficult to hear at the corner of the room.	Voice reaches the entire classroom but is difficult to hear at times.	Voice reaches the entire classroom and is easy to hear from beginning to end.
Eye contact	Student mostly does not see the audience during the presentation.	Student sometimes fail to see the audience during the presentation.	Student sees the audience throughout the presentation.
Content	Presentation is not organized in sequence and difficult to follow. Main points are unclear.	Sequence needs some improvements and presentation is difficult to follow in part. Main points are slightly unclear.	Presentation is well-organized in clear sequence and easy to follow. Main points are emphasized.
Enthusiasm	Student does not show enthusiasm and seems to carry out the presentation matter-of-factly.	Student shows some enthusiasm but not enough persuasiveness.	Student shows sufficient enthusiasm and persuasiveness.
Teamwork	Group lacks communication between members. One member seems to be left with all responsibilities or to carry out the presentation alone without other members' consent.	Group shows communication to some extent and cooperation between members. Some members lack enthusiasm towards the presentation.	Group shows sufficient communication and cooperation between members. All members show enthusiasm towards the presentation.
Q&A	Answers are off the mark because student does not understand questions accurately. Answers are given in an aggressive way and offending the questioners and audience.	Student understands questions accurately but answers are off the mark. Answers are sincere and communication is constructive.	Student understands questions accurately and answers are on the mark. Answers are sincere and communication is constructive.
Time	Presentation continued beyond the allotted time or ended significantly early.	Presentation ran within the allotted time but ended slightly early.	Presentation ran within the allotted time and student made the most of it.

Table based on p.136 of Sato (2010)

Rubric for Papers

	Excellent	Competent	Not Yet Competent	Poor
Creativity and Originality	You exceed the parameters of the assignment, with original insights or a particularly engaging style.	You meet all the parameters of the assignment.	You meet most of the parameters of the assignment.	You do not meet the parameters of the assignment.
Argument	Your central argument is clear, interesting, and demonstrable (i.e., based on evidence, not opinion). The claims made in the body of your paper clearly and obviously support your central argument. Your arguments and claims reflect a robust and nuanced understanding of key ideas from this course.	Your central argument is clear and demonstrable. The claims made in the body of your paper support your central argument. Your arguments and claims reflect a solid understanding of key ideas from this course.	Your central argument is demonstrable but not entirely clear. A few of the claims made in the body of your paper do not clearly support your central argument. Your arguments and claims reflect some understanding of key ideas from this course.	Your central argument is unclear or it is not demonstrable. The claims made in the body of your paper do not support your central argument. Your arguments and claims reflect little understanding of key ideas from the course.
Evidence	The evidence you use is specific, rich, varied, and unambiguously supports your claims. Quotations and illustrations are framed effectively and explicated appropriately in the text.	The evidence you use supports your claims. Quotations and illustrations are framed reasonably effectively and explicated appropriately in the text.	Some of the evidence you use does not support your claims. Some of the quotations and illustrations are not framed effectively or explicated appropriately in the text.	Little of the evidence you use supports your claims. Few of the quotations and illustrations are framed effectively or explicated appropriately in the text.
Structure	Your ideas are presented in a logical and coherent manner throughout the paper, with strong topic sentences to guide the reader. The reader can effortlessly follow the structure of your argument.	The reader can follow the structure of your argument with very little effort.	The reader cannot always follow the structure of your argument.	The reader cannot follow the structure of your argument.
Clarity	Your sentences are concise and well crafted, and the vocabulary is precise; the reader can effortlessly discern your meaning.	The reader can discern your meaning with very little effort.	The reader cannot always discern your meaning.	The reader cannot discern your meaning.
Mechanics	There are no distracting spelling, punctuation, or grammatical errors, and quotations are all properly cited.	There are few distracting spelling, punctuation, and/or grammatical errors, and quotations are all properly cited.	There are some distracting spelling, punctuation, and/or grammatical errors, and/or some of the quotations are not properly cited.	There are significant and distracting spelling, punctuation, or grammatical errors, and/or the quotations are improperly cited.

Source: Eberly Center for Teaching Excellence, Carnegie Mellon University.

Table taken from Ambrose et al. (2010) p.236-238

Rubric for Conducting an Experiment in the Lab

	Exemplary	Competent	Need Work
Materials	All needed materials are present and entered on the lab report. The materials are appropriate for the procedure. The student is not wasteful of the materials.	All needed materials are present, but not all are entered on the lab report, or some materials are absent and must be obtained during the procedure. The materials are appropriate for the procedure.	All needed materials are not present and are not entered on the lab report. The materials are not all appropriate for the procedure and/or there are some major omissions.
Procedure	The procedure is well-designed and allows control of all variables selected. All stages of the procedure are entered on the lab report.	The procedure could be designed more efficiently, but it allows control of all variables selected. Most stages of the procedure are entered on the lab report.	The procedure does not allow control of all variables selected. Many stages of the procedure are not entered on the lab report.
Courtesy and safety	While conducting the procedure, the student is tidy, respectful of others, mindful of safety, and leaves the area clean.	While conducting the procedure, the student is mostly tidy, sometimes respectful of others, sometimes mindful of safety, and leaves the area clean only after being reminded.	While conducting the procedure, the student is untidy, not respectful of others, not mindful of safety, and leaves the area messy even after being reminded.
Purpose	Research question and hypothesis are stated clearly, and the relationship between the two is clear. The variables are selected.	Research question and hypothesis are stated, but one or both are not as clear as they might be, and/or the relationship between the two is unclear. The variables are selected.	Research question and hypothesis are not stated clearly, and the relationship between the two is unclear or absent. The variables are not selected.
Data collection	Raw data, including units, are recorded in a way that is appropriate and clear. The title of the data table is included.	Raw data, including units, are recorded, although not as clearly or appropriately as they might be. The title of the data table is included.	Raw data, including units, are not recorded appropriately and clearly. The title of the data table is not included.
Data analysis	Data are presented in ways (charts, tables, graphs) that best facilitate understanding and interpretation. Error analysis is included.	Data are presented in ways (charts, tables, graphs) that can be understood and interpreted, although not as clearly as they might be. Error analysis is included.	Data (chart, tables, graphs) are not presented clearly. Error analysis is not included.
Evaluation of experiment	The results are fully interpreted and compared with literature values. The limitations and weaknesses are discussed, and suggestions are made about how to limit or eliminate them.	The results are interpreted and compared with literature values, but not as fully as they might be. The limitations and weaknesses are discussed, but few or no suggestions are made about how to limit or eliminate them.	The results are not interpreted in a logical way or compared with literature values. The limitations and weaknesses are not discussed, nor are suggestions made about how to limit or eliminate them.

Table taken from Stevens and Levi (2013) p.115

• Learning Portfolio

Tsuchimochi (2011) explains that “a learning portfolio is the documented process of ‘Reflection + Documentation + Mentoring = Learning’ as shown in the figure ‘the Learning Portfolio Model’” (p81), showing the following figure of the three elements of a learning portfolio, reflection, documentation and collaboration (which includes mentoring) (p70).

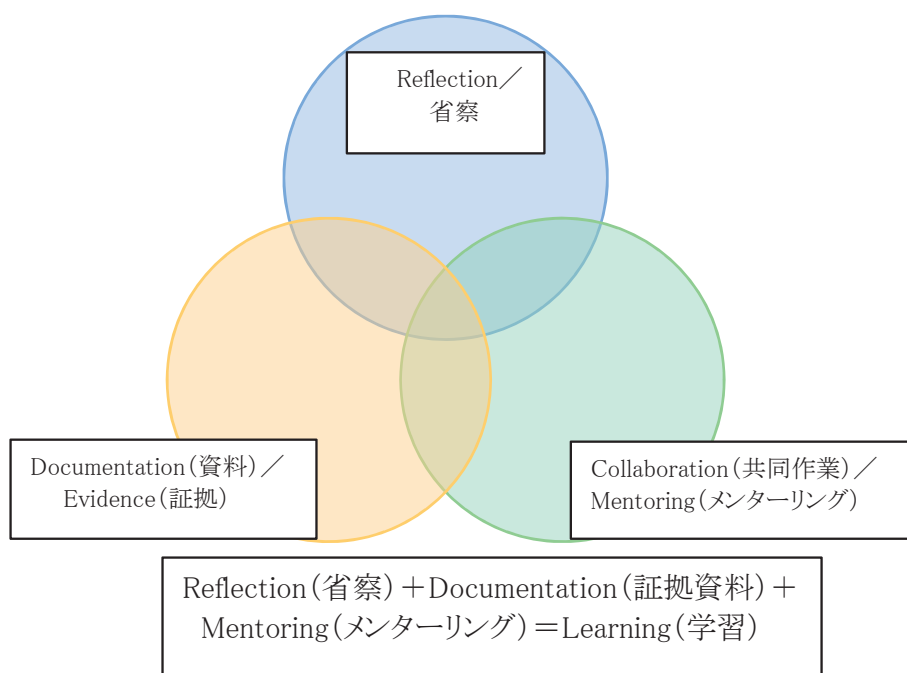


Figure 5-35 Model of a Learning Portfolio

Source: John Zubizarreta, *The Learning Portfolio: Reflective Practice for Improving Students Learning* Second Edition (San Francisco: Jossey-Bass, 2009), p.25

Figure taken from Tsuchimochi, Gary Hoichi (2011) p.81

Also, Tsuchimochi (2011) explains that “One can understand everything about a class by reading the learning portfolio of the class. In addition to learning outcome of students, it contains many hints for the teacher to improve the class” (Introduction iii).

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In addition to the books referred to in this article, the Center for Learning Support and Faculty Development collects a variety of books, journals, bulletins and reports on FD. Please check the list of materials stored at the Center for Learning Support and Faculty Development on its website.



Reference URL

- Website of the Center for Learning Support and Faculty Development [Books at the Center]
<http://clf.doshisha.ac.jp/books/list.html>

Publications

The Center for Learning Support and Faculty Development Annual Report

The Center for Learning Support and Faculty Development has been publishing the *Doshisha University Center for Learning Support and Faculty Development Annual Report* since AY 2010 for the purpose of promoting academic and practical research on higher education. In addition to the report of activities of the Center in the previous academic year, the Annual Report contains research papers, practical reports, activity reports and literature articles on higher education and related fields, which are submitted by Doshisha faculty and staff (including part-time) as well as graduate students. The Annual Report is also published on the university's Academic Repository.

CLF report

The Center for Learning Support and Faculty Development has been publishing the *CLF report* (Doshisha University Center for Learning Support and Faculty Development Report) biannually since AY 2004 in order to disseminate the activities of the Center within and outside of the school. It contains reports on the activities of the panels, as well as how the Learning Commons is operated and FD activities in individual faculties/graduate schools/centers.

Back issues are available on the Center for Learning Support and Faculty Development webpage.

* Following the recent name change of the Center, the report was renamed from CFD report to CLF report as of vol.17 (published in October 2012).



Reference URL

- Doshisha University Academic Repository
<http://library.doshisha.ac.jp/ir/>
- Website of the Center for Learning Support and Faculty Development [CLF report]
http://clf.doshisha.ac.jp/clf_report/latest.html

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