

# MIC-AP NEWSLETTER

Newsletter of MIC-AP

School Year 2017 (March, 2018)

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## 2017-18 Project Summary

Our Acceleration Program for University Education Rebuilding (AP) project completed its fourth year. Based on the college's educational philosophy of developing critical thinking (CT) through active learning (AL), our AP project has been aiming to develop a system of securing and improving educational quality by identifying effective AL techniques, creating our own CT test, and utilizing rubrics and e-Portfolio for visualizing learning outcomes. Following on from last year, our working groups engaged in different activities to improve quality in education, such as implementing AL surveys and CT tests, developing rubrics, and promoting e-Portfolio use. In addition to FD sessions to promote the AP project within the college, we worked on promoting our AP project at our symposium and international conferences.

## MIC-AP Goals

### Theme I : Active Learning (AL)

1. To identify and categorize AL teaching strategies in use at MIC, and determine effective AL teaching practices
2. To create an AL program to improve English skills

### Theme II : Visualization of Learning Outcomes

1. To develop a critical thinking assessment tool
2. To establish a PDCA learning cycle by introducing rubric-based syllabi
3. To visualize learning outcomes through an e-Portfolio

## AP Symposium 2017

On Saturday, November 25<sup>th</sup>, we held our Active Learning Symposium 2017 at Seagaia Convention Center in Miyazaki and reported on the progress of our AP project. Following President Yamashita's address, each working group representative presented their progress, including the AL survey results, CT test development and implementation results, and rubric and e-Portfolio utilization at our college.



Lastly, Naoki Nishimura, the AP project leader/Assistant to the President, delivered closing remarks and discussed the prospects of the AP project towards its conclusion in 2020. The working groups, "the driving force" of the AP project, are actively collaborating with each other as we progress towards our AP goals.

## Snapshots of Our Activities

### FD Sessions

As part of our AP project, each working group held an FD session. In FD sessions, each WG shared their activities with faculty members and received their feedback in order to facilitate the institutional implementation.

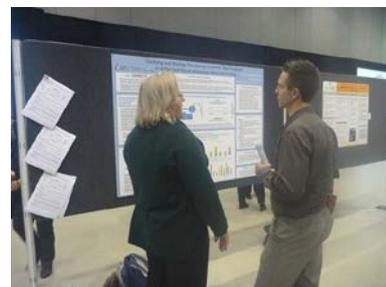


### Student Orientations

Orientations were held to promote effective student use of the e-Portfolio introduced by the AP project. In addition to a freshmen orientation, a study-abroad orientation was also held this year to enable students to use the e-Portfolio effectively at their study-abroad site.

### International Presentations

Taking advantage of our international faculty, we continue to seek opportunities to promote our AP project internationally. This year, we made two presentations at international conferences in Canada and the United States.





## Working Group Activity Highlight :Rubric Development

### Rubric Working Group Aims

The aim of the Rubric Working Group is to develop a system which can help to visualize student learning outcomes. From the Diploma Policy (DP) Objectives of Advanced Thinking, Building a Global Perspective, English, Japanese and I.T. skills, forty evaluative criteria were developed. Student self-evaluation 'can do' statements are now being built into the Mahara system. Similarly, the forty criteria are being selected for each course, so that grades can be correlated. Self-evaluative and grade based learning outcomes can then be graphed and compared.

### One can-do Example from each DP objective

Can-do Statement Self-Evaluation (0=cannot do 4=can do well)		0	1	2	3	4
Advanced Thinking	I can evaluate results and make a logical conclusion		●			
Global Perspective	I can understand and share feelings of inequality	●				
English	I can speak clearly with a natural rhythm		●			
Japanese	I can make concise answers		●			
I.T. Skills	I can use a spreadsheet			●		

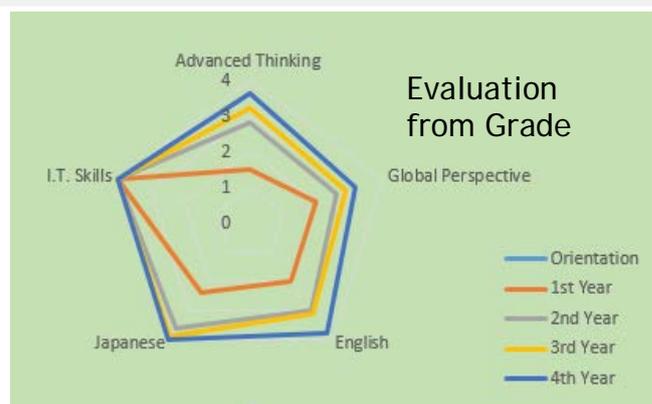
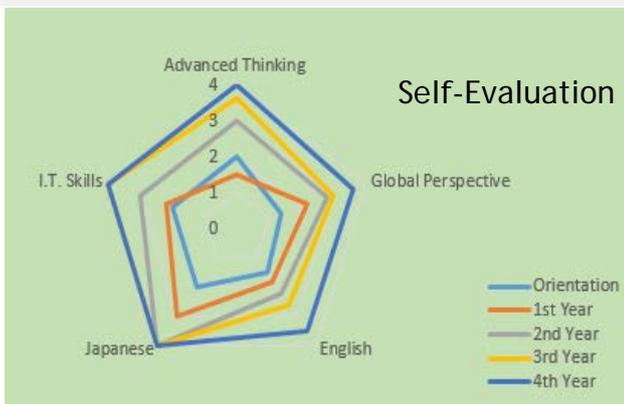
\* Note: There are eight criteria for each category

Matching criteria with courses, A-E		A	B	C	D	E
Advanced Thinking	I can evaluate results and make a logical conclusion	●		●		
Global Perspective	I can understand how things are related	●				●
English	I can decide if something is reliable	●		●		●
Japanese	I can speak clearly with a natural rhythm		●			
I.T. Skills	I can write ideas with developed arguments	●			●	

### Assigning Course Grades to criteria for an example student

Assigning Course Grades to criteria for an example student		A	B	C	D	E
Advanced Thinking	I can evaluate results and make a logical conclusion			1		
Global Perspective	I can understand how things are related	3				4
English	I can decide if something is reliable	3		1		4
Japanese	I can speak clearly with a natural rhythm		2			
I.T. Skills	I can write ideas with developed arguments	3			3	

\* Note: Grade A=4, B=3, C=2, D=1, F=0



### 2017-18 AP Major Activities

Apr~ CT Test Implementation and Data Analysis  
 Jun e-Portfolio Orientation for Freshmen  
 Jun FD session on AL and Rubric  
 Jun Study-abroad e-Portfolio Orientation  
 Oct Presentation at an international conference in Canada  
 Nov Presentation at an conference in the U.S.  
 Dec AP Symposium 2017  
 Jan FD Session on CT Test Development  
 Jan~ Analysis of WG Activities  
 March External Evaluation Committee 2017

### 2018-19 AP Plan

Apr Self-evaluation orientation for Freshmen  
 Apr College-wide FD on AP Project  
 Apr~ e-Portfolio Orientations  
 Apr~ CT Test Implementation and Data Analysis  
 May FD on Active Learning  
 May FD on DP Rubric  
 Nov FD on e-Portfolio use  
 Dec FD on CT Test  
 Jan e-Portfolio Orientation for 1<sup>st</sup> year page  
 Feb AP Symposium 2018  
 March External Evaluation Committee 2018