MIC-AP NEWSLETTER

Newsletter of MIC-AP   **School Year 2016 (March, 2017)**

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2016-1017 Project Summary

The Acceleration Program for University Education Rebuilding (AP) project at MIC completed its third year. Starting in April, 2016, rubric-based syllabi started to be incorporated into the School of International Liberal Arts (SILA) and data were collected to understand faculty use of rubric-based syllabi and identify their strengths and weaknesses. In May, MIC's own critical thinking test (MICCAT) started to be developed and its first edition was created. This pilot edition of MICCAT was administered to SILA students to examine its effectiveness. The AL Working Group held two FD seminars, in addition to a presentation and a workshop that were held at the AL symposium. Following on from the last year, e-Portfolio orientations were held several times so that MIC students can make effective use of e-Portfolio. All the AP activities were fruitful, leading to further advancement of the AP project.

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 AL program to improve English skills

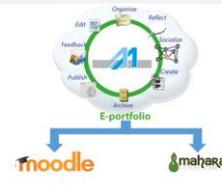**Theme II：Visualization of Learning Outcomes**

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

ACTIVE LEARNING SYMPOSIUM 2016 in TOKYO

Miyazaki International College (MIC) held its 2016 Active Learning Symposium in Odaiba, Tokyo on Saturday, November 12th. Vice President, Dr.Peters, opened the symposium with an explanation and overview of the MIC-AP project. Professor Anne Howard and Lecturer Cathrine-Mette Mork, representatives of the Active Learning Working Group (ALWG), led the keynote session entitled, "Measuring Active Learning Activity at MIC". They reported on the group's classification of active learning activities and the results of research conducted on faculty and students.

Associate Professor Anderson Passos from e-Portfolio Working Group (ePWG) led a session on visualizing outcomes of active learning with e-Portfolios. He showed examples of students' e-Portfolio pages and explained the phase-in of the e-Portfolio, including its inclusion in core courses and the study abroad program.

The final session was an active learning workshop led by Professor Julia Christmas, who taught the participants about different AL techniques by which to engage students in the learning process. Participants came not only from the Kanto area, but also from a farther field, such as Hokkaido. During the Q&A session, the participants actively asked questions and expressed their opinions, which gave important feedback on our AP project.

Lecturer Christopher Johnson, a representative of the Critical Thinking Working Group, reported on the group's progress in designing and administering an original critical thinking test.

Development of MIC Critical Thinking Assessment Tool

Since our inception, the School of International Liberal Arts offers a unique educational in English, which enables students to develop their critical thinking skills through active learning.
However, it is difficult to examine whether those skills are developed without a reliable instrument to measure them. Therefore, the purpose of the Critical Thinking Working Group (CTWG) is to develop a critical thinking assessment tool for MIC students.

MICCAT First Edition

Based on MIC's experiences of administering the Critical Thinking Assessment test developed by Tennessee Technological University, the CTWG started to develop MICCAT. The critical thinking skills to be assessed were identified, and then the first edition of MICCAT with items targeting those skills was created.

MIC Students Taking MICCAT

Initial Administration

The first edition of MICCAT was administered to SILA 1st, 3rd, and 4th year students to examine its effectiveness and identify areas for improvement. MICCAT consists of 26 questions, targeting different critical thinking skills such as inductive and deductive reasoning, thinking through different perspectives, and identifying relevant information. MICCAT was created in English, and English proficiency is likely to influence the test results. One goal is to modify MICCAT so that it can accurately and reliability measure critical thinking skills.

MIICAT Skill Composite

Two Competencies
Deductive Logical Inference
Inductive Logical Inference

Subskills
Identifying Relevant Information
Evaluating Reliability of Information
Methods & Strategy
Categorical Thinking
Perspectival Thinking
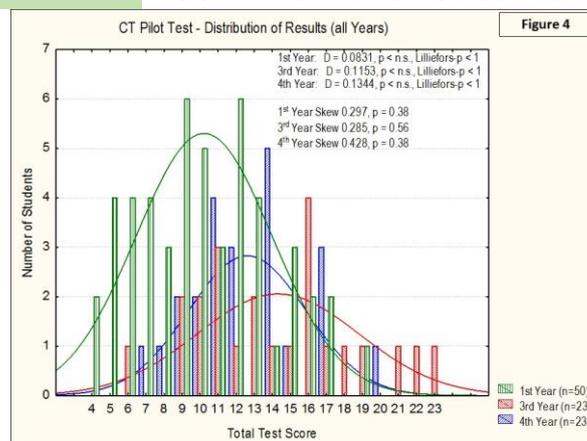Application & Evaluation
Deduction

Subskills by Grades

MICCAT First Edition Outcomes

CT Pilot Test - Distribution of Results (all Years)

1st Year: D = 0.0831, p < n.s., Lilliefors-p < 1
3rd Year: D = 0.1153, p < n.s., Lilliefors-p < 1
4th Year: D = 0.1344, p < n.s., Lilliefors-p < 1

1st Year Skew 0.297, p = 0.38
3rd Year Skew 0.285, p = 0.56
4th Year Skew 0.428, p = 0.38

2016-17 AP Major Activities

Apr	Rubric-based syllabi incorporated into SILA
May~	Development of MICCAT first edition
Jun	Tablet & e-Portfolio Orientation for Students
	1st FD on Active Learning
July	Administered questionnaires from each WG
Oct	MICCAT Pilot Test
Nov	2016 Active Learning Symposium
	2nd FD on Active Learning
Dec	FD on Development/Outcomes of MICCAT
Jan	e-Portfolio Orientation for End-of-Year Page
Jan~	Analysis of WG activities
Mar	2016 External Evaluation Committee

2017- 2018 AP Plan

Apr~	Deliver Second CT Pilot Test
	Create Goals of Collaboration among WGs
May	Tablet & e-Portfolio Orientation for students
	FD on Use of the Institutional Rubric
	FD on Active Learning
Jun~	Modification of the Institutional Rubric
Oct	Deliver Third CT Pilot Test
Nov	FD on Integration of Rubric into e-Portfolio
Dec	2017 Active Learning Symposium
Jan~	FD on Development/Outcomes of MICCAT
Mar	Analysis of WG Activities
	2017 External Evaluation Committee