



## SCHOOL OF INTERNATIONAL LIBERAL ARTS NEWSLETTER

Volume 2 No. 1

July 2017

### PREPARE FOR GLOBAL LEADERSHIP AT MIC

IN THIS ISSUE: MESSAGE FROM THE DEAN – THE CRITICAL THINKING TEST – ENGLISH EDUCATION FORUM – MEET THE FACULTY – TEACHING CERTIFICATE PRACTICUM – FACULTY RESEARCH ACHIEVEMENTS – FAQ: STUDYING THE LIBERAL ARTS IN ENGLISH

#### MESSAGE FROM THE DEAN OF SCHOOL OF INTERNATIONAL LIBERAL ARTS



Dean of Faculty  
Benjamin Peters

The first semester is well under way, so I would like to tell you about some of the developments on campus during the new school year that began in April.

One change at the college is that on April 1, 2017, Dr. Keiko Yamashita became the fourth president of Miyazaki International College. President Yamashita has an academic background in Music Education and Music Therapy, and she has been the Chief Trustee of Miyazaki Education Institute since 2015. The college community welcomes Dr. Yamashita, and under her leadership we are making efforts together to help all of our students reach their highest academic potential.

Another change for the School of International Liberal Arts (ILA) is that this April we admitted students from Hong Kong for the first time. We welcome the three new students from Hong Kong and are glad to have them as members of the MIC campus community.

Over the years, students from Asia, Europe, North America, and the Middle East have enrolled at MIC, but from 2016, ILA has increased its efforts to recruit new students from abroad. ILA already has the highest proportion of faculty from abroad of any college in Japan, and we have a goal of increasing the number of international students admitted each year.

I am also pleased to share the news that MIC has made major renovations to increase student study space and to add a new international exchange lounge. The renovations were completed in time for the new school year, and students can be seen studying in the new areas from early in the morning before classes begin

until late in the evening. I am glad that students are making use of them.

#### LEADING EDUCATIONAL INNOVATION IN JAPAN: THE MIC CRITICAL THINKING TEST

A central principle of the Curriculum Policy of the School of International Liberal Arts is to conduct classes through active learning to enable every student to practice and develop critical thinking skills.

In 2014, the Japanese Ministry of Education, Culture, Sports, Science, and Technology, awarded MIC a major grant through its Acceleration Program for University Education Rebuilding (AP) project. As part of the AP project, MIC established a faculty Critical Thinking Working Group (CTWG) on campus. Its task is to develop a test for MIC students that will evaluate their critical thinking skills and analyze the results. The principal investigators are Dr. Christopher Johnson, Dr. James Furse, and Dr. Benjamin Peters.

According to the CTWG, "Critical thinking is the ability to think clearly and rationally about what to do or believe. Good critical thinkers use the rules of good reasoning, including formal and informal logic, to make careful judgements about what is true or false, reliable or unreliable, and reasonable or unreasonable."

Third-year students take the critical thinking test in April, and first-year students take it in July. Testing of fourth-year students occurs in the fall semester.

The CTWG uses the test results to evaluate students' development of critical thinking skills and to design Faculty Development workshops to improve the teaching of critical thinking at MIC.



April 2017 Critical Thinking Test

Students take the MIC Critical Thinking Test in English. The test measures students' competencies in deductive logical inference and inductive logical inference. It also tests specific critical thinking skills such as categorical thinking, thinking methods and strategies, and the ability to evaluate the reliability of information.

## MIC HOSTS ENGLISH EDUCATION FORUM

On June 16, 2017, MIC hosted its first English Education Forum at the Kiyotake Cultural Center in Miyazaki City. The keynote lecture was delivered by Mr. Hiroshi Hiraki, a School Inspector in the Elementary and Secondary Education Bureau of the Ministry of Education, Culture, Sports, Science and Technology. Mr. Hiraki addressed the audience of 368 participants on the topic of "The

Current Status and Problems of English Education at Elementary, Junior, and Senior High Schools."



Mr. Hiroshi Hiraki (MEXT)

Mr. Hiraki's lecture was followed by a lecture by MIC's very own Professor Julia Christmas who spoke on the topic "English Education through Active Learning in Japan: Looking Back and Moving Forward". Professor Christmas traced the history of reforms in English education in recent years and discussed communicative language teaching and active learning.

The English Education Forum concluded with a panel discussion. Principal Ryoichi Kawagoe of Miyazaki Kita High School served as Coordinator of the panel, and Mr. Hiraki acted as Commentator. The panelists included Chie Eto, a teacher at Saito Municipal Hokita Elementary School, Fuki Imamura, a teacher mentor at Hyuga Municipal Junior High School, Masayo Tomitaka, a teacher mentor at Miyazaki Prefectural Nichinan Shintoku High School, Tetsuko Adachi, an associate professor of the Graduate School of Education of the University of Miyazaki, and Julia Christmas, a professor in the School of International Liberal Arts at MIC. The panelists shared their reflections on initiatives and issues at each of their institutions.

## MEET THE FACULTY



Dr. Erik Bond

Greetings.

My name is Erik Bond, and I'm a sociologist from America. I was born in Texas and grew up in Colorado. I lived in

Chiba several years ago where I worked as an *eikaiwa* teacher. I loved

Japan, but I knew I needed a better job if I wanted to live here for a long time. I returned to America, where I studied for a Master's degree in Human Ecology at a university on an island in the North Atlantic Ocean, then I finished a Ph.D. in Sociology in Oklahoma.

My specialties are international inequality, gender and sexuality, and some environmental studies as well. Basically, I'm interested in how some people are treated unfairly compared to others. I hope that through social science work I can help societies treat their citizens more kindly and equally over time. Japan is a great place for me to do my work because the subject I study the most these days is countries that have "low fertility"--which means people aren't having many babies, which means Japan!

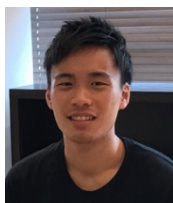
When I left Japan in 2010, I always dreamed of coming back as a professor, but I wasn't sure if I would ever get here. Now here I am! Miyazaki is beautiful and the people are lovely. I couldn't ask for a nicer place to live. Miyazaki International College is a great place to learn, with dedicated faculty and hard-working students, and I am so pleased to work with all of them. See you in class!

## TEACHING CERTIFICATE STUDENTS COMPLETE TEACHING PRACTICUM

Students enrolled in the School of International Liberal Arts can take courses to complete teacher licensing requirements to become junior high school and senior high school English teachers. They are also supported by the MIC Student Teacher Training Center. Five students who graduated from MIC in 2017 became junior high school teachers in Miyazaki, two became high school teachers (one each in Tokyo and Saga), and three became elementary school teachers in Miyazaki.

In order to complete the English teacher licensing program at MIC, students must complete a teaching practicum at a junior high school or high school. In this issue of the Newsletter, we feature articles written by two fourth-year students who recently finished the teaching practicum, Masashi Mikami (Fukuoka Seinan High School) and Memi Hidaka (Miyazaki Omiya High School).

### MY TEACHING PRACTICE EXPERIENCE



Masashi Mikami  
Seinan High School

I recently completed my English teaching practicum at Seinan High School in Fukuoka, which I graduated from four years ago. To be honest, my score was not good when I was a high school student, so I was a bit afraid of teaching students.

When I started teaching, I realized that I was bad at using the blackboard to explain the contents of the English textbook. For example, if I tried to explain some grammar points to students verbally, they could not learn them well even though I tried to visualize them on the blackboard. That was what I struggled with. Therefore, fun active learning activities which I learned from MIC compensated for my lack of teaching experience. As a result, the students really seemed to enjoy studying English.

I tried my very best to find different, suitable ways of teaching for the students in each class, and I was happy when I heard my teaching was easy to understand. The only reason why my teaching practicum was so much fun was because of those admirable students.

### MY TEACHING PRACTICE EXPERIENCE



Memi Hidaka  
Miyazaki Omiya High School

I had a teaching practicum at Miyazaki Omiya High School for three weeks. At the beginning, it was hard for me to speak in front of the class because everyone looked at me without any expression on their faces. To get along with the students, I tried several things. At first, I talked positively to each student during break time and cleaning time and after school. In addition, I memorized all of the students' names and their characteristics quickly. It was effective to call the students by name to keep their attention during class. After all, students came to like me as a student teacher, and that made me smile when I spoke in front of the class.

Moreover, I realized the differences between higher-level classes and lower-level classes. I created the same class plan with the same teaching materials for both classes. In the higher-level class, students prepared very well before class, and almost all of the students followed the fast pace of the lesson. In addition, they spoke up in class. On the other hand, in the lower-level class, students did not prepare as much as I had expected, so I needed to stop the class to explain some things in detail. Furthermore, their speaking voice was quite small due to a lack of confidence in their English, so I encouraged them to speak up many times.

I truly understood the students' level gap for the first time from this experience. I learned that a teacher should think about the students' abilities carefully and provide students with skill-based classes to build up their knowledge to a maximum level.

Consequently, my teaching practicum was fruitful owing to my teacher-mentor and the students. With this wonderful experience, I would like to push on toward my future.

### FACULTY RESEARCH ACHIEVEMENTS



Dr. Jong-chul Choi

Dr. Jong-chul Choi is Associate Professor of Art History at MIC. Dr. Choi is from Korea, and he earned his Ph.D. at the University of Florida (USA).

The focus of Dr. Choi's research is how arts can help people deal with important issues of the world, especially catastrophic and traumatic events that would need our attention.

Acknowledging the ethical problems of using art to represent other people's suffering, Dr. Choi believes that, "Art should bravely try to represent the pain of others so that people around the world can recognize that pain and act upon it."

Dr. Choi's research has been published in various international art journals such as *Art Press* (November 2016), *Third Text* (June, 2017), and *Photographies* (forthcoming in 2018). The article in *Third Text* (a leading international art journal on post-colonial issues) specifically deals with an Asian topic in which Dr. Choi discusses and analyzes how Asian artists today depict unresolved traumas of the past, such as colonialism, World War II, rapid modernization, and political upheavals that are still afflicting our societies.

At MIC, Dr. Choi teaches classes including *Introduction to Art History I and II*, *Art and Society*, *Topics in International Art*, and *Development of Modern Art and Architecture*.



## FAQ: I WANT TO STUDY IN ENGLISH AT MIC, BUT CAN I REALLY SUCCEED?

A frequently asked question about MIC is whether or not students can really succeed at studying the Liberal Arts in English. There are three components of our program that help every student succeed: our specialized English curriculum, team-teaching, and study abroad.

### ENGLISH CURRICULUM

As a student in the School of International Liberal Arts, you will take nine specialized English classes in the first two years. The classes help you develop English skills in grammar, oral communication, academic writing, and reading. MIC language professors are specialists in teaching English, and they will give you individual support. Of

course, you will use English to study many subjects at MIC. By using English every day, you will get better and better at English!

### TEAM-TEACHING

Classes in the Humanities, Social Sciences, Natural Sciences, and ICT are team-taught during the first two years at MIC. In every class, there are two professors: one who is an expert in the subject and one who is an English specialist. Both professors help you to succeed in the class. Through active learning like discussions, pair work, and presentations, your knowledge will increase and so will your English ability. At MIC, you have the support you need to improve your English and use it every day in class.

### STUDY ABROAD

In the fall of the second year, all students study abroad. Students who choose the *Main Program* can study for

16 weeks in America, Canada, Australia, New Zealand, or the United Kingdom. In MIC's *Hybrid Program* students complete a special curriculum on campus and then study abroad for 8 weeks. There is also an *Asia Program*. Students in that program can study in English at a university in Korea or Hong Kong. *Bon voyage!*

### YOU CAN DO IT!

In the third and fourth years, you will take advanced classes. Instead of listening to lectures, you will keep using all of your English skills every day to participate in discussion, debate, and analysis of class content. Through active learning you will become knowledgeable, improve your critical thinking, and continue to develop English fluency. Thanks to MIC's special English curriculum, team-teaching, and study abroad, when you graduate you will be ready to use English at work and in the world. We are ready to help you

## 2017-2018 Admission Information

See you at MIC!

入試区分	出願期間	試験日	合格発表
第1回 AO 入試	平成 29 年 8月1日(火)～8月10日(木)	8月18日(金)	8月25日(金)
第2回 AO 入試	平成 29 年 8月29日(火)～9月8日(金)	9月15日(金)	9月25日(月)
第3回 AO 入試	平成 29 年 9月26日(火)～10月6日(金)	10月14日(土)	10月24日(火)
第4回 AO 入試 推薦入試(I期・専願) 【指定校/一般/専門学科】他	平成 29 年 10月23日(月)～11月10日(金)	11月18日(土)	11月29日(水)



〒889-1805 宮崎県宮崎市清武町加納丙1405番地  
TEL 0985-85-5931 FAX 0985-84-3396  
E-mail admissions@sky.miyazaki-mic.ac.jp  
URL http://www.mic.ac.jp/

最新情報  
配信♪

SNS してます!



入試広報室  
フリーダイヤル 0120-85-5931