

MIC-AP NEWSLETTER

Newsletter of MIC-AP

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2015-2016 Project Summary

The Acceleration Program for University Education Rebuilding (AP) project (Theme I and II) at MIC is now in its second year. This year the working groups of the project further widened the scope of their research and activities to develop the foundations for visualization of learning outcomes. In the first semester, tablet PCs were issued to all freshmen and an e-Portfolio system was installed. e-Portfolio orientations, introduction of the rubric-based syllabus and administration of CAT tests were some of the activities of the second semester. In November, MIC held the Active Learning Symposium, providing the institution a great opportunity to share the activities and research results of all the working groups of the project with educators of other schools and other members of MIC

What is "Active Learning" ?

"Active Learning" is defined in the glossary published by the Ministry of Education, Culture, Sports, Science and Technology as follows: "It refers to all kinds of teaching and learning methods that incorporate active participation in learning by learners, which are different from the type of education conducted through one-way lecturing by teachers. Development of versatile abilities such as cognitive, ethical and social ability, and gaining culture, knowledge and experience is sought by active participate in learning by learners. It includes discovery learning, problem solving, experiential learning and exploratory learning. Inside classroom activities such as group discussion, debate and group work are also effective active learning methods." The Active Learning Working Group of MIC also refers to the definition provided by Bonwell and Eison (1991): "instructional activities involving students in doing things and thinking about what they are doing."

ACTIVE LEARNING SYMPOSIUM

Active Learning Documentation: The Way Forward Developing Critical Thinking through Active Learning

Our first Active Learning Symposium was held on November 28th at MIC. The event brought together university faculty and staff and high school and middle school teachers that share an interest in active learning. The symposium began with welcome greetings from MIC President, Dr. Masateru Nagata, followed by a speech on the meaning of this symposium by Dr. Benjamin Peters. Dr. Anne Howard and Lecturer Cathrine Mork gave a presentation entitled "Active Learning Documentation: The Way Forward". This presentation summarized the work of the Active Learning working group formed to enhance and to conduct research on active learning at MIC as a part of the AP project. Dr. Howard and Ms. Mork presented their analysis of active learning methods collected via questionnaire, class observations and interviews with faculty. They described the matrix that divides methods into four quadrants, thus clarifying the characteristics of active learning methods at MIC.



In the afternoon session, Dr. Gregory Dunne and Dr. Benjamin Peters gave presentations entitled "Developing Critical Thinking through Active Learning". The presentations introduced the critical thinking assessment test (CAT) developed by Tennessee Technical Institute (TTU) that were administered to MIC students as a part of the AP project. They also introduced how critical thinking can be developed in particular fields of study through methods also developed by TTU. After the presentation, the audience was encouraged to participate in one of three active learning workshops: "Active learning and tablet PCs" run by Dr. Jenice Lusk, "Active learning and critical thinking" run by Lecturer Monica Hamciuc and "Active learning and the e-portfolio" run by Dr. Debra Occhi. Participants learned how active learning can be enhanced by use of tablet PCs, critical thinking methods, and the e-portfolio system through the workshop.



