

# The Journal of Learner-Centered Higher Education

学士課程教育機構研究誌

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# **The Journal of Learner-Centered Higher Education**

学士課程教育機構研究誌

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# 基調講演「新しい学習観から見た 授業改善の工夫」

久保田善彦

玉川大学 教授

久保田：ご紹介いただいた久保田です。どうぞよろしくお願いいたします。過大な紹介をいただきました。1時間と少しお付き合い下さい。タイトルは「新しい学習観から見た授業改善の工夫」と付けました。授業改善のヒントを得ただけであれば幸いです。

## 1. 現代の学習観

新しい学習観とは何なのか。端的に言えば、明治から120年間にわたり続いてきた「教え」が「学び」になったということです。明治以前の寺子屋では個に応じた教育もありましたが、欧米から教室という仕組みが入り、そこからほぼ同じまま現代まで続いているのが「教え」です。それを「学び」に変えようということです。もう少し異なる言い方をすると、知識は、伝達から獲得になるという話です。

子ども用のプログラミングアプリを初めて作ったパパートという方がいます。彼は、「タイ

ムマシンで100年前からやってきた外科医と教師」という記述を残しています。現代の手術室には、CT スキャナーがあり、レーザーメスがあり、外科医は顕微鏡をのぞきながらマニピュレーターを使って手術をしている。そこに100年前からタイムマシンで外科医が来たとすれば驚いて逃げ帰るだろうと言っています。皆さんは手術支援ロボット「ダヴィンチ」を知っていますか？ダヴィンチはすごい最先端なのだろうと思うかもしれませんが、実は日本でも10年以上の歴史があります。保険も適用される、手術ロボットです。操作は人間ですが、ロボットを使って内視鏡手術をします。これを見れば、100年前の外科医はさすがに発狂して逃げ帰るだろうと思います。一方100年前の教員の場合、現代の教室に足を踏み入れてもさほどショックは受けなかったのです。それどころか「これならば明日から授業ができる」と安心したほどです。もちろん教室を一望し「これは何だろう？」と首をひねるような電子機器もありましたが、さほど劇的な変化とは感じず、次の日から授業を行いました。授業を受けている子どもたちも100年前の先生とは知らずに「よく分かった」と授業を受けていた、という作り話です。

このように教師の活動は、今も昔もほぼ変わっていません。この昔から続く「教え」を「学び」という形に変えていこうということです。もちろん、教室内の座り方を変えればすべてが

明治から120年続く

教えは学びに

知識は【伝える】から【獲得】するへ

変わるわけではありません。しかし、そこも変わらないのでは、「学び」や「獲得する」に変わることはできません。

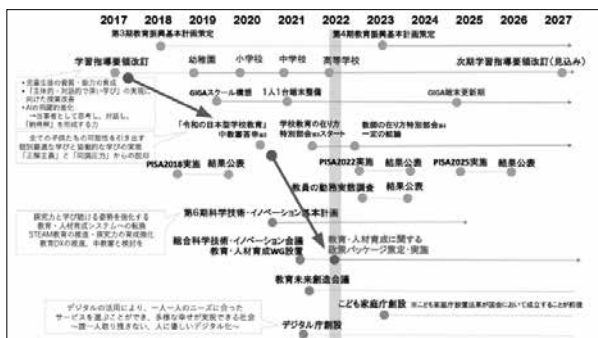
## 2. 近年の教育政策とキーワードの確認

最近では教育政策の改革が続いています。学習指導要領をはじめとして、様々な改革が行われていますので、確認します。Society5.0の実現に向けた教育人材育成に関する政策パッケージは、文部科学省ではなく内閣府から出されました。内閣府でも考えているわけです。

Society5.0の実現に向けた教育人材育成に関する政策パッケージの図を使い説明します。まず現学習指導要領があり、その少し後に令和の日本型学校教育を主張した中教審答申があります。中央教育審議会の中心メンバーが集まってこの政策パッケージを作っています。一番上に書かれているのは学習指導要領です。2017年に改訂されていますが、実はしっかり動き出したのは昨年です。高等学校がようやく動き出しました。移行にはかなり時間がかかります。移行は「教えから学び」の助走期間です。10年ぐらいで一サイクルが回り、さらに改定になるでしょう。皆さんもご存じかと思いますが、この学習指導要領のキーワードは「主体的・対話的で深い学び」です。大学ではこれまでもアクティブ・ラーニングと叫んできました。その後、名前が変わって「主体的・対話的で深い学び」となりました。シラバスなどにもこのキーワードを書き入れ、深い学びについて示しているかもしれません。よく見ていただきたいのは「主体

的・対話的で深い学び（アクティブ・ラーニング）の視点からのについて」とあることです。ここで重要なのは、アクティブ・ラーニングに力を入れてほしいだけではなく、アクティブ・ラーニングと同時に「授業改善」をしてほしいわけです。先生方、アクティブ・ラーニングをしよう、協働的な学びをしよう、といってもすぐに上手はいきません。小手先の変化を加えて深い学びが実現するわけがありません。子どもが変われば、場所などの環境が異なれば、成果も変わります。それらに対応しながら少しずつ改善していく、不断の改善をしていこうというメッセージが込められているのが「授業改善」です。アクティブ・ラーニングのために先生たちは「授業改善」を行ってください、ということです。これは幼小中高大に共通の課題です。他のキーワードとして、「探究」があります。最近では、先端的な学校の事例が頻繁に紹介されています。まず、名前が変わりました。「総合的な学習」の時間が「総合的な探究」の時間になりました。それだけ「探究」が大切だということです。現代においては、単純な調べ学習をするのではなく、社会の課題を解決するために、課題を発見し、自分なりに解決するための探究が必要であることから探究というキーワードが上がっています。

学習指導要領の最初にある総則の文章をコピーしてきました。子どもたちが成人し社会で活躍するころには、我が国は厳しい挑戦の時代を迎えているのです。だから探究などが必要だと言いたいのです。しかしどうでしょうか？温暖化を通り過ぎて沸騰化の時代になってしまいました。以前には全く考えてもいなかったパンデミックも経験済みです。いや、終わってはいません。次のパンデミックも来るかもしれません。生産年齢人口は、以前より問題になっていますが、さらに拍車がかかり大変なことになっています。生成 AI は、昨年の今頃では誰も話をしていませんでした。しかし、数ヶ月で生成 AI の周辺は大きく変化しています。このよ





うに様々なことが変化しています。成人して社会で活躍する頃ではなく、今なのです。今が厳しい挑戦の時代なのです。わが国だけではなく世界的にです。学習指導要領は2017年に作られました。世の中の動きに合わせて、国は次から次へと政策を出すのです。もしかすると学習指導要領の改定は早くなるかもしれません。ここ最近の動きとしてはGIGAスクールがあります。

これは先生方もご存じでしょう。小学生・中学生・高校生は、一人1台ずつパソコン端末を持っています。これは世界的にも例のない実験です。GIGAスクール構想は、本来何年かかけて行う予定でしたが、小学校や中学校はコロナ禍で一気に進みました。それが一段落した後、高校も導入しています。皆さんはGIGAスクールというと「1台ずつパソコンをもらえてすごい」と思うかもしれませんが、もう一つ重要なことがあります。GIGAスクールのパソコンは1台当たり4.5万円の安価な物です。それよりクラウドにつながっていることが一番重要です。これが先ほどの話にもあった「新しい学び」に直結していると考えています。安いパソコンなので中身は何もない状態ですが、データは全てクラウド上にある。クラウドの良さは、沢山の情報を長期間ためることです。皆さんも活用しています。スマートフォンに入りきれないデータをバックアップします。検索も容易です。私も子どもが馬に乗っている写真を見たいと思った場合には、子どもの名前と馬を検索すると馬に乗っている子どもの写真が出てきます。Googleに情報のすべてを持っていかれている現状は心配でもあります。子どもであれば小学校1年生のときの運動会の作文を中学校の卒業のときにもう一度見ることが出来ます。図画工作では自画像をよく描きます。小学生の時に2回程度描き、中学校で描き、高校でも描く、その自画像を一気に見ることで、十数年間の心の動きをもう一度振り替えることが出来るかもしれません。現物の絵を保管しても、半年くらい

で捨ててしまいます。それを考えれば、10年や20年やさらに大きいスパンで保存ができることはすごいことです。データが雲の上にあることは、皆が同じ情報にアクセスしやすくなっています。ここではGoogleワークスペースを使っているのですが、共同編集や共同閲覧は日頃から使っているのではないのでしょうか？先生だけではなく、子ども一人1台がクラウドにつながったので、教えは「学び」に近づいてきました。そうは言ってもこのGIGAスクールの普及は大変です。新しい学習観や指導観は頭ではわかっているのですが、1年目や2年目には「一人1台と言っても、活用したいが使う場面があまりない」という先生方が多くいました。特に中学校に多いと小中学校の校長が集まる会議で話題になっていました。中学校は一斉授業の場合が多く、個別に対応していない。そのため、個別の端末の必要性は感じていないということなのです。先生が持つて使うということの必要性は感じているということでした。端末の活用は、「効率が悪くなる。」という先生も多くいました。「ちょっと待ってください。誰の効率の話ですか？」「あなたの効率の話でしょう。」と私は言いました。先生の効率が良くなることばかり考えているのです。教師の教えから抜け出ません。子どもの効率はどちらが良いのか？と考えればおのずと解決策は出てきます。收拾がつかなくなることも困る、という話もありました。子どもたちが好き勝手なことをしてしまうのではないかと、この話です。機械のように同じ動きを生徒にさせたいのでしょうか。学習規律は大切ですが、一斉指導型の規律は必要あるのでしょうか？分からないことを質問されたときに困るというような、質問や意見も沢山ありました。皆、教える側の学習観の反応です。ところが、今年になってこのような苦情が一気に減りました。言っても仕方ないとあきらめたのかもしれませんが、一人1台の環境自体が先生の考え方も変えているのです。先ほどの教えから学びです。一人1台で一人一人が使用できる環

境は、先生が教えるよりも子どもそれぞれが学ぶことに適しているのです。最初はそれが分からないので効率が悪くなるという話でしたが、使うにつれて少しずつ理解されてきたのです。GIGA スクールでは、「誰一人取り残されることの無い、公正に個別最適化された学び」を主張しています。これはビッグデータがたくさん集まるからです。ビッグデータを子どもたちの教育にどのように活かすのかを考えるため「個別最適化された学び」もキーワードとなりました。ただし、ここで言っているビッグデータは単純で、子どもたちのドリルソフトに AI を導入して最適化された問題をどんどん出せば、子どもたちの学力が上がるのではないか？という話です。それだけで学力が上がれば苦労はしません。それで学力が上がる人とそうではない人がいるはずなので、そうではない要注意の子どもにはアラートが出る必要があります。

その次に出てきたのは「令和の日本型教育」です。これも先生方は聞いていると思います。中教審答申です。「個別最適な学び」については「個別最適化」はやめて「個別最適な」にしました。もう一つ、「協働的な学び」も加えて、主体的・対話的で深い学びになり、それが資質や能力を作る構造です。簡単に言うと個別最適な学びと協働的な学びの一体的な充実により、アクティブ・ラーニングを進めていこうという話です。個別最適な学びは二つに分かれており、一つは先ほどのドリルの話に合ったような確実な定着を図っていこう、という個別と、自分のこだわりを活かしてゴールやプロセスが異なっても、それぞれで頑張ってもらおう、という個別の二つがあります。これがどちらも必要だということです。一人一人考えていることは違うかもしれないが、参照し合いながら、自分たちの学びをそれぞれに個別でも進めていこう、それが一体的という意味合いです。協働的な学びと聞くと、グループワークをしてみんながワイワイガヤガヤというイメージがあります。これも協働ですが、他の人を見る、自分以

外の情報から学ぶという共同閲覧も協働です。

続いてはこのスライドの背景の図になる政策パッケージです。政策パッケージでは今までの流れを受けた話です。一番大きなワードとしては「多様性」です。多様性は先ほどのビッグデータの GIGA スクール、その次の中教審の話での個別最適な学びと協働的な学びの話にも出てきます。現在、小学校では35人学級の中で0.4人くらいが不登校だそうです。不登校傾向にあるのは4.1人です。つまり35人中4.5人くらいが不登校か不登校の傾向にあるという状態が今の小学校の教室です。発達障害は少し前から問題になっています。発達障害の可能性のある子どもは35人中2.7人います。新しいパターンとして、特異な才能がある子どもが0.8人。ただし、同じ子どもが、特異な才能と発達障害のそれぞれの特徴を持っている可能性は高いです。次に家にある本の冊数が少なく学力の低い傾向の見られる子どもです。全国の学力調査で本の数を調査しています。社会経済的側面が学力と相関するという観点で、家庭環境の指標として調べています。家庭環境の影響で学力が十分ではないという子どもは10人位いるとされています。35人中10人はかなり大きな数です。さらに、学校では日本語を話すが、家では母国語で話すので日本語を話さない子どもは35人中1人位いるなど、かなり多様な子どもたちが教室にはいる、ということです。先ほどの「教え」のように一方的に教えることには無理があることがわかります。同質性・均質性・一律一様の教育・人材育成はやめようということです。仮に協働的な学びをしたところで同調圧力や、成果主義に陥ります。このようなことを言いだす一番のきっかけになったのはコロナ禍です。

コロナ禍の際、文科省からのお願いということで、今は前代未聞の非常時や緊急時であるのに危機感がない、ICT やオンライン学者は学びの保障に大いに役立つのに取り組もうとしない、使えるものは何でも使え、できることからやってくれ、既存のルールにとらわれずに臨機

応変に何でも取り組んでくれと強いメッセージがありました。そのときは紙のプリントを配って納得しましたが、それではまずいと思った若い先生が YouTube 配信を使ってみんなに教えよう、と始めると「YouTubeなんて、何をいっているのだ。そのようなものはダメに決まっている。ここは学校だ」と校長先生に怒られてシュンとなる事態が多数ありました。せっかくあるパソコンをどんどん配布すれば良いと主張すると、「もしインターネットにつながらない家があったらどうするのだ。それは無理だ。一人でもできないのならば実施は無理だ」とダメ出しをされました。創価大学でも合理的配慮に対応しています。視覚優位な子どものために何かスライドに絵や文字を入れてみよう、ひらがなでルビを入れよう、ということになります。やることが沢山増えて大変というマイナスに思っている先生も多いと思います。多様性はマイナスな面だけだと思っははいけません。多様性はぜひポジティブに考えていただきたいです。今は多様性の時代なのです。

例えば、複数の殺人事件を解決するという課題があります。その課題を皆で解決するのですが、Aは仲の良い友人4人で解決するグループ、Bは仲の良い友達3人と全く知らない人を1人入れたグループ、そしてCは1人という3つの群で行いました。この中でどのグループのパフォーマンスが一番高いと思いますか？Bが一番高い結果だったのです。さらに感想も載っていました。Aの人たちは「気持ちよく話せた」「話し合いが楽しかった」「解答にも自信がある」「我々の出した結果は当たっているに違いない」。Bの人たちは「大変だった」知らない人がいるからです。「認知的に大変だった」「相当話し合いをしたので自信はあまりない」と言っているのですが高いのです。つまり、多様性です。別の例では、水中アニメーションを覚えるという課題で、アメリカ人は「赤い魚がいた」と言うが、日本人は「背景がこのような形をしていた」というような背景のことばかり

言うのです。注目するポイントが異なります。文化が異なると注目することも異なります。何が言いたいのかというと、せっかく多様なことから、多様な人たちが出会うことを少しポジティブに考えて学ぶことが必要だと思っています。多様性に関する肯定的な信念が集団に与える影響の研究もあります。多様性は大切だということなのです。


OECDがラーニング・コンパスを出しています。出したのは2015年ですので学習指導要領の始まる前です。そこから2030年までのゴールを立てました。とても大切な概念が沢山あるのですが、大切なのはゴールがどこかです。流行言葉となっていますがOECDはwellbeingがゴールだとしています。

個人の幸せと集団の幸せ、社会の幸せのことです。両方がありますがそれをどうにか進めていこうというものです。wellbeingという課題は結構難しく、先生方は授業を行っていると思いますが、その授業をどのようにしてwellbeingに関連付けるのか？私は理科教育なのですが、理科教育がwellbeingにどのように影響するのか？どのように関わるのかを最近考えるようになりました。これが課題です。このように新しい学力観がどんどんと進んでいるということです。新しい学力観として出てきたことは「個別最適な学び」でしたが、少し前には「個に応じた指導」という言葉を使っていました。大体は同じことです。主体的・対話的で深い学びということもありますが、主語は？と言われてれば大きく変わったことが分かります。主語が教師から子どもたちへ変わったのです。GIGAスクール前は端末やICT機器を使ったとしても、先生が使っていました。後は誰が使っているかということと子どもが使っています。主体は子どもへと変わっています。教える側は先生ですが、学ぶのは子どもです。知識においても子どもが獲得してください、という新しい学力観です。それをどうにか作っていくための新しいキーワードの話でした。ちなみにもっと異なる表

**学習者中心の教育**

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1. 学生を、学びという面倒で大変な作業に取り組ませる教育である。
2. 学習過程の責任をいくらかの学生に持たせることで、学生の意欲と自信をつける教育である。
3. 教室を皆が課題を共有するコミュニティと認識することで、協同を促す教育である。
4. 学生が何を学んでいるのか、また、それぞれをどのように学んでいるのかについての省察を促す教育である。
5. 明確な学習スキルの指導を含む教育である。



**振り返ることは「学が」こと**

1. 学習内容を確認する「振り返り」: 学習内容の整理
  - a. 自分の理解状況を適切に振り返る
2. 関係付けや一般化をする「振り返り」: 学習の定着・活用
  - a. 学習内容を現在や過去の学習内容と関係付けたり一般化したりすることで、理解が深まったり思い出しやすくなる(精緻化、体制化)
3. 自己変容を自覚する「振り返り」: 自己有用感
  - a. 学習内容の理解や学びの深まりに対して自分の成長を自覚し、ポジティブな感情を抱く
4. 自己を調整する「振り返り」: 自己調整
  - a. 過去を見て終わりではなく、未来の学びをより良いものにする

Bandura, A. (1995) Self-efficacy in changing societies. Cambridge University Press.  
田村孝 (2018) 強い学び 東洋館出版社

現で言えば「学習者中心の教育」といいます。

このスライドをご覧ください。創価大学の関田先生と山崎先生が翻訳をされた、「学習者中心の教育」という書籍があります。この本の冒頭に学習者中心の教育について5つの特徴が書いてありました。全ての説明はしませんが、本日は残りの30分で4番だけお話ししようと思っています。振り返りの意義です。リフレクションとも言います。これまで、振り返りは刺身のツマのように扱われていました。誰も相手にしていませんでした。最後の方に「やっておいて」「時間が無いから家でやるように」というように最後の最後に追いやられていた「振り返り」ですが、それをもう少し中心に持ってくるべきではないのか？それ自体が学びだろうと私は思っています。振り返ることは「学ぶ」ことです。

振り返りには様々な機能があります。いくつかの文献も参考にして振り返りの機能を4つに整理しました。第一に、振り返ることで学習内容を確認することができます。本日は何について学んだのか？ということです。これによって学習内容が整理できます。第二に、関連付けや一般化をする振り返りです。何を習ったのか？ではなく、自分にどのように関わるのか？これまでの学びとどのように関わるのか？それが関連付けられることで学びは生きるのです。関連付けられなければ、単純に単語を覚えているだけで、資格試験対策ならば良いのかもしれませんが、全く使うことができません。そのような関連付けや一般化をするのです。学習はこれにより定着し使うことができるようになります。そのような振り返りの使い方があります。

第三に、自己の変容を自覚する振り返りです。自己有用感という言葉をよく聞くとお思います。学びによって自分が成長できた、良かった、ということは大切です。「あなたはできていないからもっと頑張れ」ということを今まで学校では言われてきました。テストで99点を取った時に「あと1点取らなきゃダメだろう」ではなく、99点も取ったなら「すごかったね」とほめなくてはならないところです。頑張ったことをほめるという自己有用感です。第四に、自己を調整する振り返りとして自己調整です。自己調整という言葉は、最近の学習指導要領では変わっており、国が学びに向かう力は自己調整と粘り強さだ、と2つ出しています。最近の教育改訂で小中学校の先生を含めた新しいキーワードです。

例えば最初の2つはセットで挙げる人が多いです。学習の整理と定着です。例えばこのような実験がありました。制限時間内で学習の問題に取り組み、その後どのような戦略を取るのか？これは算数の問題ですから解法は複数あります。解答に行くまでの道筋です。それをみんな交流し合うことは小学校や中学校の大切な学びなのです。昔はそのようなことはやらずに正解ならば丸、といていたかもしれません。現在では、そこまでのプロセスにおいてみんな交流すること自体が学びとされています。後でそれをしっかりと文章に書いておくのです。すると、書いた場合と書いていない場合では、確認で再テストをしたときには、なんと18パーセントも点数に差が出たのです。次に、ある企業で新規採用研修をした際、毎日15分で

すが1日研修してきたことの重要事項を振り返りました。沢山あるので少なくとも2つの学びだけ書き残しました。それは日記のように「今日は～をやった」という形式です。そうすると最終日のテストでは振り返りが無い場合に比べて23%も高い得点だったそうです。単純に振り返るだけではありません。振り返ったことをしっかりアウトプットしています。教育界では言語活動が大切であることが1つ前の学習指導要領からいられていました。それ以外の場面でも、アウトプット・見える化等聞いたことがあるかと思えます。振り返ったことを外へ外化(可視化)する、ということでの様な効果が生まれるということです。

秋田県の例を紹介します。秋田県は成績が良い(子どもの学力が高い)のですが、小中学校で家庭学習が行われているのです。その日1日勉強したことを家でもう一度自分の言葉でまとめ直します。宿題ではありません。つまり振り返って外化(アウトプット)するのです。5年くらい前に参観した授業では、先生が板書を小単元で4時間くらいあるものを撮影し、子どもたちに送り、それを見ながらその4時間を振り返っていました。振り返りは書くのではなく友達に話すのです。お互いに異なるシーンについて振り返るということをやっていた、という事例です。振り返りは書くだけではないということです。

次は私が大学生にいつも促している振り返りです。その日の授業のポイントは何ですか?何を学習したのかについても一度整理します。やったことを振り返ります。「面白かった」「楽

しい」と言ったつまらないことは書いてはいけないと伝えています。ここは皆さんのこれまでの経験や、これから教師になる人を教えていますので、教師になったとした場合にどのように活かせるのか?ということ念頭に置いて書いてもらいます。左側で今日の授業のポイントについて整理し、右側で定着や活用をします。そのようにイメージしています。本当にそのイメージ通りに学生が書いているかということ、そうではない場合もあるかもしれませんが、そのような振り返りをさせています。

次は自己有用感です。「こんなに頑張った」「ここはもっと伸ばそう」「ここはもう少しやってみるか」ということです。一番簡単なものはこれです。

体育のときにこのGIGA端末を使用します。どのようにして活用するのかというと、自分の演技を良くするためによく使われます。手を付く位置がよくない、足の挙げる場所などです。これで全く異なります。走り高跳びの練習前と練習後を先生がビデオを撮ってくれます。その2つのビデオを生徒に返します。何がどのように上手くなったのか?それはどうしてなのか?を訪ねます。これでパッと自己有用観が上がります。これを親に見せるならば、親の自己有用観も上がります。家に端末を持ち帰る時代です。親と一緒に振り返りをすれば、親の自己有用感も上がります。

次に、小学校で行われている一枚ポートフォリオについて紹介します。これは小学生だけではなく中高生も使うことがあります。例えば、「てこのはたらき」というテーマの場合、学習前に自分が分かっている「てこ」のことを書きます。授業が進み、最後にまた同じ質問をします。「今「てこ」についてあなたは何が分かっているのか?」と質問します。そうすると今度は沢山書けます。そうして最初の自分と最後の自分を比べるのです。「この5時間で自分はこれだけ成長できたのだ」ということを書かせる欄もあります。自分の学びがどのように変化し

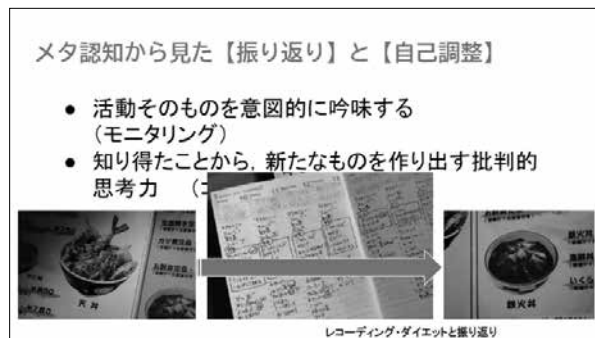




たのか？自分の知識や知恵がどのように変わったのかを確認できる仕組みになっています。

さらに大学の授業での例を示します。まずは「総合的な学習の時間についてあなたはどのようなイメージを持っていますか？」と授業の最初の時間に書かせます。最初、学生達にとって小学校の総合的な学習の時間はお楽しみ会といったイメージなので、大したイメージは持っていません。それは学活ですね。職場体験で行ったことを皆で話し合っ思い出しながら、あなたの考えている総合的な学習の時間について書いていきます。大したことは書けません。何しろあまり覚えていないのです。授業を全15回行った後にこの科目を終えてまずはやったことを振り返りなさい、と指示します。その後、最初のイメージと今のイメージはどのように変わったのかについて書きなさい、と指示します。そうすると「私は、最初はこのような感じだったが、このように考えが変わった」「まさか総合的な学習はそうだとは思わなかった」という内容が書かれます。

創価大学にもポートフォリオはありますか？実は私は、春学期に創価大学で非常勤講師をやらせていただいたのですが、この仕組みがあることを知らずにいました。夏休みに確認しました。学習目標とありますが、学習目標が振り返りにあたるのかと思います。振り返りの最後がその教科のイメージかと思います。しかし、結局何のためにやらせているのかがあいまいなのです。小学生も中学生も高校生も大学生もその先生も振り返りをするのは良いことだと思います。しかし、何のためにやらせている



のかが分からない、学生は何が良いのか分からないという点に問題があります。

メタ認知から見た「振り返り」と「自己調整」です。この2つを合わせてメタ認知です。モニタリングは、活動そのものを意図的に吟味するという事です。自分の頭を第三者が見ているように見る事です。自分の頭の中を見ています。そしてコントロールはそのモニタリングで知り得たことから新たなものを作り出します。活動や批判的思考力です。皆さんはレコーディングダイエットを聞いたことがありますか？やったことがある人がいるかもしれません。レコーディングダイエットとは、ダイエットの手法の一つです。それもこのモニタリングとコントロールを使っています。簡単です。メモ帳を用意します。そのメモ帳に朝昼晩の食べたものをずっと記録していくのです。ずっと記録していくといつの間にか痩せるのです。学生は「先生、その人の筆圧は相当高いのですね」と言っていました。そんなわけはありません。筆圧だけで痩せるなんてどんな人でしょう。違います。昨日の昼食に何を食べたか覚えていますか？一昨日は何を食べましたか？もう忘れていました。私もすっかり忘れていました。朝に何を食べたのかは覚えています。必ず納豆を食べます。それだけです。後はだいたい忘れていました。今日の昼はさすがに覚えています。しかし、メモをしていると覚えているのです。例えば学食に行き、「今日は天丼を食べようか？」天丼を食べようかと思うのですが、「まてよ。昨日はかつ丼を食べたな」そうするとやめますね。その思い出したのはメモをしていたからです。鉄火丼にし

ました。天井から鉄火井に変えるとヘルシーでしょう。このように変えたのはレコーディングなのです。レコーディングで過去をしっかりと振り返る。食事を振り返りながら食事を選んでいく中で自分の食生活を変えていくことで痩せるのです。真ん中はモニタリング、左側はコントロールです。「先生、すごいですね。自己調整で痩せるのですね」と言われますが、痩せるだけでは無いのです。

皆さん、中学校等でテストの計画表を立てたことはありませんか？ レコーディングダイエットはこれと同じです。私は中学校の教員だったのです。なぜか2週間前に渡していました。2週間前の学活の時間などにこれを渡されて、いつ何時にドリルを何回やる、ということを書かされた思い出があります。私は1週間後に「全然進んでいない。予定の半分も進めていない」となり、残りの1週間に無理やり残りを詰め込む方法を苦心して考えていました。これもモニタリングとコントロールです。モニタリングは何かというと、テストの計画表で自分の進行状況をモニタリングしました。そして進行状況上、改善すべきことをコントロールしました。もちろん短い時間でモニタリングやコントロールすることもあります。例としては振り子です。小学校で実験するのです。振り子のふり幅と長さで重さそれぞれを変えていきます。周期が変わるのは長さだけなのですが、先生は口酸っぱく「変える条件は1つだけだよ。2つ変えるとわからなくなってしまうよ」と言っています。それでおもりの重さの実験をしたとしましょう。これを1個のときと3個のときで変えてやってみようと思いがちです。しかし、3個のときに子どもたちは縦に3つおもりを並べて付けてしまうのです。これではダメです。重心の位置が変わってしまいます。「あれ？先生は条件を2つ変えてはいけないと言っていたのに、これだと重さと重心の2つが変わっているかもしれない」と子どもたちが思って修正すれば、これはコントロールです。ダイエット

やテスト勉強のように長い期間だけでなく、短い期間でもモニタリングとコントロールの自己調整が行われているのです。

私の作っている振り返りは、下に名前が沢山出てきます。これは他人のものが見ることができてしまうのです。最初は「なぜ振り返りを他人に見せなくてはならないのですか？」と抗議をしに来た学生がいました。今まで振り返りは先生に提出するだけでした。先生はこれをもとに成績を付けますが、学生はどのような振り返りが良いのかわからないまま大学生になってしまっているのです。いつまでたっても振り返り上手にならないのです。振り返りが下手な人は、ずっと下手なままなのです。コピペはダメですが、友達の振り返りを自分の言葉に変え、自分の表現にして自分のところに書くならば良いです。参考にするのはいいと伝えています。他人のものを見ながらでも自分をより良くする。これも協働であると思います。協働するという良さは様々にありますが、個のためになることはたくさんあると思います。協働すると新しいことが次から次へと創造・創発できるのではないかとこの考えがちですが、個々人に返る良さというものもあります。例えば他者と比較することで自分の考えを振り返ることができます。先ほどの振り返りよりもさらに深く振り返ることができるのです。自分一人では振り返ることができないことも他人のものを見ることで自分を振り返ることができるかもしれません。そして、人の考え方や書き方を自分に取り入れることができます。先ほど相互啓発の話はしましたが、そのような活動にあたります。どこまで相互啓発ができていくか定かではありませんが、最低限の分量は揃っていますので中身はそれなりに良くなります。一人一人が学んでいることや考えていることは異なるが、参照し合いながら進めている相互啓発。それが個の学びや個の振り返りに生きていると思っています。

これまでの学校は儀式としての振り返りばか

りです。これは大学も含めてです。先ほども話したように、振り返りの目的は、少し考えただけで4つも出てきました。まだまだあるかもしれません。しかし、どの目的でやらせているのかについてはっきりさせないままに振り返りを書かせているのです。さらに、本人の動機を無視したままに書かせています。とりあえず書けばよいと思込でいます。何のために書かなくてはいけないのか？これを書くことが私にとって何の学びになるのか？を分からないまま書いている場合があります。ですから私は最初の授業では、これを書かなければ点数はあげられないと伝えます。そのときに今話をするので。振り返りにはこのような機能がある、このような事例がある、あなたたちにとってこのような力になる予定でやっている、ということをしかり伝えてやらせます。振り返るための時間や材料が足りないという別の問題もあります。「片づけが忙しいから、後でやってくれ」となってしまうと、後で行えば行うほど振り返りは頭を使います。大学の授業は90分ありますので、最後の5分10分を振り返る時間として私は設定しています。

それでは最後にテーマである授業改善の話の1分ほどしようと思います。

### 3. 授業改善の方法

私は最近のコロナ禍以降、Classroom というシステムで以下のような取組を行っています。1 時限単位になっており、1 時限ずつ授業の前の日や前の週などに公開していきます。すると学生は順次資料を見ることが出来ます。Classroom には資料が入られるのですが、一度授業をすると次の授業は半年後や1年後など間が空くこともあります。その間に様々なネタが沢山見つかります。あの時のニュースをここで話したいと思うことが良くあります。そう思った瞬間に Classroom へ放り込みます。その授業が始まる時期が近づいてくると、必要な情報だ



け残して、必要のない情報は捨てます。そのようにして毎年少しずつネタを新しくします。これも先生が振り返るためのポートフォリオです。ポートフォリオを確認しながら少しずつ組み替えていくという活動をしています。

以上で、本日のお話を終了いたします。ありがとうございました。



# 講演「偏差値50以下からの逆襲 — 桐蔭横浜大学の取り組み —」

森 朋子

桐蔭横浜大学 学長

森：皆様、こんにちは。先程、田中先生より過分なご紹介をいただきました。私が以前、貴学に来させていただいたのが、恐らく10年程前かと思えます。その当時は、一研究者として「反転授業の効果」ということを調べておりました。「反転授業がいいよね」ということではなくて、予習先行型の学習の効果というものを調べていて、結論から言えば学習習慣がない学生であればあるほど、予習先行型の方が適している。ただそのような学生は予習してこないという負のループがあるという側面があります。しかし、結果としてはそれが適しているということでお話をさせていただいております。

本日は、以前と身分が変わりまして、学長という立場になりました。就任して1年以上経過しましたが、本当に大変な仕事であると感じています。マネージャーという仕事はやはり研究者とは違うなと思っております。大変ではありますが、先程オールラウンダーとご紹介いただいた点について、私としましては、例えばここだけ良くしてもだめ。ここだけ良くしてもだめ。そのような意味では、トータルで大学をデザインできるということに関して非常に大きな魅力を感じております。そのような意味では先生方とは異なり、本当に小規模大学ではありますが、今いろいろなことをやっているということで、今日は「偏差値50以下からの逆襲」とのテーマでお話しをしたいと思っております。



結果からお話しますと、私どもも偏差値50以上になりたいとずっと頑張ってきたようです。しかし、それを捨てようということになりました。何故かといいますと、偏差値50以下に学生が沢山いるからです。そこをターゲットにした教育に変えていこうというお話でございます。こちらは私のプロフィールです。今、お話にありましたように、学長とは別に、私は小学校の校長も兼任しております。去年までは幼稚園の園長という立場もありましたので、まさに「兼担王」とまで言われていましたが、とても勉強になりました。スクリーンにありますように、私は高校についても長く調査して参りました。調査は10年程前からになります。つまり大学の4年間だけではなくて、高校から変えていく必要があると感じ、この7年間をどのように見るかについて研究してきたのですが、それでも足りないと思っていましたら、案外、幼稚園の研

究が非常に身になっていると思います。

日本は、どうしても教育経費が少ないので、トップの大学に経費をかけるという戦略をとってきました。しかし、トップだけが良くて本当に日本の経済は大丈夫なのかという懸念があります。したがって、「ボリュームゾーン学生」の教育を、もう一つの柱として、しっかり行う必要があるのではないか、ということを今中教審でもお話しております。丁度、内閣府の規制改革の推進委員もさせていただいているので、ボリュームゾーン教育を行うための様々な規制は撤廃したく、今一生懸命に声を上げております。

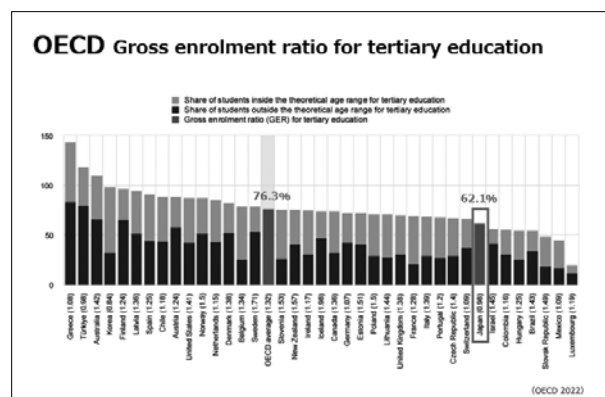
私は数年前まで関西に暮らしていましたが、今は89歳と90歳の両親が東京におりまして、90歳の父親が大病をしたこともあり、3年程前にこちらに戻り同居をしております。恐らく、先生方のご両親様も同じような年齢の方もおられると思いますが、90歳のイメージは、ともすれば、よぼよぼで寝たきりという印象ではないでしょうか。しかし、今元気なご老人は、スマートフォンを使って大好きな落語家の円楽さんを日々YouTubeで視聴して、スキップなどもしているのです、他にも、大好きなゲームのソリティアを一生懸命やっています。母の方も、緑内障でもう目が見えないのですが、iPadミニを駆使して、いつも朗読を聞いたりしています。こうしたことから、人生100年時代は私にとっては非常に身近でありますし、健康寿命も益々伸びているということを実感しています。このように時代は進みましたが、今の学生が今後社会に出る頃に、もっと変革するものと言えば「生成 AI」になるかと思っています。そのようなことも含めて、今、桐蔭が執っている戦略についてお話したいと思います。

## 1. はじめに

「はじめに」ということで、先生方にとっては「釈迦に説法」にはなりますが、今、どのよ

うに社会が変わっているのかについておさらいをして、そして、「ボリュームゾーン教育が必要である」ということをお話ししたいと思います。そして「桐蔭横浜大学のチャレンジ」という構成になっています。桐蔭横浜大学は、「有名な桐蔭高校の上についている付属の大学」とよく私も自虐的に言っております。現在、法学部、医用工学部、そしてスポーツ科学部、新たに現代教養学環も今年度からスタートしましたので、3学部1学環ということになります。研究科は3つございまして、総勢2,400名程度の学生数、1学年大体680名程度になります。教職員数は100名強と少ない体制になっております。

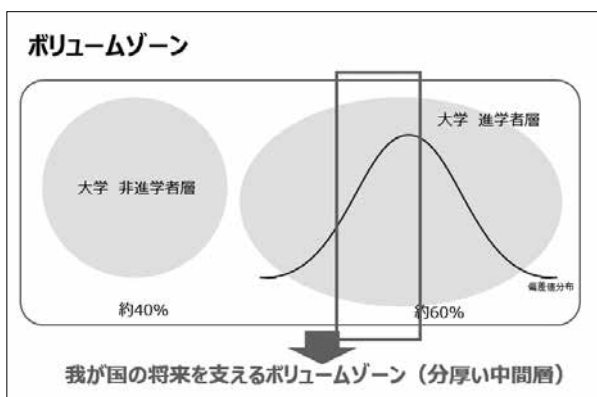
ここからが本日のお話になりますが、こちらはOECDがまとめている「高等教育の進学率」で、最新版（2022年版）になります。このグラフによりますと、日本の高等教育（大学）の進学率は「62.1%」とのことですが、女子はまだまだ伸び悩んでいて「54%」程になります。OECDの平均は「76.3%」とのことでした。そのような意味では、まだまだ、大学進学率の伸びの余地は考えられるかと思えます。ただ、これには少しマジックがございまして、この数値の中には「専門学校」が入っておりません。「専門学校」を入れれば「81%」程度になります。創価大学に置かれましても「目的養成学部」があるかと思いますが、目的養成学部ではない場合、どうして「大学進学」を選んだのか、なぜ大学なのか、ということをもう一度問い詰めてみたいというのが今の私の考えになります。



## 2. ボリュームゾーン教育の必要性

先程、進学率は60%程度しかないと言いましたが、その場合40%は大学非進学者ということになります。もちろん、この中に専門学校も入っています。そのような中で、大学進学者の偏差値の分布で、偏差値が丁度50%以下のところが日本の若者のボリュームゾーンになり、岸田首相も、このことを「分厚い中間層」と表現しています。偏差値の中で、端のトップだけを対象に一生懸命に力を入れるのではなくて、このボリュームゾーンをしっかりと支えていく。そのことによって国益を上げていく。こういうことが必要であるということをお話ししています。

そして、大学には3つの機能があると考えています。先生方もご存じかもしれませんが、十数年前に文部科学省から「機能別分化」ということが提示されました。これには7つあり、「あなたの大学は、研究大学ですか？それとも地方に貢献する大学ですか？」のような形で選びなさいと言われていた時代でした。しかし、実際にはなかなか選べないという現状がありました。なぜなら、各大学の「学士課程」によって様々状況が異なるからです。専門家を輩出する学士課程、実務専門家を輩出する学士課程、そして、この二つ以外では、良き市民を輩出する、というようなこと等があります。現在、高校では、偏差値50以下の生徒に対して、どうしても「実務専門家を輩出する学士課程で資格を取り



なさい」というような指導がなされています。しかし、18歳または17歳の頃に見えているものというのは非常に狭い中で、実学を専攻するということは困難を伴うと思います。本学にも、「臨床工学技士」または「臨床検査技師」のコースがありますが、やはり合わない学生にとっては非常に苦しい面もあり、その結果、中退になってしまう、ということもあります。もっともそのような実務専門家に元からなりたいたいと思っていて、早期から始めよう、というケースは良いと思います。

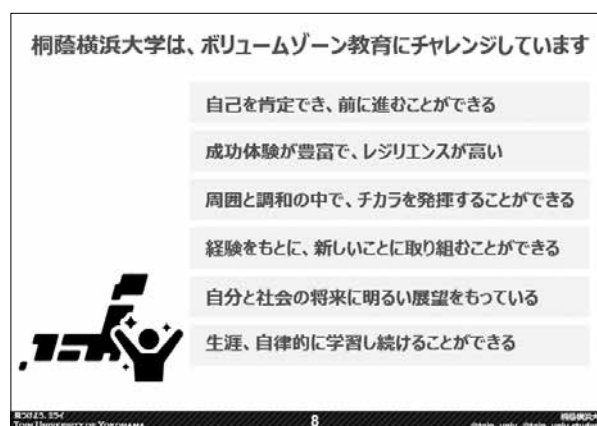
その中で、私は先程の「良き市民を輩出する」という点が結構大切であると思っています。今、日本の場合は高1の後期に文理選択を行っており、そういう意味では、数学ができるかできないかによって、文理選択が決まってしまう。簡単に言えば、高校2年生の、教科書の発注に間に合わないのが高1の後期になっているという大人の事情があります。例えばヨーロッパにおいては、高校卒業後にすぐに大学進学をしない場合もありますので、様々なことに挑戦できる状況があります。私はドイツの大学を卒業しておりまして、現地に友人が沢山いるのですが、例えば友人の同年代の子供たちの中で、数学が全くできないという子もいます。その子のお母さんの推薦もあって、看護学を希望して1年勉強したが、それをやめて、人文系に入りなおし、さらにもう一度やめたようです。その後、お兄さんが物理学を勉強していたことから、その話を聞いて興味をもち、それから数学を勉強して今は物理学科に入っています。このようなことは日本ではできないと思います。非常に早い時期に進路の選択をさせるということになりますと、自身を見つめ直し、自分の可能性をもう一度考える必要があるかと思っています。そのために、「良き市民を輩出する」という大学の役割は、私はすごく重要であると考えていますし、それを今、高校の先生方にも一生懸命にお伝えしております。「Discover your potential 自分力の発見」という創価大学のステー

トメントがありますが、まさにその通りで、自分が「何ができてどうなるか」ということについて、大学入学後にそのレベルを二つでも三つでも上げることが出来たならば、見える景色が違って来るかと思えます。それらの中から職業選択をしていきたいと思いますということをお話しています。

ポリウムゾーン学生の特徴については、きちんと調査出来なかったもので、今回は私の私見を述べさせていただきます。いわゆる「できる子」は先生が面倒を見ており、「できない子」について、も実は先生の目にかかります。しかし、丁度、その間の「ポリウムゾーン」の子達というのは、良くも悪くも普通になってしまうので、あまり大人の手はかかっていないのです。具体的には、自分に自信が持てなかったりとか、部活以外に何か成し遂げた経験が無かったりとか、良い大人に期待されるような経験が少ない、さらに、自分の固有の世界でしか表現ができない、ということがございます。例えばサッカーや野球などで、そのプレイの場面では的確に判断したりすることができるが、違う場面になると途端にできない。サッカーや野球など、自分が今まで生きてきた固有の世界では、様々なリテラシーやコンピテンシーが発揮できるが、違う場面になると発揮することができない。つまり転移することができない。抽象度が上げられない。これが大きな特徴であると思っています。そして、どうしても高校の指導で、「あなたは、こうだよね？だからこういう道しありませんよね？」ということを言われ、自分の将来も見切ってしまうようです。又、指示待ちの傾向もあります。以上のような特徴があるのではないかと思います。

### 3. 桐蔭横浜大学のチャレンジ

桐蔭横浜大学では、「これらの特徴をポジティブになるように教育改革を行い、ポリウムゾーンへの教育にチャレンジしよう」と考えま



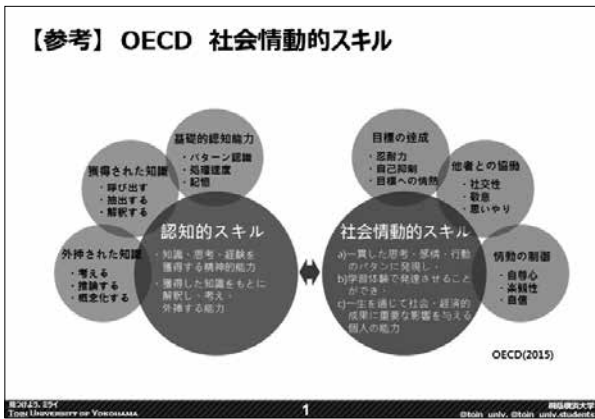
桐蔭横浜大学は、ポリウムゾーン教育にチャレンジしています

- 自己を肯定でき、前に進むことができる
- 成功体験が豊富で、レジリエンスが高い
- 周囲と調和の中で、チカラを発揮することができる
- 経験をもとに、新しいことに取り組むことができる
- 自分と社会の将来に明るい展望をもっている
- 生涯、自律的に学習し続けることができる

8

した。自己肯定できたり、成功体験が大学で立派にできたり、経験を元に新しいことに取り組む、キャリア教育をしっかりとやる、自律的学習者になる、というような一步を私どもの大学で作っていく。このようなことをすれば、ある一定層で響く高校生は絶対にいると考えました。それでは、誰が育成するのか、ということについて、「専門家を輩出する」ということであれば、専門家と実務専門家の上二つはどうしても教員または実務家教員と言われる方々が中心とならざるを得ないが、「良き市民を輩出する」ということであれば、職員の方も教育プログラムに関われるということになります。ですので、私どもは今使えるものは何でも使おうと考えて、職員も実は教育プログラムを担当しております。

私どもは、偏差値を取って捨てていくということをやります。その時代時代によって賢さの指標が変わる中で、OECDは2015年以来、この青い球（認知的スキル）と赤い球（社会情動的スキル）、これら全体を賢さと呼んでいます。その中では、偏差値は青い球（認知的スキル）の中の一部である「基礎的認知能力」にあたるようです。このように、賢さの一部をみて「偏差値」と呼んでいるので、個人的には不十分な指標であると感じています。実際に、ペーパーテストの結果はあまり良くないが、赤い球（社会情動的スキル）が大きく育っている学生は多くみられます。また、アクティブラーニングについても、実は青い球（認知的スキル）のやは



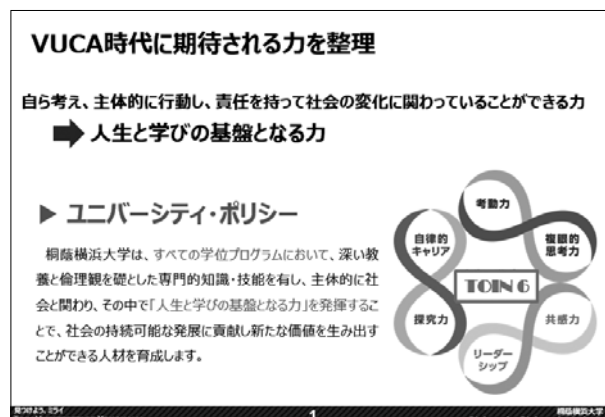
り一部である「外挿された知識」に該当します。こうしたことから、私達は結局、この青い球（認知的スキル）だけしか学生の価値を認めていなかったのではないかと思います。欲しい人材とは、この赤い玉（社会情動的スキル）が育っている人です。それには、目標の達成や、他者との協働があります。この他者との協働については、表面上のコミュニケーションではなく、敬意や思いやりを意味します。そして時には、自身の様々な気持ちをおさえてコントロールできる力が必要です。実はこれらは一生を通じて培わなければならないと OECD では規定しています。よって、青い球（認知的スキル）を持っていても、赤い球（社会情動的スキル）を持っていない学生は就職できないであろうと考えます。

次に、ボリューム層の学生が一体どこにつながっていくのかというキャリアの部分を考えております。それについては、現在、「経済同友会」等の職業団体とディスカッションしており、一部上場企業になればなるほど、ブラインド審査になっていて、又、学閥というのも減ってきているようです。最近「三省合意（文部科学省・厚生労働省・経済産業省）」の改正がなされましたが、インターンシップ時の個人情報が入社試験に活用できるようになりました。つまり、準備をするということは、実は青い球（認知的スキル）の方の力ですが、準備したものを上手く言える、上手くできるというような一時の入社試験ではなく、一日の長い時間を一緒に過ごす

インターンシップの中で、一緒に働きたいなど思える人を探っていく。すなわち、赤い球（社会情動的スキル）の部分を見る。そして、インターンシップで得た個人情報を入社試験に使えるようになりましたので、益々、赤い球の方をしっかりと見ておきたいということになります。そして、採った後に履歴書を出させてみたら、「ああ、〇〇大学だったのですね」ということも、起きうるということです。

事実、私が学長に就任して1年余りですが、多くの学生をインターンシップに送り込むようにしています。そして、本学のように小さな大学で、偏差値が50以下あっても、驚くような企業のインターンシップに通っています。ただ、ボリュームゾーンの学生達が必ずしも皆大手の企業に入れば良いということでもありません。もう一つ面白いことは、赤い球（社会情動的スキル）が育つと、青い球（認知的スキル）が足りないことに気づいて、大学院進学という道も出てきています。故に、ボリュームゾーンの先というのは、在学の4年間の中で、自分自身のステージを上げていった結果、例えば、企業に就職するという道が良いかも知れませんし、または、もう少し勉強してみたいという道もある、そのような意味では、新しい強化すべき特徴なのかもしれないと思っています。

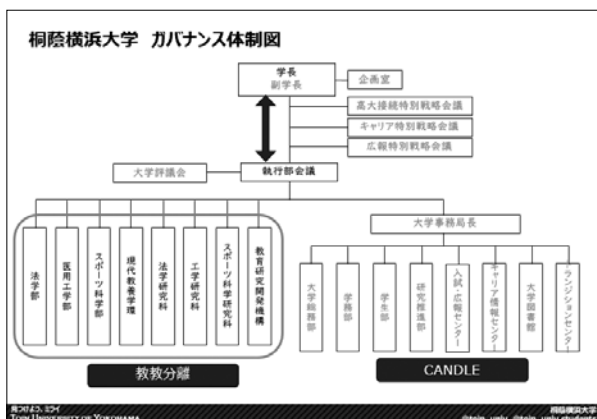
これまで桐蔭横浜大学では、学生が各学部に入ると、いわば「ミニ東大」ではありませんが、学部直結するような形をとっていました。しかし、ボリュームゾーン学生を成長させるため



には、各学士課程だけが「頑張れ」という話では足りないと思ったのです。よって、大学を上げて、いわゆる「オール桐蔭」で行っていきましょうという話をしていました。桐蔭横浜大学の構成員全員で「キー・コンピテンシー」を設定し、どの学部であっても共通のシステムを入れる。「Student centered」と記載していますが、大人の事情で物事を進めることはせずに、学生を中心にしていくということを徹底しようということです。本日は触れませんが、学習をしっかりとIRで調査をして、学生に関する様々なことに対応していく体制を整えています。

その中で、キー・コンピテンシーのお話になりますが、私どもは、この「TOIN 6（桐蔭6）」と呼ばれる6つの資質・能力を、どの学部・学環においても目標にしています。そのような意味では、大学全体のユニバーシティ・ポリシーというものを測定いたしました。そして、「すべての学位プログラムにおいて」と書いてあるように、このTOIN 6をしっかりと身に付けて卒業させることを考えています。TOIN 6の中身もこのような形になっていまして、先ほどの赤い球（社会情動的スキル）のところ中心に作っています。

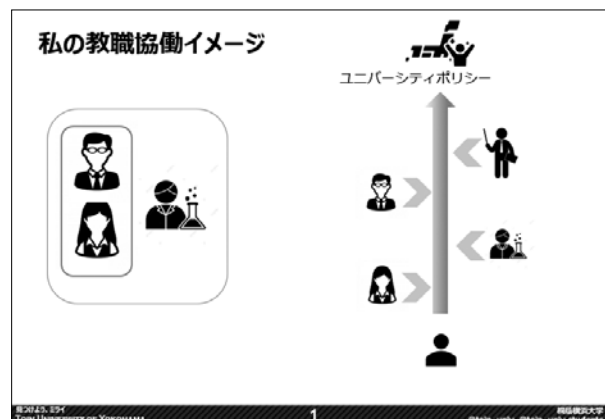
このポリシーを遂行するためのガバナンスについて、体制図としてはこのような形になります。図の左側がいわゆる教育組織で、右側が事務分掌になります。これですと、結局分断してしまい、オール桐蔭ということにはならない、ということで、「教教分離」を取り入れました。



ご存じの方もおられるかと思いますが、「研究（教員）」組織と「教育」組織を分けるという考え方です。多くの国立大学は既に形式上は教教分離になっています。例えば、筑波大学や金沢大学、京都大学も教教分離を行っているようです。簡単に言えば、教育組織において、先生方はすべて一つの袋の中に入れており、学長直下にいるという形になります。これを書面上にしても良かったのですが、手続きが大変であったことから、実質的な教教分離ということで、今すべての教育組織は、私の下に置かせていただいております。

そして、もう一つ、教職協働と言われるイメージにつきまして、この緑色の枠は「職員」ですが、職員も私たちにとって非常に重要な教育リソースであると位置付けています。

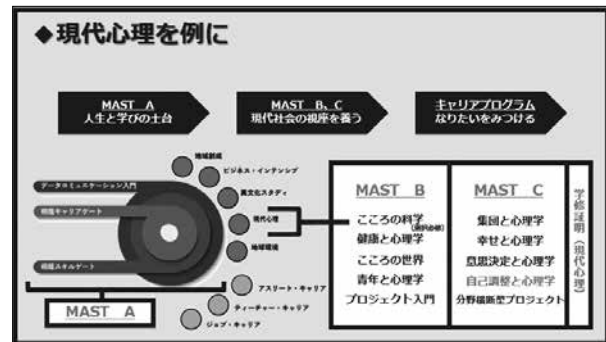
一般的なイメージとしては、研究者の先生方と一緒に何かのプロジェクトを回すというような形であるかと思いますが、ただ、今日、職員の方おられるかもしれませんが、これは若干、眉唾物のように感じています。なぜなら、教職協働と言いながらも、やはり職員の方が教員を支えるようなイメージにどうしてもなってしまいます。そこで、私が考える教職協働のイメージですが、学生が育っていく中で、教員（研究者）の影響も受ける。そして、同様に職員の個人的な影響も受ける。そのような意味では124単位だけではなくて、大学生活全体でこのユニバーシティ・ポリシーを達成するとしたら、職員も当然ながら積極的な教育リソースなるといことです。これが「Student centered」における教



職協働ではないかと思っています。そのようなことから、今私どもは、124単位は当然ながら先生方が中心になる一方で、実は準正課というような、いわば生徒会の拡大版を作りまして、こちらの方は実は職員が担当しています。それを分掌の下につけています。さらに正課外についてですが、部活動に関しましては、教員も職員も共に顧問を担当していますので、正にその点は教職協働を行いましょうということで体制を作っております。

まずはカリキュラムについて、教員が組織している点についてお話を致します。私どもは、この4つの学士課程がございます。法学部、医用工学部、スポーツ科学部に併せて、この3つからそれぞれの英知を抽出した現代教養学環があります。これは、「学部等連携課程」という仕組みを使って作っています。基本的には定員は増やさずに、スポーツ科学部と法学部の中から定員を割って作っています。そして、先ほどのユニバーシティ・ポリシーが、すべての学士課程の根底にあるような形で作っています。「大学共通の資質・能力」に関しましては、多くはこの共通教育プログラム＝「MAST」というものが担います。

MASTについてですが、これまでも私どもは、いわゆる共通教育とうものは各学部で少しずつつやっております。その上で、この共通教育のところで、いわゆる「TOIN6」という力を身に着けるための新しいものを入れていこうということになりました。ここは私の直下で今動かしています。偏差値50以下の子たちは、座って授業を受けるということがなかなか難しい面もありますので、他学部の仲間とともに学部横断で行い、様々な方に講師として来ていただく、または出かけていくような、リアルな学習をしようということで、「リアル学」という名前をつけています。フィールドワークが中心なものや、様々な方が講師として基礎講座を行っていただくなどしています。また、プログラミングも、各人が自主的にプログラミングを行っ



て、それに対して、ゲーム機器会社の方々に直にご指導いただくことなどもしています。もう一つは、体系化された学びということで、現代教養的な学びを5つ選んで、アラカルトで選ぶのではなく、集中的に副専攻のような形で学べるようなシステムにしました。これらは、先ほどの4つの学士課程の根底にありますので、例えば、法学部については40単位程度、一番少ないスポーツ科学部においても25単位程度をこのMASTでしっかりと学んでいくということにしています。

MASTは、A、B、Cの3つに分かれていて、まず「A」については必修になっています。「データコミュニケーション」があり、そして「キャリア」について考える。さらに「アカデミックスキル」を学ぶ、という内容になっています。MASTの「B」、「C」は、現代社会の視座を養うために、地域のことなのか、ビジネスのことなのか、異文化のことなのか、心理のことなのか、地球環境のことなのかというように分かれており、赤い球（社会情動的スキル）を5つ用意しています。そしてそれに+aとして、アスリートキャリア、ティーチャーキャリア、ジョブキャリアといった、本当のキャリア教育も充実させていきます。MASTの「B」、「C」に関しては、先ほど述べた「リアル学」というような形で工夫をしていくことになります。

先ほどお話ししましたように、例えば法学部では、MASTの地域創生を取得する際、一定の単位が取れば、私の名前でも履修証明を出すようにしています。そういう意味では、私は法

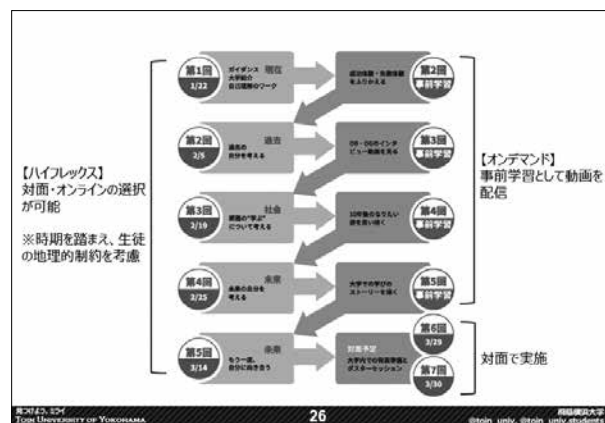


律を学んだけれども、地域のこともよくわかります、ということであれば、地方公務員のようなものも目指しやすいですし、同じように、例えばスポーツ健康科学科でビジネスを学べば、様々なプロスポーツのチームフロントスタッフにも成り得るということで、先ほどのMASTは、学生に付加価値をつけるという位置づけもごさいます。

そして、本学では入学前キャリア教育をしっかりと行っておまして、「年内入試で決めたい」というのが私どもの今の考え方ですので、そのような意味では12月から3月まで、生徒たちは遊ばせておくわけにはいきませんので、先取り単位という形で単位化しています。先ほどの「桐蔭キャリアゲート」も先取り単位です。名前が変わって、「桐蔭プレアドミッション」ということでプレアドと呼んでいます。これは、「自分自身を考える」、または「SWOT分析をする」、例えば、「マンダラ・チャートを作ってみる」といった、いわゆるマインドセットをするような形になっています。固定マインドセットである、「私はダメなんだよね」、「私こういうことが苦手なんだよね」と思っているところを、オンラインと対面を駆使しながら成長マインドセットを整えるということをしています。実はこれを行った結果、入学前教育を受けた今年の1年生は大変活性化しています。驚くほど生き生きしています。例えば「里帰りプロジェクト」という名で、1年生が夏休みに自身の母校である高校に帰り、大学で半年間どのよ

うな学びをしたのか、ということプレゼンしてもらい取り組みをしており、今正にそれに向かって、皆一生懸命に練習をしています。偏差値50以下の子たちですので、文章を書くことは苦手であっても、プレゼンテーションは、鍛えれば鍛えるほど、上手になっていきます。実は、「プレゼンテーション道場100」という取り組みを行っており、場慣れの意味でも日々プレゼンテーションをして、卒業までに100回取り組もうと促しています。こうした取り組みを行っていく中で、今一生懸命練習をしています。現在、1学年680名の内、半数の300名程が、入学前教育である「プレアド」を受けていますが、1学年の半数が非常に活性化しているということになりますと、残りの半数も引っ張られていきます。こうしたことから、学部の先生方も、今年の1年生は「違うよね」と仰っています。このように入学前教育の効果が現れています。

プレアドの取り組みの詳細はこちらになりますが、最終的には入学前の3月の末に大学に来て、4年間どのように過ごしていきたいのかということについて、1人1人プレゼンテーションを行っていただきます。その場に先輩や高校の先生、そして学部の先生方や職員の方々が見に来てコメントをしていただきます。そのようにして帰属意識を高め、大学に入る準備を3か月間行うということになります。このような取り組みを行うために、実は本学では、授業を100分13回にして、12月で後期が終わります。その後の1月、2月、3月については、「イン





テンシブアクティブラーニングターム（IALというターム）という期間を作り、その期間の中で、学生達が後輩の面倒を見るというようなことも単位化しています。先ほどのリアル学ですが、学年全員が対象になり、学部のカリキュラムの調整も難しい面がありましたが、基本的には月曜日を全てマストデーにしています。各学士課程にお願いし、月曜日の1年生のコマをすべて空けていただいています。「目的養成学部」からは調整が難しいとの声もありましたが、何とかお願いをしました。そして、全員が受ける環境が整いました。オンラインも駆使したり、ILT（Instructor-led Training）のところでは、いわゆるリアル学ですので、実際にフィールドワークに行ったり、様々な方にお越しいただき、そこでアクティブラーニングを実施するというようなことが1月から3月までの期間になります。

スキルゲートにつきましては、すべてフルオンラインで行っており、学習支援をすることを前提としています。フルオンラインではありませんが、しっかりと時間割の中には入っているので、1人でできないと思う人は、是非、「学習サポーターズオフィス」に来ていただき、「皆でやりましょうね」ということをお声掛けしています。必修でもあり、大体全体で200名程度はここに集まって学んでいます。そして、すべて見える化にしていますので、「課題が出ていない」「休みがち」というような学生に対しては、この学習サポーターズオフィスに常駐して

いる3名の実務家教員が面談を行っています。

一方で、専門課程においても「現代教養学環」というものを作っています。現代教養学環は、従来の法学部、医用工学部、スポーツ科学部といった、非常に専門性が高い分野とは異なり、いわゆるリベラルアーツ型として、これから自分の人生を見つけてゆこうというような趣旨で作りました。先ほどのMASTにありました5つの構想をそのまま学士課程化したということになります。定員は70名です。法学部、医用工学部、スポーツ科学部が協力して教員を出していただいています。

ただこのままですと、タコツボになってしまうので次のような構造をとっています。例えば、専門化というのは何かに集中することになりますので、「Intra（イントラ：専門的な）」の「Disciplinary（学術領域）」ということになります。「Multi（マルチ：多様性）」、「Cross（クロス：横断）」、「Inter（インター：学際）」という形をとっており、せっかく5つコースがあるので、最初は「Multi（マルチ）」で全部学びましょうという形になっています。その後、自分の専門を見つける「Intra（イントラ）」になります。自分の専門を見つけて3年生で卒業研究をすることになります。しかし、それだけでは、やはりタコツボ化することになりますので、最後の4年生の時にもう一度、「Inter（インター）」という形で開きます。何か1つのお題を、様々な視点の人が集まって問題解決するという形にしています。マルチから始まって、途中でしっかりと自分の専門を作ったうえで、最後にインターという形で開いていきます。この学士課程の形を現代教育学環で作っています。実はこれが高校でも結構響いているようで、現代教育学環は、昨年度定員割れしてしまったのですが、今年はオープンキャンパスの集客等も順調のようです。

このCANDLE PROGRAMも非常に特徴的で、偏差値50以下の生徒たちに割と響いています。124単位だけで、先程の非認知能力が身に

付くかといえば、難しいかと思えます。先生方は、どうしても専門教育の専門の部分の知識が重要だと仰います。それはよくわかります。こうしたことから、先生方に対しては、学生に「TOIN6」を身に付けさせてください、とお願いすると同時に、私の方では「MAST」でしっかりと人員を集めて、いわゆる教養部を立ち上げたような形で現代教養学環を運営しています。MASTは教養部の現代教養学環の教員が担当しています。もう1つの、クラブ(部活)・サークルについてですが、本学の理事長(学校法人・桐蔭学園)である溝上が「文武両道プログラム」というものを作っておりまして、ただアスリートが強いだけではだめであり、強いだけではなくて、その強さをどのように学びに変えていくのか、このような点が重要だとしています。例えば本学のサッカー部は昨年度、大学日本一になりました。しかし、殆ど大学からは支援しておらず、寧ろ法人化しています。そして自分たちでスポンサーを募って、自分たちでPDCAを回しています。そして小学生用のスクールを開講して、そこで部活費を集めたりなどしています。本学に限らず、今、多くの大学スポーツが法人化していて、私の前任校の関西大学もすべての強化部が法人化していました。そのような意味では124単位以外にも、実は学びの場は結構あります。それでは、「スポーツをしていない子はどうするのか?」というケースもあるので、私どもは準正課という形でCANDLE PROGRAMをつくりました。

これは、Campus and Career Design and Learning プログラムの略で、実はキャリアプログラムになります。そして、大学を1つの社会としてみなし、皆が大学でインターンシップをしているという位置づけになっています。そして、学生自身が課題解決を主体的に関われるような形になっています。授業でもゼミでもない、単なるアルバイトでもないということです。貴学におかれましても、ピアサポーターが沢山おられるかと思えます。私どもは、それらを1つの袋にくくり、各分署に様々なCANDLEの小さな袋を置いています。CANDLE PROGRAMには、研修プログラムが並行して走っています。そこでは、先ほどのプレゼンテーションの仕方や、ビジネスマナー等を学びます。これらは単位化することは出来ませんが、職員が試行錯誤しながら研修プログラムを作っており、学生が何かをする際、その研修を受けないと実践の場に出られない仕組みになっています。

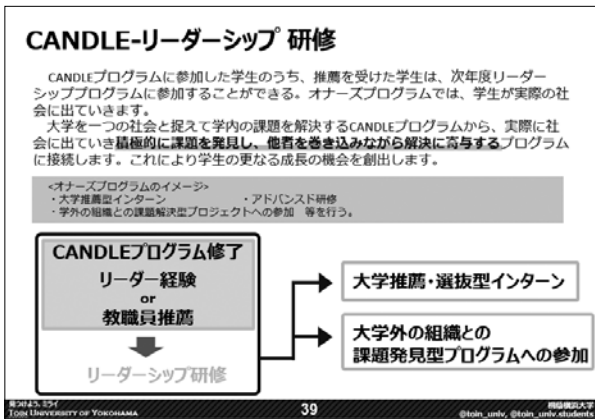
こうしたことから、例えば、大学をより元気にするような課題、学生ならではのアイデアなどを企画して私に企画書を提出すると、そこで決定されたものは通常ルールとなってアクションに結び付いていきます。オープンキャンパスや、先ほどのプレアドの運営、学習サポートズオフィスの運営等、すべて学生が企画をしています。その企画したものに関しては、ワーケーションという形である意味アルバイトにもなります。先ほどのボリュームゾーンの話ですが、1学年680名、すべてを底上げするのはなかなか難しい状況があります。私は研究大学に所属した後、地方の国立大学に行きました。その後、大手の私大に入り、そして今、偏差値50以下の小さな大学に所属しているということで、様々な大学を見てきました。その中で感じたことは、「あれ、いい学生ってどの大学でもいいよね」でした。つまり、ダメな学生は研究大学であってもダメということです。しかし、反対にいい学生は、どの大学においてもいいで

キミが動く、大学が変わる  
**CANDLE PROGRAM**  
 キャンドル プログラム  
 授業やゼミでは学べない「リアルな現場」で学ぼう  
 キャンドルプログラムに参加しよう!

- 桐蔭プレアド
- 学習サポーター
- 大学の情報発信
- 留学生サポーター
- オープンキャンパス
- 桐蔭スポーツの応援
- 学園祭の運営
- など...

キャンドルプログラム(Campus and Career Design and Learning プログラム)は、大学を一つの社会とみなして、みなさん自身が課題解決に主体的に関わる活動をする、リアルな現場で学ぶプログラムです。  
 学生は、授業でもゼミでもない、単なるアルバイトでもない、まったく新しい学びに参加します。

〒424-8513 Tohoku University of Yokohama 36 桐蔭大学 Tohoku Univ. @tohu\_univ @tohu\_univ\_students



す。「いい（良い）」の意味は、いわゆる赤い球（社会情動的スキル）が育っているかどうかです。赤い球が大きく育っていれば、そのまま社会に直結します。ただ、残念ですが割合は異なるかもしれません。

このCANDLEの中で目覚ましい成長をはたしている上位20%の学生たちに対しては、さらに、リーダーズ研修を行っています。これは選抜教育になります。そして、この人たちを驚くような上場企業のインターンシップに大学推薦として送り込んでいます。又、大学院への進学をサポートを行ったり、大学外の組織の様々なプログラムに推薦しています。このようにして、さらに鍛えるということをしています。

CANDLEプログラムは、2年前に試行で開始して、1年前に正式に始めました。そして、今年度がフル稼働になっており、現在の3年生がこれにあたります。8名程度のサポーターの中で、本当に目覚ましい成長を果たしています。偏差値50以下の学生においては、専門教育よりもこのようなプログラムの方が、著しく伸びるようです。これは真実であると思います。このような学生たちが社会にうまく連携していきます。決して専門教育をおざなりにしようということではありません。ただ、アルバイトをしている、または何もしないでゲームをしている、そのような時間があれば、是非大学に長い時間滞在いただき、このような活動に方向性を見出せば、非常に価値あるものになると思います。先ほど目的養成学部のお話もしましたが、

いわゆる臨床検査技師などのようなものを目指しながら、こうした活動も行う学生もいます。

そして最終的に、正課の内容も準正課の内容も正課外の内容も、自分自身で自分の力をこのように形で判断し、その理由をショーケースのようにここに記載します。アメリカではよくみられますが、このようなショーケースを1年に1回、全員が作ることにしています。そして、まだ完成していませんが、3年次のショーケースは、すべてウェブで公表をし、企業から閲覧できるような仕組みを準備しています。企業とタイアップをしながら作るということです。知識の部分だけではなくて、赤い玉（社会情動的スキル）の部分、これを大学ならではと思いませんが、しっかりと育てていく。「専門教育はどうでもいい」と聞こえてしまっているかもしれませんが、そうではなくて、これまでの学士課程にプラスアルファの教養教育の部分と、あとは正課外や準正課の部分をどのようにデザインしていくかが大切であると考えています。

#### 4. クロージング

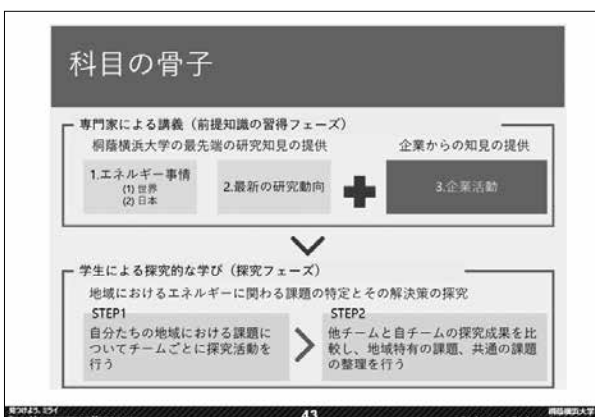
最後にクロージングになります。本日、お話ししましたように、目的養成学部はマッチングさえあれば素晴らしいと思います。ただ、偏差値50以下の学生たちは、まだまだ様々なことが決まらない、という方が沢山います。その時に、まずは本学に来ていただき、皆さんのキャリアを見つけていこうという姿勢です。先程、「Discover your potential 自分力の発見」という貴学のステートメントについて触れましたが、私どものキャッチフレーズも、「見つけよう、ミライ」としています。そのようなことも、ボリュームゾーン教育としてはあり得るのではないかと思います。

少し宣伝にはなりますが、もしご興味ある先生方はぜひご参加いただきたいと思います。私どもは、大学間連携をすることによって、様々なことができるのではないかと考えています。

つまり、文部科学省へのアピールにもなりますが、ボリュウムゾーン教育を目指す大学が連携をして、社会的にアピールしようという取り組みです。驚かれるかもしれませんが、実は本学にはノーベル賞候補者がおります。宮坂力という研究者がおりまして、ペロブスカイト太陽電池で毎年ノーベル化学賞の候補に名前が上がっています。昨年度は私も既に学長でしたので、期待を持って6時間待機しておりましたが、残念ながら受賞には至りませんでした。このペロブスカイト太陽電池にみられるように、私共は、グリーントランスフォーメーション (GX) についての一定の知見がございます。

そしてもう一つ、教育方法のプロも沢山おりますので、北海道から九州までの学長仲間にお声かけさせていただき、一緒にフルオンラインで授業を実施してみました。エネルギー事情、最新の研究動向などをテーマにして、今年は「三菱ケミカル」、「ニチガス」と「東急」の各企業から様々なソースをいただき実施しました。授業では、まず自分たちで調べて発表したあとに、ジグゾー法なども行いました。この取り組みは大変に盛り上がりまして、次年度は、「N T T 東日本」からも新任研修として参加したいと仰っていただいています。私としましては、「ボリュウムゾーンの学生って、実はすごく良いですよ」ということを企業にご理解いただくためにも、継続していきたいと考えておりますので、もし宜しければ、是非又、貴学にもお声かけさせていただきたいと思っております。

す。1大学で5～6名揃えば参加が可能です。本年4月に「教育学術新聞」に掲載いただいた、「大学間越境学習プログラム」も大変好評であったと伺っています。予定時間を少しオーバーしてしまいましたが、また何かございましたら、私の方にご連絡いただき、お答えしたいと思います。本日はお招きいただき、ありがとうございました。以上で終了いたします。



# 講演「生成AIと高等教育機関におけるその活用法 — 教育とその評価を中心に —」

深澤 良彰

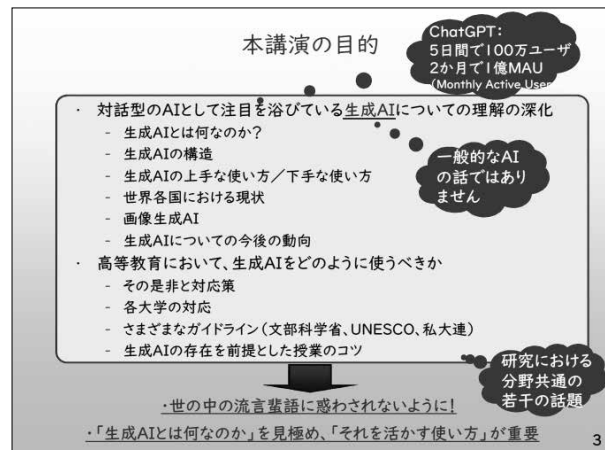
早稲田大学 教授

深澤：皆さん、こんにちは。早稲田大学の深澤と申します。よろしくお願いたします。今日は生成AIの話をしていただきますが、まず話に入る前に生成AIをお使いになったことがある方はどのくらいいらっしゃいますか。分かりました。このような話をする時に、もし誰も使っていないければ、大きな顔をして「ほら、こうするのですよ」と話ができます。あるいは全員使ったことがあるのであれば、「細かい説明は皆さんお分かりですよ」と説明を省略することができますが、8割ぐらいの方がお使いになっていて2割ぐらいの方がお使いになっていないという、本日のような状況が一番話し手としては嫌な状況です。よって、本日はこの嫌な状況に合わせて話をしようと思います。まず、これは簡単な自己紹介でございます。静岡県静岡市生まれ、早稲田大学に入学しました。「学生」の文字の両サイドに引用符がありますが、決して勉強したという意味ではなく、学生生活を謳歌しました。30代40代の若い頃、「将来有望な若き研究者」と、誰も言ってくれないので自分で言っていますが、そのような将来有望な研究者の研究の芽を摘んだのは誰かと言うと、早稲田大学でした。40代から60代まで、教務部長、理事、研究推進部長、図書館長と多くの役職を務めました。定年の5年前に「もう大学の役職は結構です。普通の教授に戻りたいです」とキャンディーズ（1970年代に活躍した日本のア

イドルグループ）のように言って、大学の役職からは逃れましたが、その後、学外組織で様々な役職をやらなければならない身分になってしまいました。来年の3月には定年でもあり、研究者としては十分な時間が取れず、残念な一生を送っているのかもしれない。

## 1. 生成AIとは何なのか

このような私ですが、本日は何の話かと言いますと、現在非常に流行している「生成AI」です。生成AIとは何か、中身はどうなっているのか、上手く使うにはどういうことを考えればよいのか、こうすると下手な使い方になってしまう等を皆さんにご理解いただき、特に皆さんは先生（教員）ですので教育環境でどうなのかという話をしたいと思います。世の中では生成AIについてさまざまな流言飛語が飛び交っ



ています。ですので、皆さんがこのような流言飛語に惑わされないように生成 AI とは「何なのか」、又は「何でないのか」。そして、上手に使いこなすためにはどうすればよいのかをご理解いただくことが本日の目的です。

生成 AI が注目されているとお話ししましたが、創価大学のホームページを拝見していましたら、創価女子短期大学が「Next 創短！2024」として、「2024年4月から三つの取り組みをスタート」と掲載されていました。（「一つ目は、ホテル・航空業界に特化した特設クラスの新設」「二つ目は、新プログラム『資格 de キャリア』の開始」「三つ目は、AI で授業をパワーアップ」）です。上の2つはさておき、3つ目に「AI で授業をパワーアップ。ChatGPT の普及を皮切りに…」とあります。短大でもこういうことをキャッチフレーズにして授業をしているとされており、まさに皆さんの身近なところに ChatGPT（生成 AI）が来ているのだと思います。

生成 AI は様々なことができます。まだ使ったことがないという方も先程いらしたので、生成 AI を試しに一度使ってみてみたいと思います。こちらは ChatGPT の画面です。TRY ChatGPT というリンクがありますので、クリックしてみます。そうすると「Send a message」と表示されますので、ここにメッセージを入れます。先程あちらで調査をしましたので、本日のテーマは「朝、早起きができないのですが、どうしたらいいでしょうか」にしたいと思います。今、困っているのはこれですということなので、こちらを ChatGPT に入れます。この文章ではまだ試したことがないので何が出てくるのか分かりません。すると、このようなことを答えてくれます。「朝起きられないという問題は多くの方が経験することです。朝起きることが難しい場合、以下の方法を試してみてください。規則正しい睡眠スケジュールを〜（後略）」以下、このような回答があり、最後には「医師に相談する」という項目もあり

ます。「朝起きる習慣を習得するには時間がかかることがありますので、忍耐強く取り組むことが大切です。日常生活に規則正しいリズムを持ち込むことで、朝の目覚めの改善に役立ちます」ということでした。実は ChatGPT は最初に問題をなぞった数行のメッセージが来て、そのあと箇条書きがあり、最後にまとめが来る、このような形で回答してくることが非常に多いです。つまり、もし学生がこのような形でレポートを提出してきたら怪しいかと思って下さい。もちろん、このような文章すべてが ChatGPT に聞いたものだと言うつもりはありませんが、このような構成になっている場合は、ひとまず疑った方がよいかと思います。また、この文章は長いので短くしてほしい場合、「もっと短く」と続けて入力すると、「もちろん、簡潔にまとめてみましょう」とのコメントと共に、回答の項目が表示されます。こちらは何かというと、先ほどの冒頭の回答の中から箇条書きの部分だけを抽出したものになります。ChatGPT に短くしてほしいと伝えると、大抵このような短縮の仕方をします。ちなみに本日は外国の方もいらっしゃいますので、さらに続けて「英語に直してください」と入力すると、先ほどの箇条書きを英語に翻訳しただけのものが出てきます。今、生成 AI と呼ばれるソフトウェアの中の1つである ChatGPT というソフトをたまたま使ってみました。

生成 AI は何ができるかということ、今試したように文章の生成や、「もっと短く」というと

生成AI登場の衝撃

- ・ 生成AIを使ったことがありますか？
  - 「論より証拠」…使ってみましょうか？
  - 今、困っていること／調べたいこと／聞きたいことありませんか？
- ・ 生成AIができること(できると言われていること)。
  - 文章の生成(レポートや感想文などの作成)。
  - 文章の要約
  - 文章の翻訳・校正
  - 文章の改善
  - ブレインストーミング、アイデア出し
  - テストやクイズの作成と採点
  - プログラムコードの作成と検証
  - ゲームの作成
  - 研究の実施(文献や情報の検索、データの分析)
  - 作詞・作曲、画像・映像の生成

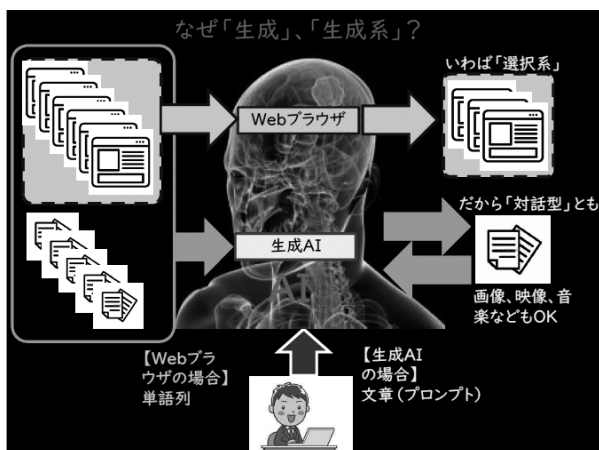
誰にも上手にできるかという、それは違う

もちろん、原理的にできないことも多い

5

文章の要約もしてくれます。それから文書の翻訳です。「英語に直してください」と伝えると英訳をしてくれましたが、他にも様々なことができます。私の専門はソフトウェア工学の中でも良いプログラムを作るといふプログラム開発が専門ですが、ChatGPTはプログラムコードの生成などもできます。ですので、実は私は大学生の頃から「プログラムが自動的にできたら嬉しいな」といふ研究を長く行ってきましたが、それが定年1年前になって、そこそこのことができるようになってしまったという状況です。ただ、誰にでも上手く使いこなせるのか、という決してそうではありません。本日は、その話もしたいと思います。また、ChatGPTは非常に多くのことができますが、もちろんできないこともあるため注意が必要です。

こちらは、先程のChatGPTの最初の画面ですが、「生成AIとは何か」と質問されたときの回答として、ここに白字で書いてある3つ答えを用意しました。皆さんは大学の先生なので、「大学の先生であればChatGPTが何か知っているよね」と言われたときの答えです。後ほど1つずつ説明しますが、まず相手もよく分かっていないが自分もよく分かっていない時の答えが一番上の「Googleの次に来るものです。検索エンジンの凄いものです」が回答になります。次に、自分も分かっていて相手も少し詳しくそうな人でしたら、「チャットボットを高精度AI化したものです」が回答になります。さらに、より自分も分かっていて相手も分かっている



るときは、「最新の言語生成系です」が回答になります。最後が一番きちんとした答えですが、相手を見てどの回答でもよいと思います。

まず、なぜ生成AIなのかというお話ですが、先程のGoogleやWebブラウザは世の中に数多くあるウェブページを覚えているという仕組みで、入力は一語列です。行ってくれることは何かというと、入力に対して数多いWebページの中から、この条件を満たすものを選択してくれるということです。業界では使われておりませんが、Webブラウザというのは「選択系」と言えると思います。

それに対して生成AIは、先程試したように、「朝、早起きができないのですが、どうすればいいですか」のような文章を入力します。相手が文章なので、対象となるものはWebページのみではありません。例えば、論文誌等のデータベースのような文章も対象になります。生成AIはそれらから先程のような文章を生成してくれます。また、所詮は文章なので、出力した文書をもう一度入力することもできます。先程、要約するために「もっと短く」と入力しました。最初に「朝、早起きができないのですが、どうしたらいいのでしょうか」と入力して出てきた文章に対して「要約してください」と伝える。或いは、「その結果を英語にしてください」と指示します。つまり、ウェブブラウザのように出しっぱなしではなくここで対話ができるので、対話型と呼ばれることもあります。それから、今、日本語のテキスト文章で試しましたが、実は画像や映像もほぼ同じように使うことができます。従って、選ぶのではなく作ってくれるという意味で「生成系」と言えるかと思います。

次に、先程の「生成AIとは何ですか」という質問への一番簡単な回答は、「検索エンジンの次に来るもの、ネクストGoogleです」という話をしました。少し歴史を振り返ってみますと、検索エンジン等が存在しなかった時代は、何か調べものがあれば我々は図書館に行き、本や雑誌を調べて論文を書いたりしていました。

その後、検索エンジンの誕生によって検索ができるようになりました。検索結果を参考に、学生の皆さんは「これは求めているものに合っているな」というものを少なくとも自分でまとめていましたが、それがAIに聞くようになって来ていると思います。キーポイントは何かと言うと、以前は、「図書館で調べておいで」と指示した時に、良い本を見つけて簡単に良い答えを出してくる学生や、良い論文を見つけて的確な答えを出してくる学生がいた一方で、つまらない本に捕まってしまう不適格な答えを出してくる学生もいました。同じように、検索エンジンにおいても、的確なキーワードを入れて的確な出力を得る人もいれば、聞きたいけれど上手いキーワードが浮かばず、変なキーワードを入れて不適格な答えが出てきて困ったという人もいます。これは生成AIにおいても同様です。つまり聞く人のセンスが重要になります。このセンスというものは、洋服のセンスのようにある程度までは学習できるので勉強しましょう、ということが本日の話にも入ってきます。

教育という視点で見た時、Googleの検索エンジンの時代には、教育者である皆様は授業で「Wikipedia（ウィキペディア）は間違っていることが含まれている場合があるので、信じてはいけません」と指導してきましたよね。又、「著作権を意識しましょう、無断コピーは違法です」などという話もしてきたかと思います。実は生成AIの時代になっても、これらは同じであるということをお話しします。以上、「生成

AIとは何か」が分からない人に対して、詳しく分からない人が、分からない答えをした一例でした。

次に、相手は少し分かっていて自分も分かっているという場合について説明します。「チャットボット（Chatbot）」というワードを聞いたことはありますでしょうか。ありそうですね。「チャット（Chat）」は分かりますね。このように対話をすることです。「ボット（Bot）」とは何かというと、Botという単語自体が1つの単語として認識されてきていますが、ロボットのBotです。つまり会話をしてくれるロボットです。実はコロナ禍において、多くの大学でチャットボットが活躍しました。例えば、成績証明書が欲しいという場合、アフターコロナの現在であれば普通に事務室に行って、「成績証明書が欲しいです」と言えば入手の手続きができます。ただ、コロナ禍の時は職員もあまり出勤しておらず、学生もできればあまり外を出歩きたくないという状況でしたので、その当時は「成績証明書をいつどこに取りにいけばいいのでしょうか」というような質問に対して、大学として受付を行うチャットボットが非常に活躍しました。

こちらはチャットボットの一例ですが、1960年代からある「ELYZA（イライザ）」です。チャットボットは入力された文字列についてキーワードを検索します。先ほどの例で言えば、「成績証明書はいつどこに取りにいけばいいですか」という日本語の質問であれば、「成績証明書」や「どこ」というキーワードを収集して、「何曜日の午後にどの部屋に取りに来てください」と返答します。このようなことができるのがチャットボットです。要はキーワードを収集して、「そのキーワードの場合はこのような答えであるに違いない」と独断と偏見で答えを出すという仕組みなので、この会話は非常に単純です。この点をもっと複雑にして、どのような質問でもそれなりに答えられるようにしたものが生成AIだ、という答えもあります。

生成AIとは何か?  
「検索エンジンの次にくるもの」

- 何か調べたいものがあつた時には・・・
  - 図書館で、本や論文を調べ・読み・理解
  - 頭に浮かぶキーワードをもとに、検索エンジン (Googleなど) を使い、出された結果から自分で良いと思うものを選び、まとめる
  - 生成AIに聞く
    - ・ 検索ではなく、相談するシステム

下線部は、能力次第

- 教育という視点で見ると、共通なのは・・・
  - 疑う能力: 「Wikipediaを信じちゃダメだよ!」
  - 著作権への意識: 「Wikipediaのコピーはダメだよ!」

無断





実は、貴学のホームページを拝見したところ、「創価大学入試インフォメーション、LINE 始めました!」とのチラシがあり、「チャットボットが質問に即時回答」との記載もあります。入試関係のサイトでもあったため、試行はしませんでした。入試情報であれば例えば「〇〇学部と〇〇学部は同時に受験できますか」「〇〇試験と〇〇試験はどのようになっていますか」「入学検定料はいくらですか」などのような質問にチャットボットが答えてくれるはず。つまり、ChatGPT に対して入力したような質問の入力欄が出てきて、そこに「〇〇入試はいつですか」等と入力すると、「それは2月何日の何曜日です」と答えてくれるようなシステムです。これは先ほど試したことと同じですね。先程と少し違うのは、創価大学の情報を中心に入れてあります。「〇〇学部の入試はいつですか」「お金はいくらですか」などの情報を中心に入れていて、その中心に入れている情報を使って答えてくれています。ただし、基本的な考え方は同じであり「これはチャットボットですよ」という答えになります。

次のこちらが恐らく一番きちんとした答えで、説明する方も聞いている方もそれなりに分かっている人でなければ理解できません。まず、ChatGPT について考えてみましょう。先程使用したものは ChatGPT です。「Chat (チャット)」は話し合う。あとは GPT、この3文字が分かればいいのですが、G は生成するという「Generative」の G ですので、G はいいです

ね。あとは P と T が分かれば、ChatGPT が分かるわけです。

では P は何かというと、「Pre-trained」です。事前学習をされた、事前学習してあるという意味です。AI のシステムですから、事前学習は必須です。AI の学習は大きく分けると2通りあります。1つは「教師あり学習」で、もう1つは「教師なし学習」です。様々な分類がありますが、本日はその2つに分けさせていただきます。どこかで皆さんもご覧になったことがあるかもしれませんが、教師あり学習とは「これは犬の写真です。これも犬の写真です。これは猫の写真です。これは豚の写真です。これはキリンの写真です」と写真を何万枚も読ませて、「では、この写真は何ですか」と聞くと、「犬です」と答えてくれるという学習です。これは何をしているかということ、最初の「これは犬の写真です。これは猫の写真です」などという時に一生懸命に犬にはどういう特徴があるかなどの特徴量(予測の手掛かり)を覚えていき、あとから「この写真は何の写真ですか」と聞かれたら、「それは犬です」などと答える、このような仕組みです。

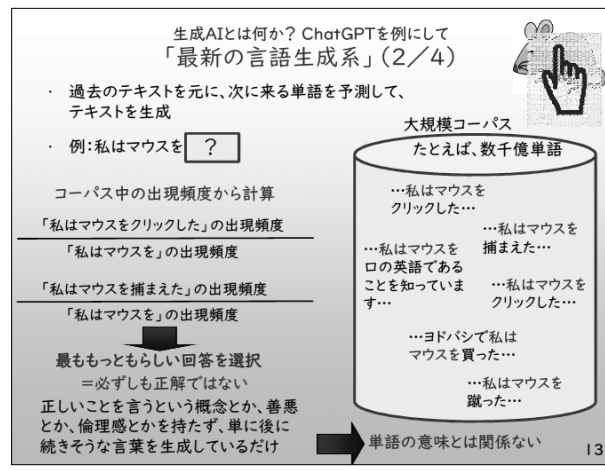
それに対して、生成 AI は教師なし学習を用いますが、正確には教師なし学習ではなく「自己教師学習」といいます。これは何かというと、「お爺さんは山に柴刈りに、お婆さんは川に洗濯に」という、皆さんご存知の日本で1番有名な文章の1つのうち、どこか1箇所を隠します。例えば「芝刈り」を隠すと、「お爺さんは山に〇〇へ、お婆さんは川に洗濯に」という文章になります。隠された答えは何かというと、「芝刈り」です。つまり、これだけの粗末な文章からお爺さんを隠したり、山を隠したり、芝刈りを隠したりしていけば6個の問題が作れて、そのすべての答えがここに書いてある、つまり自分の正解はこの中にあるのでその正解を使ってどんどん学習していくことができるという仕組みです。

最後の T 「Transformer」ですが、T は正直

にいうと難しいので説明をごまかします。世の中に AI、人工知能と呼ばれているものがありますが、その中の機械学習と呼ばれている分野の中で深層学習と呼ばれている分野があります。その中のニューラルネットワーク、「我々の神経細胞の仕組みを再現したもの」の1つである」、この程度の説明でお許しください。おそらく学部の半期くらいの授業をきちんと行えばこれ以上の説明ができますが、本日は時間がございません。フローチャートにするとこのような簡単なものですが、「ある学習の仕方です」という回答でお許しください。

それでは、これだけの技術を使ってどのようなことを行っているのかについてご説明します。例えば「私はマウスを○○○」というようになときに何をしているのかといいますと、実は生成 AI は大規模な言語コーパス、大規模な辞書のようなデータベースを持っています。ChatGPT は3000億語、3000億ワードの辞書を持っていると言われており、その中に様々なものが入っています。「私はマウスをクリックした」「私はマウスを捕まえた」「私はマウスを口の英語であることを知っている」、これは日本語が少しおかしいですが、このように「私はマウスを○○○」という文章が沢山あります。この中で何をしているかといいますと、これは非常に単純で「何回出てくるのか」という出現頻度を見ているだけです。「私はマウスを」という言葉を収集した時に、ここここに2回あって他の言葉は1回なので、答えは「私はマウスをクリックした」というものを生成してしまいます。しかし、残りの言葉はどうするのかというと、それらは無視をします。これが生成 AI の怖いところです。無視しても殆ど当たってしまいます。今、皆さんが生成 AI を使ってもそれほど不自然さを感じないくらいの、きちんとした文章が出てきてしまいます。

それまでの AI の研究者は意味というものをごく考えていました。例えば「私はマウスをクリックした」とあれば、「クリックするマウ



スというのはパソコンのマウスだ」、「捕まえるマウスというのはネズミだ」、「マウスを口の英語というのは口だ」という識別があります。「ヨドバシで私はマウスを買った」という言葉は、殆どの人が家電量販店の「ヨドバシカメラ」でパソコン周辺機器のマウスを買ったと認識するかと思いますが、仮に「ペットショップヨドバシ」というお店があって、そこで動物のネズミを買ったのかもしれない。このように、AI の研究者はそれについて「ネズミをクリックするのは嫌だよ」などと真剣に悩んでいました。しかし、生成 AI は悩むことをやめました。一番頻度があり、もっともらしいものを回答にしようとしており、倫理的に正しいかなどについては絶対に考えません。正しいことを考え出すと、クリックするのはマウスであるし、捕まえるのはネズミである等、そちらの方の分析に進んでしまうので、その点を割り切ったことが生成 AI の凄さや新しさであり、殆ど質問文等に対して、その答えが出てきてしまうというのが生成 AI です。実はもう少しいろいろなものを使っていますが、基本となるものはこれだけあり、実に単純な原理です。「無視されたらどうするのだ」という指摘があったとしても、「無視します、間違えます」というシステムであり、ただそれだけです。

もう一つは何かというと、先程 ChatGPT を試したときに「朝、早起きができないのですが、どうしたらいいのでしょうか」ということを質問

しましたが、間違える時もあるものの、実は何を聞いてもそれなりに答えてくれます。それまでの AI、例えば画像認識 AI は画像の認識をしてくれますが、画像認識 AI は画像の認識しかできません。今日と明日、将棋の藤井竜王「竜王戦（防衛戦）」の第 3 局が行われていますが、将棋の AI は非常に強く、現在はプロよりも強いのです。しかし、将棋しか指せません。同じく囲碁の AI もありますが、将棋と囲碁は異なるアプリケーションやソフトで対応するしかありません。つまり、これまでの AI はタスク特化型で「この業務にしか使用できません」「この業務ならできます」というものであったのに対して、生成 AI は何でも答えることができる。これが凄い所です。しかし、それは何故可能なのかというと、所詮は言葉の出現頻度を見ていただけであるからです。

先程お話しした ChatGPT は、実は 2021 年 9 月までの情報を使っています。ですから、「ロシアによるウクライナ侵攻（2022 年 2 月に勃発）についてどう思いますか」と質問すると、2021 年 9 月時点ではまだ侵攻していないため答えられません。まだエリザベス女王（2022 年 9 月に死去）は元気に働いていますし、ましてや未来のことは聞けません。先程少し話題になっていましたが、「次に開催される競馬では何が当たりますか」、「お金はどのように貯蓄すれば一番儲かりますか」等、こうした将来のことについては答えられません。何故なら先程の原理原則からも分かるように、何か推論をしているわけではなく、これまでに生成された文章の中から適当に答えを出しているという単純な仕掛けであるからです。ただ、当たってしまうことが怖いのです。

## 2. 生成 AI の上手な使い方

実はこれは学生に対して授業で話していることですが、生成 AI はハサミと同じで単なる道具です。先程、図書館に行って調べる時という

**生成AIを上手に使いこなせる能力** 所詮は「道具」

- ・ 生成AIと適切なチャットをしてうまく動かせる構想力、仮説構築力、質問力
- ・ プロンプト（問いかけ／指示文）が重要
  - 指示の内容をできるだけ「具体的」に「詳細」に
  - 複雑でわかりにくい命令ではなく「明確」に
  - 出力して欲しい項目、形式、個数など、範囲などを特定
  - 対話を利用して、例を増やす
  - どんなに頑張っても満足できる答えが返ってこないことも
    - ・ 技術の発展につれて、その可能性がだんだん減ってくる？
- ・ 一歩進んだ「生成AI使い」に
  - 「プロンプトエンジニアリング」という用語も発生？
  - 「プロンプトエンジニア」という新しい職種（USでは高給）も発生！
- ・ 英語の方が、正確な答えが早く返ってくる

Web検索システムや図書館検索システムと同じ

エンジニアリングとは、物やシステムを生産・開発する技術や、研究を行う学問の総称

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話をしましたが、それと同じで上手く使える人と使えない人がいます。上手に使えるかどうかとは何なのかというと、生成 AI と上手に対話をして相手を上手く使うということです。生成 AI を上手く働かせることができる構想力であったり、仮説を作る力であったり、質問する力であったり、そのような力が必要となります。それは、先程挙げた図書館で何かを調べたい時に何を調べればいいのかという仮説構想力と基本的に同じです。ただ、入力は何かということと先程試したように、「朝、早起きができないのですが」という指示文で問いかけるだけです。又、「早起きできないのですが」と入力した時に気をつける点は何かということ、まずは指示の内容をできるだけ詳細かつ具体的に分かり易くする必要があります。出力が欲しい場合は、「〇〇について 5 個教えてください」や、「最初の重要な 3 個だけを教えてください」等のように、例を与えて対話をしなければなりません。残念ながらきちんとした答えが返って来ないこともあります。今後は、徐々に何とか答えが返ってくるようになっていくと思います。このように、ChatGPT は何かを質問すれば必ず何らかの答えが出てくるので、そのような意味では誰でも使用できます。

マイクロソフトで生成 AI を作っている人に「一歩進んだ AI 使いになるためにはどうすればよいでしょうか」と伺ったところ、「プロンプト（入力する指示や質問）で問いかけを上手く使いこなし、良い質問をすることができるか


どうかポイントです」とのことでした。アメリカでは生成 AI を使いこなすために質問をきちんとできる人、プロンプトエンジニアという給料の高い職種が出来ており、プロンプトエンジニアリングという用語も出てきています。生成 AI は残念ながら日本語で質問するより、英語で質問する方が正確な答えが早く返ってきます。何故なら、先程、ChatGPT は3000億語の辞書を持っているという話をしましたが、その内、日本語は10% 程度であるといわれています。つまり、残りの殆どの部分は英語なので、英語で質問した方が上手く答えが出てくるのは当然です。

このプロンプトエンジニアリングについては現在多くの研究が行われており、様々な手法が出てきています。例えばこちらは「自己反復プロンプト」です。これは何かというと、生成 AI に何かを質問すると先程のように何かしらの答えが返ってきます。答えが返ってきて、「この答えは怪しいな」と思った際に何をするかというと、生成 AI に「この問題を出したところ、この答えが返ってきました。どう思いますか」と質問します。そうしますと、生成 AI は素直に「それはこうです」と批判をしてくれます。その次に何をするかというと、「このような問題を出したらこのような答えが出てきて、それを批判してもらった結果、このような批判が返ってきました。この状況で、もう一度最初の問題を解いてくれませんか」と再度質問する。例えばこのようなやり方です。要は、会話をするだけなので、どのような会話をすればいいのかという工夫をするだけです。つまり、このようなことを色々勉強しながら上手く使いこなせるようになっていくしかありません。

ここまでの話は上手く使えるプラスアルファについてのことでした。今度はマイナスの下手な使い方、注意事項についてです。まず一つ目に、生成 AI は決して独創的な答えは出してくれません。先程も話しましたが、過去のデータベースにあるものから情報を引っ張ってきているだ

決して「独創的」な答えは出せない  
「独創的」の定義は？

- ・ 米グートナー社の生成AIの定義: サンプルデータから成果物のデジタル表現を学習し、独創的かつ現実的な新しい成果物を生成するAI
  - 独創的な考え: 他の考えをまねることなく、自分の発想でつくりだした考え
  - 独創的の類語・類義語: 「創造的」、「創作的」、「独自」など
    - ・ 英語では、「creative」、「original」
  - 独創的の対義語・反対語: 「常識的」、「平凡」
  - 生成≠独創的
- ・ 生成AIは、ガリレオ・ガリレイとは違い「それでも地球は回っている」とは言わない
  - 1633年に開かれた宗教裁判の法廷
- ・ 独創的でないことを組み合わせて、独創的風なもの生成可能



けの原理ですので、当然ですがデータベースに無いものは引っ張ってくることはできません。アメリカの「グートナー」という会社の生成 AI の定義をみると、「独創的かつ現実的な新しい成果物を生成する AI」と記載がありますが、それは間違っていると私は思っています。本当に（真に）独創的なものは生成 AI には作り出すことができないため、皆さんは安心してご自分の独創的な研究を行っていただければよいと思います。例えば、1600年代に生成 AI があったと想像してみてください。ガリレオ・ガリレイは「それでも地球は回っている」と言ったことになっていますが、当時、人々の宇宙観を支配していた天動説では、「地球が動いていたら我々は飛んでいってしまふ。我々がこうしてられるのは天が動いているからだ」と考えられていました。つまり、様々な文章に「天が動いているからだ」と書いてあるわけで、先ほどの言語のデータベースも「天が動いている」だらけということになります。そのときに「地球が動いていますか。天が動いていますか」と質問すれば、殆どの生成 AI は「天が動いています。地球が動くわけがありません」という答えを返すでしょう。これは先程お話したように、生成 AI がデータベースに従ってデータベースに書かれていることだけを出してきているからです。ただ、独創的ではないことをなんとなく上手く組み合わせて、合わせ技一本のように、あたかも独創的に見えるものを作り出すことは可

能です。「これも知られている、これも知られている、しかし、これとこれがどのような関係にあったのかは実はよく分かっていなかった」というような研究も世の中にはありますが、このように独創的に見えるものを作り出すことは可能です。しかし、これは本当に独創的な答えかと問われれば、そうでもないとは思っています。

皆さんに気をつけていただきたい2つ目の点は、生成AIの持つブラックボックス性です。生成AIの中でどうやっているのか、どのようなデータベースを使ってどうやっているのかという詳細について、実際のところは分かっていません。例えば、どのように学習データを取得しているのか。著作権については後からお話しますが、著作権は大丈夫なのか、著作権が危ないデータも使っているのではないか、どのようなアルゴリズムで答えを出しているか等の詳細については、先程お話ししたように大まかな部分は論文にはなっていますが、細かい点で何か工夫をしなければ駄目であろうと思っている点であっても、実はその辺りの詳細については公表されておりません。それから安全性に関する懸念です。特に大学の先生（教員）として皆さんに気をつけていただきたいのは、機密情報が漏れていないかということです。機密情報というのは、例えば、副学長の立場であれば大学の収支がどのようになっているか等、仮に人には言えないような収支の問題があった際に、「このようなもので大丈夫でしょうか」と生成AIに

質問すると、その情報は外部に漏れてしまいます。更に面倒な点は、我々研究者が執筆している論文です。例えば「このようなことを試したところ、〇〇が2倍が良くなりました」のような内容の論文をよく書くかと思いますが、仮にこれを国際会議に英語で提出しようと生成AIに論文を入れて、「英語に翻訳してください」と英語に翻訳してしまうと、生成AIはそこに書いてあることを学習するので、「このようなことをこのように工夫すると、2倍スピードが上がりとても良いです」と自分で書いた日本語の内容を生成AIに取られてしまいます。先程説明した生成AIのデータベースの中に、「こんなことをすれば2倍良くなりますよ」という情報が書き込まれてしまうので、誰かが何かを質問した際に、書き込んだ論文の内容がそのまま出てしまうかもしれません。機密情報と言うとスパイのように聞こえますがそうではなくて、英文で論文を書く際は気をつけなければなりません。それから個人情報についてです。生成AIは、基本的に初めは個人情報など知りません。しかし、「誰々君はこういう人でした。何月何日生まれで、どこ生まれでどうのこうの、このようなことを今までやってきましたが、今後どうしたらいいでしょうか」という質問をした途端に、「誰々君はどこ生まれで」という情報が生成AIに取られてしまうため、気をつけなければなりません。それから生成AIは回答を出してきますが、通常、回答にはバイアスがかかっています。一時、非常に厳しい回答を出してきて自殺に追い込んでしまった生成AIがありました。メンタル的に困っている人に対して、「なぜそうまでしてあなたが生きていなければいけないのか」という答えをどんどん出してきて、とあるカナダ人の方が自殺してしまったという悲しい事例を受けて、現在では生成AIはあまり人を傷つけないように設定されていますが、つまるところそれは真実ではないということなので、そこは上手く解釈をする必要があります。生成AIに限らず

生成AIがもつブラックボックス性

- ・ 透明性に関する懸念
  - どのように学習データを取得しているのか。○
  - どのように学習データを構成しているのか。○
  - どのようなアルゴリズムを用いているのか。○
- ・ 安全性に関する懸念
  - 機密情報が漏洩していないか
    - ・ 機密情報を入力していないか
  - 個人情報を不適正に利用していないか。○
    - ・ 個人情報を入力していないか
  - 回答にバイアスがかかっているか

OpenAIはオープンさの考え方に制限をかけ始めている[1]  
GPT-4は、現時点で詳細が公開されていない

[1] <https://openai.com/blog/planning-for-agi-and-beyond>

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AIはすべてそうですが、中でどうなっているのかが今一つはっきり分かりません。ですので、私は妻に、「もし、私が手術をしなければならなくなり、その際、私の意識がない場合は生成AIに尋ねて、その答えに従って手術はしないでほしい」と言ってあります。なぜなら、その回答が本当かどうか分からない点があり、又、どのように判断しているかが分からないからです。

3つ目、生成AIの信頼性ですが、これが1番の問題点であると思っています。生成AIは先ほどお話したように言語コーパスに従って文章を生成しているだけです。ですから言語コーパスの言語のデータベースの中に正しくないことが非常に多く書いてあれば、当然間違った回答を出してきます。それと同じで、知らないことでも生成AIは何かしらの回答を出してくるため、間違った回答をしてしまいます。

このことについて、生成AI(ChatGPT)に「生成AIはなぜ嘘を付くのですか」と素直に言い訳を聞いてみました。すると、「私は嘘をつく生成AIではありませんが、一部の生成AIが嘘をつく可能性があります」と回答を出してきました。つまり、私という生成AIは嘘をつかないが世の中には嘘をつく生成AIがいるというのです。続いて、「私は学習するためになんとかかんとか」で、「また、生成AIは時にはクリエイティブな要素を持ち、架空の情報や物語を作ることもあります」と回答を出してきました。私はこの回答を、「生成AIは嘘

をつきます」という意味にとらえました。つまり、ChatGPTは回答に必要な正しい情報がないければ間違った回答を勝手に作ってしまいます。作ったものはたいていの場合、外れます。先ほどどなたがおっしゃった「創価大学」で調べると、存在しない学部が出てきます。あるいは私について調べると、「早稲田大学の情報学部で学部長をしています」などと出てきます。私は学部長ではありませんし、早稲田大学に情報学部はありません。このように生成AIは架空の情報を作ってしまうのです。それから、日本語入力なので日本語入力をミスリーディングすることがあります。こちらは、分かりやすい英語でも構いませんが、我々がきちんとわかりやすい日本語、わかりやすい言葉で聞いてあげることが重要です。いろいろと頑張っていますが、最終的に、「生成AIの回答を受け取るときは常に批判的な思考を持ち、他の信頼できる情報源と照らし合わせてみましょう。私は、嘘を言うかもしれませんので、調べてください」と私ではなくChatGPTが自分でそのように言っています。

次に、信頼性を疑わなければなりません。学生はChatGPTの言うことを素直に信じてしまい、間違ったことでも論文やレポートに書いてきますので気をつけましょう。では、どのようなことを聞いてはいけないのか、やってはいけない典型的なことはなんでしょうか。まず、生成AIは計算ができません。計算ができないので、例えば4桁×4桁「1234×6873は」などと

ChatGPTの言い分

FU 生成AIはなぜ嘘をつくのでしょうか？

「自己言及のパラドックス」として有名な「私は嘘つきである」？

私は嘘をつく生成AIではありませんが、一部の生成AIが嘘をつく可能性がある理由を説明します。

生成AIは大量のデータや文章から学習するため、訓練データに含まれる情報を反映する傾向があります。もし訓練データに誤った情報や嘘が含まれていた場合、生成AIはそれを学習し、それに基づいて回答を生成することがあります。また、生成AIは時にはクリエイティブな要素を持ち、架空の情報や物語を作り出すこともあります。

また、生成AIはユーザーからの入力に基づいて回答を生成しますが、時には誤った情報や誤解を招く回答を生成することもあります。これは、生成AIが完全に人間の意図や文脈を理解することが難しいためです。

ただし、嘘をつく生成AIは訓練データの品質や適切な監視などの技術的な問題に起因する場合があります。研究者や開発者は、生成AIの品質と信頼性を向上させるために、さまざまな手法や制約を導入しています。

最終的には、生成AIの回答を受け取る際には、常に批判的な思考を持ち、他の信頼できる情報源や専門家の意見と照らし合わせる必要があります。

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生成AIを使ってはいけない3大(?)領域

- ・ 数値の計算
  - 4桁×4桁の計算は、ほとんどすべて間違える
  - プログラムは作れるが、そのプログラムの実行はできない
- ・ (余り有名ではない) 固有名詞(たとえば、人名)についての場合
  - 「知らない」と言われたら、『適当な』限定詞をつけてみる
  - 例:「早稲田大学の深澤良彰」
  - 例:「早稲田大学の近くの美味しいお店」
- ・ 文献検索
  - 例:「〇〇が書いた△△に関する論文」

(今のところ) 所詮は「次の単語予測ソフト」

欠点を補完する最近のアプローチ

外部ツールによる拡張  
(例:コードインタプリタによる拡張や検索エンジンによる拡張など)

生成AIは、「読み書きそろばん」で「読み書き」だけを学んだシステム

検索機能はない

知識はあるけど、推論はできない

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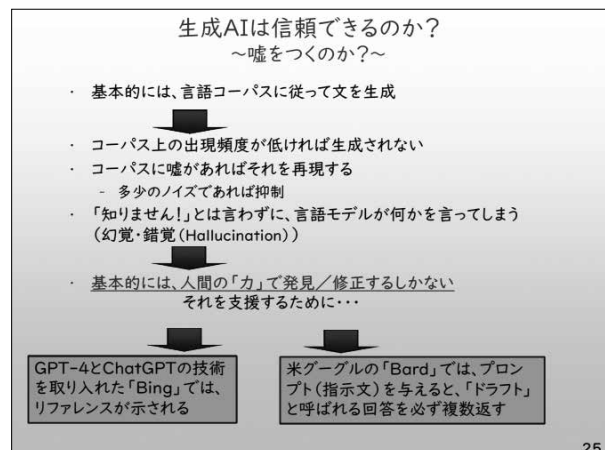
聞くと、100パーセントの確率で間違えます。なぜ間違えるかといいますと、先程の原理と同じです。私の母は教育熱心であったため、私が小学生の頃に壁に九九の表を貼り出して、「さんしじゅうに、さんごじゅうご、さぶろくじゅうはち」とお経のように覚えさせられました。恐らく皆さんも似たようなものでしょう。生成AIも同じで、文書の中に $2 \times 3 = 6$ 、 $2 \times 4 = 8$ という文章が出てくるのでそこは勉強することが出来ます。しかし、4桁かける4桁の計算などは文章に滅多に出てきません。すると、先程あげたように生成AIはクリエイティブな要素を持ち、クリエイティブに答えを作ってくれる、つまり間違ってしまうので計算はできません。ただし、とても面白いことに計算をするプログラムは作れます。

近頃 ChatGPT Code Interpreter (コードインタプリター) というものが実は作られています。ChatGPT にプログラムを作ってもらい、そのプログラムを Interpreter が実行する、実行して得た結果を ChatGPT に返すと、きちんとした答えが得られるような仕掛けが作られています。又、ChatGPT にできないことの2点目は、本や教科書に載っているような人について聞けばきちんと答えられますが、あまり有名でない固有名詞は間違えます。「エジソンは何をした人ですか」という質問にはきちんと答えてくれますが、それはエジソンに対する記述が沢山あるからです。しかし、「早稲田大学の深澤良彰とはどういう人物ですか」と聞いても、記述があまりないので間違えます。あるいは「八王子の近くの美味しいお店を教えてください」と聞くと、当たることもあります。いい加減なことを言ってきます。ですから、固有名詞を聞いても殆どの場合は無駄です。先程お話ししたように次の単語予測ソフトでしかなく、検索もできないため、「誰それを書いた何とかに関する論文」などは ChatGPT や生成AI そのものには答えることができません。ただ、この欠点は非常に大きな欠点であるため、

例えば、先程のコードインタプリターや検索エンジン等、様々な外部のソフトと組み合わせることで、きちんとした答えが出てくるようになってきています。

ここからは、先程と同じです。知りませんと言わずに言語モデルが何かしらの回答をしてしまうため、最終的には人間が頑張るしかありません。新しい生成AIでは人間を頑張らせるためにいくつかの工夫があります。例えば、Google が提供している「Bard」という生成AIは複数の答えを返してくれますが、人間は面白いもので、「この答えは何ですか」「これです」と一発で答えを出されてしまうと何となくそれが正しい答えのような気がしてしまいます。しかし、Bardは何をするかという、「これも答えだし、あれも答えだし、あれも答えですよ」と3つぐらい返してくれるので、人間は「そうか、これとこれはここが違って、こちらの方がもっともらしいな」、「これとこれはここが間違っているからこれは嘘だ」などと判断することができると、最終的には人間の力で判断するしかありませんが力を発揮しやすくなるがあります。

もう1つ、Microsoft が提供出している「Bing」という生成AIがあります。これは何をしてくれるかという、参考文献を見せてくれます。このように「教育分野における (中略) あります。1」とあり、「1」などをクリックすると、その基になっている文章、つまり、こちらは実際には生成AIと検索エンジンが連携



して根拠を返すことができるようになっていたりします。日本語で対応している日本製の生成AIも最近沢山出てきていて、日本語の文章を聞くとまずまず当たる仕掛けになっています。

### 3. 画像生成 AI

今までの話は全て文章の生成についてでしたが、画像の生成も可能です。いくつかソフトがありますが、こちらは私が生成した例です。「研究をしている老教授の画像を生成してください」と言うと、本の前でお爺さんである私という老教授が座っているだけでした。これでは面白くないので、「共同研究者はパンダです」と入れました。すると、このパンダが出てきました。ただ、パンダは出てきましたがあまり面白くないと思い、「アニメーション風に」と入れてみたところ、この女の子たちが出てきてくれました。これはよく考えると変ですよ。何故かという、他のパンダは全部ぬいぐるみ的なパンダなのに、このパンダだけ着ぐるみでネクタイをしています。また、もっとよく見てみるとここに人間の手らしきものもあります。このように、精度はまだまだですので、最後はPhotoshopなどの画像編集ソフトでこの手を消したり、あるいはこのパンダをぬいぐるみに書き換えたりする処理が必要です。

こちらは、最初に有名になった生成AIが画像生成をした素晴らしい結果です。どのようにしたかといいますと、条件を入れて100枚以上

の絵を自動生成し、その中から3枚を選んでPhotoshopで修正しています。これがとあるコンテストで1位になったのですが、この絵も大規模データベースに従って作られています。日本の著作権は非常に弱いため、注意してください。

### 4. 生成 AI についての今後の動向

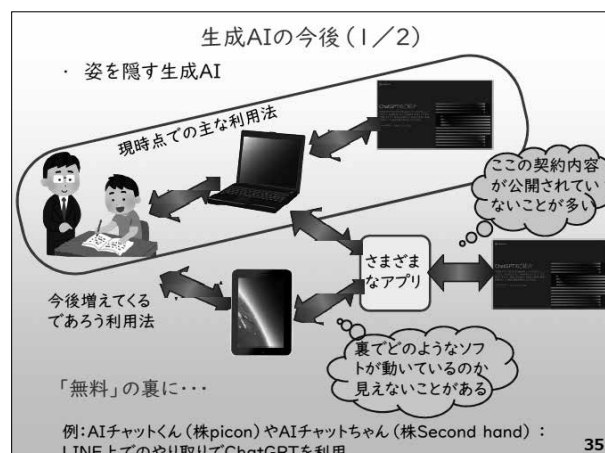
今後、皆さんと私達が気をつけなければならないことは何かといいますと、2つあります。1つは生成AIが姿を消してくるであろうということです。先程ChatGPTを使ってみましょうということ、ChatGPTを起動させて、ChatGPTに質問を出しました。ですので、ChatGPT(生成AI)がきちんと見えているのでよいのですが、次第に陰に隠れていきます。今後スマホやパソコンから様々なアプリを経由し、様々なアプリの先で生成AIが動いているということが起きてきます。この時、何が怖いかといいますと、先程までは我々は「今からChatGPTを使います」と意識していたのでよいのですが、陰に隠れていきますと裏で何が動いているかも分からないですし、その裏の先でChatGPTを使っている時にこの契約がどうなっているのか、このデータをすべてChatGPTに渡してしまってもいいのかなど様々な問題が出てきます。ですから陰に隠れるほど、又、特に無料という点が怖いです。皆さんの中には「AIチャット」を使ったことがある人がいるか

画像生成AI(と映像生成AI)

- ・ 画像生成AI
  - DALL·E 3 (Open AI, 2023年9月発表)
    - ・ CLIP: 大量の画像とテキストの組み合わせを学習し、画像とテキストの類似度を算出した上で、特定の画像に対して適切なテキストを選択
    - ・ 35億パラメータ
  - Imagen (Google, 2022年5月発表)
  - Stable Diffusion (Stability AI, 2022年8月発表)
    - ・ オープンソース

他、最近いろいろ

例: 研究をしている老教授  
+パンダと一緒に  
+アニメーション風に  
By Stable Diffusion



かもしれません。「AIチャットくん」「AIチャットちゃん」等と微妙に名前が違いますが、同じ機能であり、LINEアプリで使用出来ます。通常は対人でLINEをします。相手は人ですので、例えば「きょうは私の誕生日です」とチャットすると「おめでとうございます」などと返ってくるのですが、相手がChatGPTの場合、「きょうは私の誕生日です」「おめでとうございます」と言ってくれますが、その瞬間に「きょうは私の誕生日」であるという個人情報吸い取られることとなります。ですから、裏に隠れたときに気をつけなければなりません。

もう1つは何かというと、仕方がないことで悪用が進んでしまう恐れがあります。「脱獄、(Jailbreak)」といって、犯罪行為などの不適切な質問に回答させないようにするコンテンツポリシーを突破してしまう行為があります。今、皆さんがChatGPTに「原子爆弾の作り方を教えてください」と質問しても教えてくれません。何故なら、先程バイアスがかかっているという話をしましたが、通常、原子爆弾の作り方は教えるべきではないことから教えてくれません。しかし、そこを突破してしまうソフトがあります。そこを破られてしまうと、「原子爆弾の作り方を教えてください」と言うと、「こちらとこちらをこのように混ぜて、このようにすれば原子爆弾ができます」と教えてくれるようになってしまいます。あとは、詐欺に使われたり、軍事で使われたり、肖像権の問題が起きたりと様々なことがおきます。世界は様々なところでブレーキをかけつつありますが、日本はあまりかけていません。

## 5. 高等教育において、生成 AI をどのように使うべきか

急いで教育の話に進みますが、教育の世界では生成 AI が出現した際、見解が二分されました。一方は否定派で、あのようなものを使わせるべきではない、考え直した方がいいというスタンスです。もう一方は肯定派で、新しいツ

ルが出てきたのだから、そのツールをうまく使いこなしてもっといい教育をしようというスタンスです。このように教育の世界では見解が二通りに分かれました。この状況について、私の経験を踏まえていいますと、昔、電卓が現れたときに「この計算は電卓を使って計算していいですか」と私が言ったことと同じです。電卓などは使わずに、きちんと筆算を使って原理を分からせましようという人がいて、一方では計算効率を上げるためには電卓を使いましょうという人もいました。当時二分された見解も、今では何となく落ち着いていますよね。例えば、大学という視点で見れば、電卓を使えるのであれば積極的に使おうというようになっているので同じであると思っていますが、重要なことは何かというと、先程話にありましたように、大学という組織としてどのような方針でいるのかということと、それを組織全体できちんと管理することができるのかという点であるかと思えます。

こちらは10月2日に貴学のHPで発信された案内の要約ですが、先程お話しがありましたように、これはなかなか難しい面があります。何故なら、使用の有無は各先生にお任せするので各々で答えなさいと書いてあります。ですので、学生から「ChatGPT、生成 AI を使用してもいいですか」と聞かれたら、「私の授業はこういった内容だから使用の有無については……」と各々で考えて答えなければなりません。また、よく言われることと思いますが、先

創価大学の場合	
ChatGPTをはじめとする生成AIの学習等での利用について	
【在学生の皆様へ】	2023年10月02日 創価大学学長 鈴木 将史
<ul style="list-style-type: none"> <li>レポート等の授業課題における生成AIを含むAIの利用については、各授業の担当教員が到達目標や学生に身につけてほしい力を考え、指示</li> <li>利用を容認する場合でも、下記の留意事項を守って使用               <ul style="list-style-type: none"> <li>レポート作成等に生成AIを利用した場合には、利用した旨や利用した生成AIの種類・箇所等を明記するなど担当教員の指示に従うこと</li> <li>論文作成を含めて研究活動に伴う利用に関しては、研究倫理の観点からも指導教員に必ず確認</li> <li>意図せずとも著作権侵害や剽窃に当たる可能性がありますので、十分に注意</li> <li>調べ学習等で使用する場合も、生成AIの出力には誤りが混ざっていることも少なくなく、AIの出力が正しい内容か、誤った内容なのか、自身でしっかり確認する必要</li> <li>未発表の論文や秘密にすべき情報（個人情報やプライバシー情報等）を生成AIに入力してしまうと、それらの情報が意図せず流出・漏えいしてしまう可能性がある点に注意</li> </ul> </li> <li>今後も継続的な状況把握に努め、技術の進展や指針等の運用状況などに応じて、対応を適宜見直し</li> </ul>	
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程あげたように「生成 AI の回答は間違っていることもあるため気を付けましょう」、「機密情報が漏れてしまうことがあります」などの注意点が記載されています。

他機関においても様々なガイドラインが出ていますが、皆さんも入られている私大連（日本私立大学連盟）のガイドラインがチェックリストとしてまとまっているのでよいと思います。時間があればきちんとお話ししようと思いましたが、今後入試が近づいてきます。入試に対してどのように対応するかについてはどの大学も悩ましく、特に推薦入試については、今まで志望理由や小論文、自己推薦書などを書いてくるようにと指示していましたが、私たち大学側は高校の先生が代わりに書いているのではないかと思いつつも、一応は生徒が書いてきたものとして評価をしていました。しかし、今後は生成 AI が書いてくる可能性も考えなければなりません。これについての問題点は何かというと、利用制限は可能かどうか、又、生成 AI が作ったものではないと言えるかどうかです。貴学でも Turnitin 社が提供する「Feedback Studio（レポート類似性チェック・ライティング指導ツール）や、「iThenticate（剽窃検知ソフト）」を導入されているかと思います。これはどのような仕組みかといいますと、Turnitin のシステムの中に様々な文章を取り込み、自身の論文とその取り込んでいる文章をマッチさせて剽窃の有無を当てています。ですから、Turnitin をお使いになった先生は分かると思いますが、「このサイト（ツール）から何パーセント、このサイト（ツール）から何パーセント、このサイト（ツール）から何パーセントをコピーしています」といった類似性の度合いの数値が出てくるので、それを合計して100から引けば自身で作成した論文の独自性のパーセンテージが出てきます。このように、ある意味では使えるとは思っていますが、採点時にこのようにするのは面倒な面もあります。それから Turnitin よりも安価で出している「コピペル

ナー」という日本製のソフトもありますが、その検知方法にはまだ不安な面も感じています。

さらに不安なソフトとしては、オープン AI（ChatGPT を産んだ会社）が提供した「AI Text Classifier」という識別ソフトです。発表当初（2023年1月）から「教育において、学業上の不正に AI を使用したかを判別する際の単一の証拠として AI Text Classifier を用いるべきではない」、すなわち「あまり信じてはいけない」と自社として発信していただけてなく、その後、「精度が低い」との理由でこっそりと取り下げられていて、現在は使用できません。更に酷いと感じているのは、本年の8月31日に発信された Open AI 社のメッセージです。そこには「ChatGPT に『これは ChatGPT が書いたのですか』と聞いてはいけません」と書いてありました。「ChatGPT は AI によってどのようなコンテンツが生成される可能性があるか、どのようなものを生成するかという知識が無いため、答えはランダムです」と丁か半かという世界のような酷いことをいっています。

## 6. 生成 AI の存在を前提とした授業のコツ

このような世の中を我々は生きていかなければなりません。残念なことに学生が生成 AI 時代の学生になるスピードと、我々が生成 AI 時代の教員になるスピードでは、皆さんのことは分かりませんが、少なくとも私の場合は比べるまでもなく圧倒的に前者（学生）の方が早いです。この時に必要なことは、上記のような世の中の変化を受けて、我々も生成 AI 肯定派とならざるを得ないことから、生成 AI を上手く使いこなしていきながら教育をするということにあると思います。これまでもネットワークの作り方やメールの書き方を教える授業があったかと思いますが、その中で、当然ですが個人情報保護、機密情報の漏洩、著作権の保護などの重要な事項を教育されているかと思います。今後は、生成 AI についても、同じように

大学の授業の中できちんと教えなければなりません。それでは、実際にどのようにすればよいのかということになるとと思いますが、私が提案していることは5つです。1つ目に、実際に教員が自分で生成AIを使用して見て、生成AIがどういうものかを分かってください、という点です。例えば、ChatGPT（生成AI）を使用すると、初めに2行程度の文章があり、次に箇条書きがあり、最後にまとめの文章という形式になっていますが、これはChatGPTの特徴なので、そのようなレポートが提出された際は怪しいと思ってください。つまり、怪しいと思うノウハウを皆さんで得てくださいということです。2つ目に、学生に対して課題やレポートを出す前に、事前の対策として教員自身で生成AIによる課題の出力の確認をしましょう、という点です。これを行うことで「このような質問はよくない課題の出し方だ」、或いは「このような答えを出してきたら学生が生成AIを使用しているであろう」ということが予測できる、このような2つのメリットがあります。3つ目に、重要なことは生成AIの弱点を突くということです。弱点とは何かというと、先程話したように生成AIはデータベースに入っている内容を基に回答するため、つまり一般的な質問に対しては一般的な答えしか彼らは出せないため、何とか特殊な世界に学生たちを引き込む努力をすべきです。例えば、「以前の授業で用いた説明を用いて答えなさい」という質問をすると、生成AIは以前の授業で何を用いていた

かを知るはずがないので困ります。「あなたの経験に基づいて何かを答えなさい」。こちらも生成AIは特定の学生の経験を知らないので答えられません。或いは、「なんとか図を用いなさい」「このように分離して答えなさい」など、可能な限り一般的ではない特殊な答えを求める努力をすべきである、ということが大事であると思っています。これが3つ目です。4つ目に、これはもっともらしいことですが、最終的な答えだけでなく下書きや参考文献も出させましょう。ということです。そして、最後の5つ目に、仕方がないのでプレゼンをさせるしかありません。例えば、プレゼンをさせる時に学生はパワーポイントを作ります。また、プレゼンをして質問をしたその答えを見るとその学生が本当に理解しているのかも分かるので、プレゼンをさせるしかないと思います。ただ、これには時間がかかります。通常であれば授業中にレポートを回収して終了ですが、「次はの中で誰かを当てるかもしれないので、きちんとプレゼンの準備をしておいてください」と指示を出すと、少なくとも数人のプレゼンを実際に聞かなくてはならないので面倒な面もあります。いずれにしても、教員は工夫をしなければならぬ世の中になってしまいました。

又、研究についてですが、研究時も生成AIを様々な場面で使用します。例えば、生成AIに「これは研究テーマになるであろうか」という最初の気づきや壁打ちの問いかけをしてから研究を始めることができます。もう一つ、最後

生成AIの存在を前提とした授業のコツ(1/2)

- 許容行為と禁止行為との明確化
  - 教員が自分自身で生成AIを試してみ、その機能の詳細を知ること
    - 生成AIがもつ機能についての知識の更新 (例: 生成文の形式)
    - 学生に負けないように
  - 許容行為/禁止行為の学生との共有
    - 学生はいろいろ
    - 採点基準の明確化
- 生成AIによる課題の出力の確認
  - 生成AIが出す典型的文書の確認
    - 学生のレポートを評価する時の参考
    - 必要に応じて、指示文の作り直し、その再検証
- 生成AIの弱点を突いた課題の提出
  - 一般的な解ではなく、特定の授業の状況に応じた設問
    - 例: 「前回の授業での説明を用いて述べよ」、「あなたの経験に基づいて議論を展開せよ」、「この文献を必ず参照すること」、「〇〇図を用いて答えなさい」、「〇〇と△△と□□に分けて答えなさい」……

毎一不百知  
 戦知勝知戦彼  
 必彼一彼不知  
 殆不負而殆己  
 知知者  
 己 己

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生成AIの存在を前提とした授業のコツ(2/2)

- 最終成果物以外も提出するように指示
  - 下書きや参考文献などの提出を義務化
  - 最終成果物に至ったプロセスも評価の対象に (例: 思考過程の評価)
- 成果についてのプレゼンの実施、Q&Aの実施
  - 「話しやすい」は個人依存
  - PowerPoint化や口頭発表用原稿の作成⇒プレゼン⇒Q&Aにおいて、学生の理解度が判明
    - 学生同士のピアレビューでも可
  - 何を成果として作成したのかではなく、どの程度理解しているのかの評価にする
    - 教育としては、生成AIを用いて成果を作成したとしても、その内容や関連する知識を十分に有していればOK?

本来の評価? だが、面倒  
 教育成果として、何を評価するか?  
 文科省のガイドラインよりも詳細なものがほしい

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### 生成AIに関する学会・出版社の新しい投稿規定

- エルゼビア社の新しい投稿規定
- 科学コミュニケーションにおける AI および AI 支援技術の使用に関するポリシー
  - 著者は、AI および AI 支援技術を、論文の読みやすさや言語の改善にのみ使用し、研究者の代替とするものではない
  - 著者は、人による監視と制御を伴う場合において、AIテクノロジーを適用してよい
  - 著者は、AIおよびAI支援技術の使用について論文で開示する
  - AIおよびAI支援技術を著者または共著者としてリストしたり、AIを著者として引用したりしない

学会・出版社	生成AIリスト 対応	生成画像・図 対応	著者資格	AI著者	開示方法や警告
IEEE	可	?	資格、執筆、承認	(不可)	謝辞、引用
ACM	可	可	資格、執筆、責任	不可	謝辞、脚注、付録
AAAI	可	可	(説明責任)	不可	賞状なし
COPE	可	可	(資格、執筆、承認)	不可	手法の節など
Nature	可	可	資格、承認、責任	不可	N/A
Science	不可	?	資格、承認、責任	不可	手法の節など
Elsevier	議論不可	不可	資格	議論不可	N/A
IEEE	?	?	資格、責任	(不可)	?
IEEE	?	?	資格、承認	不可	?
IPSI	?	?	?	不可	?

生成AIを利用  
した場合には  
要確認

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に論文にするときに論文投稿先の投稿規定を見  
てみましょう。「著者〇〇、深澤良彰、ChatGPT」  
など著者が複数人いることの是非は論文誌ごと  
に違うため、注意が必要です。

先程見ていただいたように、生成 AI は答え  
が非常に綺麗に出てくるので秘書として使うこ  
とができます。ただし、生成 AI は「巧言令色  
鮮し仁（ことば巧みで表情をとりつくるって  
いる人は、かえって仁の心が欠けているものだ  
／日本国語大辞典）」の持ち主のため、諸刃の剣  
です。ですから誰もが将棋の藤井聡太さんのよ  
うに AI というものを上手く使いこなしてい  
きましょう。彼は自宅で AI を用いて「この局面  
でこれを指したらどうなるであろうか」という  
勉強をひたすら行い、本番で実行しているそ  
うです。このように AI を上手く使いこなして  
いくしかないと思います。以上です。ご清聴  
ありがとうございました。

※この講演の内容は、講演が行われた2023年10  
月25日時点のもので、その後、さまざまな点  
で改良が行われています。実際に、生成 AI  
をお使いになる際には、その時点での最新情  
報に従うようにされることをお勧めします。

# 開所25周年を前に：CETLと革新的な教授法

関田 一彦

創価大学 教育・学習支援センター センター長

2000年5月、本学の教育改善推進機関である教育・学習支援センターがラーニング棟2階（旧法人本部跡）に開所しました。私はこのセンター（通称CETL）に、その設立構想段階から継続して関わってきました。その間、延べにすると10年以上センター長を務めております。この随想では、まもなく開所25周年を迎えるCETLとのかかわりの中で、私が抱えてきた創価大学とCETLについての思いを少々述べておきたいと思います。

## 革新的な教授法とは

創立者池田大作先生（2000）は、教育提言「教育のための社会」目指して」の中で創価大学の試みとして、教育・学習活動支援センター（当時の名称）を次のように紹介されています。

文部省の大学審議会による中間報告でも、大学教員の「教える力」を重視する必要性が訴えられましたが、習慣が“惰性”となっていないか点検し、教員資格の見直しの制度を含め、たえず改善に努力する姿勢がなければ、大学教育の“地盤沈下”は避けられないでしょう。

この点に関し、創価大学では、今年（2000年）設立された「教育・学習活動支援センター」が中心になって、教員に対しては革

新的な教授法を開発するさまざまなプロジェクトをサポートしたり、学生に対しては学習上の困難を自ら解決できるような学習支援サービスを提供する試みがなされています。

CETLが学内的に認知され始めたのは、2003年度から文科省が始めた大学教育支援事業（通称GP）に採択されてからです。学内の認知に先立ち、できたばかりのCETLの取り組みにご注目いただき、関係者として大いに感激し、励まされました。ただ正直なところ、革新的な教授法の開発といっても、具体的に何を指しているのか関係者の間では明確ではなかったと思います。もう一步踏み込んで言えば、私自身が紹介し、導入を進めようとしていた「協同学習」が革新的な教授法です、と明言し、宣揚する勇氣あるいは覚悟が私にはなかったのです。

創価大学には牧口常三郎先生を創唱者とする創価教育思想の流れがあります。また、創立者が標榜する人間教育の理念があります。その大学に、特定の教授法を紹介・導入するからには、その必要性や正当性を明らかにせねばなりません。2000年当時、私にはその覚悟も、そのための知識もありませんでした。協同学習が良いことは分かっている、なぜ、そしてどの程度、創価大学に導入すべきなのか、一般論ではなく、創価大学という特別な大学で実践・普及

させる意義を語りきる自信がなかったとも言えるでしょう。

CETLでは、その開所から10年ほどは毎年のように国内外の協同学習の研究者を研修会講師として招聘していました。見方によれば、私は学内に対し、外的権威をもって協同学習を価値づけていたわけです。私自身が講師となるときは、協同学習は建学の三指針に適う教育実践であり、本学の学生たちの気質と親和性が高いことを強調していました。今思えば、協同学習は本学にとって異物ではありませんよ、と恐る恐る釈明しているようなものでした。

ところが、2012年の中教審答申の中でアクティブ・ラーニングが強調され、協同学習はそのための手法として注目されたのです<sup>注1</sup>。CETLで2000年当時、導入・開発に取り組んでいた教授法は協同学習しかありません。まさに、協同学習は創立者が言及された「革新的な教授法」だったのです。教育提言から10年の時を越え、ようやく世の中が協同学習の先進性に気づいたといえるかもしれません。無論、創立者はそのような事情をご存知ありませんから、当時の大学執行部がCETLの開設をどのように報告したのか、興味あるところです。

### 協同学習と菩薩の振る舞い

協同学習は、学生たちに互恵的な関係を意識させ、互いの貢献を認め合い、互いの学習成果を肯定的・建設的に評価し合う関係の中で、相手の躓きに寄り添い、その克服への挑戦を励ます指導法です。ペアやグループで課題に取り組むとき、自分一人の仕事から自分たちの仕事として課題達成が共通の目標になります。互いの知識や経験を出し合うことで課題が進み、その成果も共有することになります。その過程で、学生たちは互いの進捗や理解度を気遣い、一緒に知恵を絞り、時には授業外でも時間を割き、作業を分担していきます。

創立者（1996）はコロンビア大学での講演

「地球市民」教育への一考察」において「愛語」（思いやりのある優しい言葉をかけること、すなわち対話）、「布施」（人々に何かを与えゆくこと）、「利行」（他者のために行動すること）、「同事」（人々の中に入って、ともに働くこと）という実践を通じながら、人々の「善性」を薫発していった」勝鬘夫人の例を挙げ、具体的な人間教育者（≡菩薩）の振る舞いを説明しています。

協同学習は、菩薩行とは次元が異なりますが、愛語、布施、利行、同事といった菩薩の振る舞いに通じるような交わりや働きかけを学生に促します。畢竟、私は協同学習には学生たちの内なる菩薩の生命を活性化させる働きがあると考えています。協同学習が十全に機能するならば、教師は意図せずに学生たちに菩薩の振る舞いを促していることになるのではないかと、少なくとも菩薩の振る舞いが生じやすい社会的文脈を用意していると考えたのです<sup>注2</sup>。

### 改めて、革新的な教授法とは

意図せずにも菩薩の振る舞いを学生に促す教育方法、という視点に立つと様々な教授法が革新的なものに昇華していきます。それは協同学習に限りません。アクティブ・ラーニングとして協同学習がある程度広まった創価大学において、私は教授・学習活動の「振り返り」の普及に注力しています。CETLでは、いかに学生や教員が相手（学友・同僚）の学びや成長に寄り添い、成長変化を認め、より良い学びに向かって励ますか、その方法の開発・普及に努めています。

具体的には学生自身の目標設定から進捗確認、そして最終達成度点検を意識した振り返りを学友と共有させます。そして学友たちには厳しくも暖かい（仏法で言うところの慈悲心につながる）建設的な評価コメントあるいは励ましを求めます。つまり、学友たちに菩薩の振る舞いに通じうる、当該学生の学びと成長に寄り添

う機会を与える方法の開発です。あるいは、教員として学生の成長を願った様々な授業改善の工夫に対し、同僚教員としてその意図や改善の努力を認め、さらなる改善に向けた工夫を共に考える機会を先生方に提供する方法の開発です。こうした試みは2009年の学生支援GP、2014年の大学教育再生加速支援事業の採択となり、大学教育改革の先導的な取り組みとして全国的に認められてきました。今、全教員対象に取り組んでいる簡易版ティーチングポートフォリオも、教員が同僚からの承認と励ましをもらい、さらなる授業改善に挑戦する意欲を喚起する仕掛けです。こうした試みがCETL開設にあたって寄せられた創立者の期待、すなわち革新的な教授法の開発・推進、に多少ともお応えできていたのなら幸いです。

## 結びにかえて

改めて考えると、CETLが進めてきた教育改善の試みが先進的・革新的な教授法であるとするれば、それは「意図せずに菩薩の振る舞いを促す教育方法」を志向した取り組みだったからだと思うのです。私はそれを「人間教育の最高学府たれ」と私たち教職員に託された創立者の呼びかけに応えようとした結果だと思えます。だとすれば協同教育の真価は、創立者が示された地球市民を育てる人間教育の実践の中で顕在化するものです。言い換えれば、CETLを中心に協同教育の視点から教授法の改善・開発を進めることは創価大学の発展に必要なことだったと考えます。

一方、CETLが開所してから間もなく四半世紀、私の教員人生もそのあたりで一区切りです。どんな組織にも寿命があるように、「革新的な教授法」の開発・推進が困難になったとき、CETLは本学における使命を終えるのでしょう。今、CETLでは特定の個人ではなく、各学部が教員集団として、自分たちの受け持つ学生をいかに育てるかを考え試行する、「人間教育

の最高学府たれ」との創立者の期待に真摯に応えようとする取り組みを応援しています。そうすることで、革新的な教授法を模索し、開発しようとする先生方を励まし、「たえず改善に努力する」息吹を創価大学に吹き込む役に立っていくことができると思うのです。そしてそれを後継の諸氏にも願うばかりです。

注1 余談ですが、私は *Active Learning: Cooperation in the College Classroom* という大学における協同学習の入門書を『学生参加型の大学授業』として2001年に翻訳出版しました。どうやらこれがアクティブ・ラーニングを冠した書籍が日本に紹介された最初のものらしいのです。結果として、時代を先取りしていたこととなります。また、アクティブ・ラーニングが謳われた2012年の質的転換答申に先駆け、2008年の学士課程答申では、これから求められる教育方法として、「学生参加型授業」、「協調・協同学習」が例示されています。実は私は、2004年に共著として『大学授業を活性化する方法』という本を上梓しています。その中で創価大学の協同学習の取り組みを紹介しているのですが、協同学習と協同学習を一緒に紹介している本は、おそらくこの1冊だけです。つまり2008年の答申で、今後期待される教育方法として例示された「学生参加型授業」も「協調・協同学習」も創価大学を舞台に展開されていたものなのです。時代を先導する革新的な教授法の開発・普及に取り組んできたCETLが文科省の大学教育支援事業に採択され続けたのも、当然のことだったのかもしれない。

注2 菩薩の振る舞いとしての協同学習については、関田一彦(2023)「人間教育の最高学府をめざす創価大学において協同教育を扱う意義」創価大学教育学論集, 75号, pp. 199-210をご参照ください。





# ワールドランゲージセンター (WLC) 第2ステージの挑戦：現状と今後の課題

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## 1. はじめに

WLCは2018年に開設20周年を迎えた。それを機にWLC第2ステージの開幕と銘打ち新たな挑戦を始めた。一つは、ヨーロッパ言語共通参照枠(The Common European Framework of Reference for Languages: CEFR)に示されるレベルを共通科目英語科目の到達目標に組み込み、世界共通の基準に基づくシラバスを作成することである。もう一つは、目指すべき目標をどのように達成していくかという方法を示すことである。これらにより各科目の各レベルで何を指すのか、その目標をどのように達成するのかを明確にすることができる。本稿では、まずCEFRに基づくシラバス作成の現状を述べ、続いて目標達成の方法となるヒューマンスティックアプローチについて理念と実践方法を説明する。

## 2. CEFRに基づくシラバスの作成<sup>[1]</sup>

WLCにおけるCEFRのシラバス導入プロジェクトは、いくつかの段階を経て、現在5年目を迎えている。本章では、各段階での取り組みの概要を述べ、CEFRの基本原則である「透明性、一貫性、包括性」に基づき、プロジェクト

をどのように推進したかを示す。

最初の2年間、このプロジェクトは、本学の1、2年生が原則履修する共通科目英語科目English I~IVの授業概要と到達目標に、透明性の高いCEFRレベルとCan-doステートメントを追加することから始まった。この取り組みについては、学士課程教育機構研究誌11号において報告した。WLCでは前例のない方法で教員が協力する必要があったため、「カリキュラム開発と教師教育に関し、語学教育専門家として自身の実践を振り返り、教師同士の交流を促進する」(Council of Europe, 2020, p. 11)<sup>[2]</sup>の非常に効果的であった。

次の段階は、WLC教員が教室でCEFRを活用することを支援し、奨励することであり、これは近日発刊予定のPutting CEFR into Practice through Action Research: Reflecting on Principles for Foreign Language Teachingの一章にて報告する。この段階の目的は、言語に関する知識を蓄積するだけでなく、現実世界のニーズを満たすために言語を「使える」社会的主体として学習者を重視する、CEFRの「行動指向アプローチ」を実現することであった。

現段階では、CEFRの手引書であるWorld Language Compassと、CEFRのレベルと原則に基づいた言語学習ポートフォリオであるWorld Language Portfolioを試行している。こ

れらにはそれぞれ目的があり、学生がCEFRについてよく理解することと、在学中およびその後の英語力の向上を記録することである。言語学習ポートフォリオは、行動指向の原則である学習者の自律性に働きかける。進捗状況を確認し、記録することで、学生が自分自身の目標を設定し、振り返ることができるようにする。これらについては、複数のWLC教員が協力し2024年結果を発表する予定である。

今後、実行予定の段階は二つ残っている。一つは、本学の学生、関係者の期待が満たされていることを確認するためのニーズ分析である。これはCEFRが理想とする「逆向き設計」に合致し、共通科目英語科目の内容と構成を教科書や制度上の前提ではなく、現実世界のニーズに合わせることを目指す。残りのもう一つの段階は、CEFRに基づいた統一評価手段の開発を検討することである。このような評価により、すべての本学関係者に対する説明責任を確保しながら、学生が特定のレベルで英語学習目標を達成していることを確認できる。その結果、学生のニーズの把握から成果の確認までのプロセスが完結し、透明性と一貫性のあるCEFRレベルとCan-doステートメントを利用した包括的なカリキュラム改革が実現する。

### 3. ヒューマニスティックアプローチ

外国語教育では、行動主義心理学と構造言語学に基づく教授法が興隆した後、それらとは一線を画す複数の教授法が興った。Tanemura and Miura (2011) は、当時としては新しい試みであった教授法をヒューマニスティックアプローチとして位置づけ、マズローやロジャーズらによる人間性心理学が共通の基盤であると指摘した。人間性心理学に基づく教授法では、学習者の情意的側面や自己意識、自律性等が重んじられ、学習者を全人的に捉える。従って、それ以前において、これらを排除していたかのようなオーラル・アプローチなどとは決定的に異

なる教授法と言える。WLCでは、その第2ステージの挑戦にヒューマニスティックアプローチの推進を掲げているが、本章では、人間性心理学に、自己決定理論が説く人間の基本的傾向性を加え、ヒューマニスティックアプローチが外国語学習に適切と考えられる理由を挙げる。その上で、ヒューマニスティックアプローチを採用する英語科目の今後向かうべき方向を示す。

自己決定理論の基本理念についてKirk (2010) は、統合的指向性、有機体の弁証法的自己変革過程、人間の基本的欲求の3点から論じている。これら3つはそれぞれに関連しているため個別に扱う場合、全体像を見誤る。従って、ここではこれらを一括し、人の変容のプロセスの中で考察する。まず、有機体（生き物）としての人間には生得的に成長や発達に向かう傾向性があるという。この傾向性に基づいて人間は、環境の変化に挑戦し、環境との相互作用を通して自己を適応させる。この生得的な傾向性には統合的指向性が宿る。さらにこの統合的指向性には、個人内と個人間の両面が含まれ、人間はこの両方にわたり統合を希求する。これら両面における統合が十分に成される時、人間は心理的に一貫性を保った、健全な自己を獲得する。その結果、生得的な成長や発達に向かう傾向性も十全に機能する。仮に、個人内でも個人間でも統合がうまく進まない場合、その傾向性は疎外される。

従って、個人内においても、個人間においても健全な統合を図りつつ、生得的に成長・発達に向かう傾向性を維持することがふさわしいが、これらは外的な環境要因に多大な影響を受けるとされる。外的な環境要因がこの傾向性を強めるのであればよいが、逆に弱める場合もある。人間が個人内でも個人間でも統合され、環境と効果的に関わることであればできるほど、人は一貫性を保ち、健全な自己を得られるが、それができない場合は、分断され、疎外感を抱く。言い換えれば、人間の生得的に成長・

発達しようとする傾向性は、外的な環境要因の挑戦を受け、人はそれに適応して自己を再編成するか、うまく適応できず現状にとどまるか、或いは後退するかのいずれかになる。このプロセスは、有機体としての人間に課された弁証法的自己変革過程と考えられる。

Deci and Ryan (1985) によると、ピアジェ、モンテッソーリ、マズロー、ロジャーズらも人間に内在する自己実現の傾向性を認めており、自己決定理論が説く人間の生得的に成長・発達しようとする傾向性と響き合う。しかし、自己決定理論が独創的なのは、自律性、有能性、関係性という人間の3つの基本的欲求を定めていることである。これら3つの欲求が満たされた場合に人間は内発的に動機づけられ、自己実現・自己変革のプロセスをたどりやすい。自律性とは、自分の言動の出所は自分自身であり、それを統制するのも自分自身であるという意識である。有能性とは環境と効果的に関わっていることを実感すること、関係性とは周囲から受け入れられていると感じることと言える。これら3つの基本的欲求が相まって人間は外的な環境要因に果敢に挑むことが可能になる。

以上、Kirk (2010) に従って、自己決定理論の基本理念である、統合的指向性、有機体の弁

証法的自己変革過程、人間の基本的欲求を概観した。冒頭で、ヒューマンスティックアプローチの基盤には、マズローやロジャーズらによる人間性心理学があると述べたが、その洞察に自己決定理論の基本理念を加えると、ヒューマンスティックアプローチの特色に新たな視点は生じるだろうか。以下に自己決定理論が説く有機体の弁証法的自己変革過程を図にして示す。

図1において、統合的指向性を持つAが、Bという外的・環境要因との関りを経て、Aにおいては生じていなかった、個人内と個人間の統合を果たしたA'に変貌を遂げたことを示している。AやA'の脇に描かれた図形は、断片化されていた自己(A)が統合された自己(A')となったことを表現している。A''においては外的・環境要因の影響により断片化が一層進んでいる。Aがより統合された自己A'となるか、断片化がさらに進んだA''になるか、その分かれ目は、外的・環境要因の影響を受ける際、人間の基本的欲求を満たすことができるか否かにある。自律性、有能性、関係性という人間の基本的欲求は、認知能力とは別のもので、より情意的、自己実現的、社会的な性質を持つ。Tanemura and Miura (2011) は言語教育の必須目標として、認知的、言語的、情意的、社会

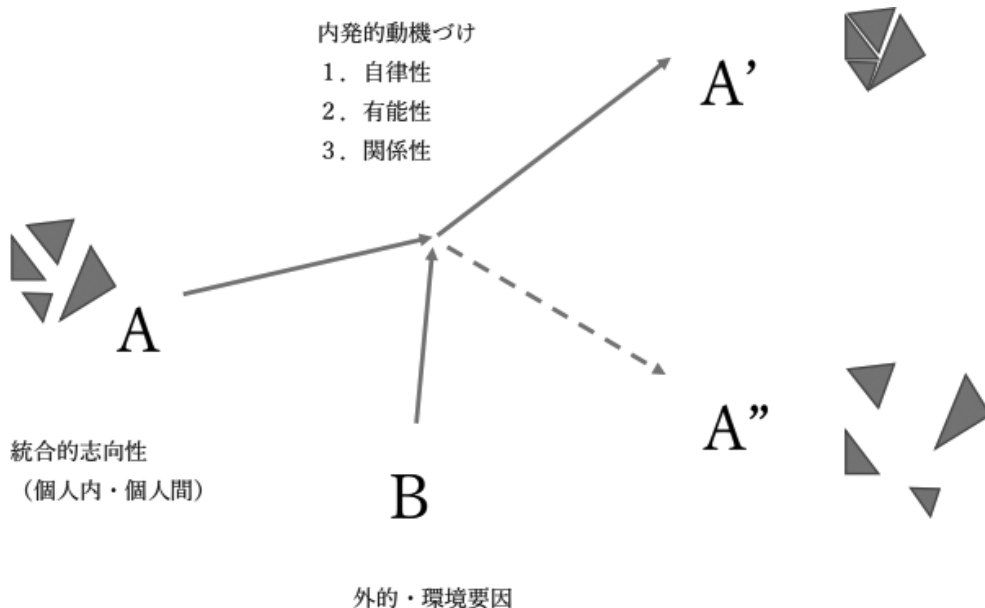


図1 有機体の弁証法的自己変革過程

的能力、自己実現の5つを挙げているが、この点において両者は合致する。ただ、人間の基本的欲求である自律性、有能性、関係性という概念からは、学習者が取るべき行動を指し示す具体性が感得される。この概念を、Tanemura and Miura (2011) が捉えるヒューマニスティックアプローチの特徴に上手く加えられれば、自己決定理論がヒューマニスティックアプローチの理解に新たな視点を追加できる。

いずれにしても、新しい知識やスキルを認知能力だけに働きかけて習得させるのではなく、人間が生得的に持つ成長や発達に向かう傾向性を引き出し、立ちはだかる困難を人間の基本的欲求を満たしつつ乗り越えさせる方法が好ましい。外国語は一朝一夕に身に着くものではなく、長期間にわたるたゆみない努力が必要となる。その途上では、何度も目的を確認し、学習方法を変えていく必要も生じる。これらに対応するには非認知能力が必要であり、認知能力に偏重することなく、非認知能力の役割を十分に活かすヒューマニスティックアプローチを採用することが望ましい。

それでは、ヒューマニスティックアプローチが標榜する全人的教育観に立ち、人間の基本的欲求を満たしつつ、学習者が新しい知識やスキルを習得していくには、教室内活動をどのように計画するとよいだろうか。それには、学習者中心であることを前提とし、知識やスキルを他者と協同して身につけていくプロセスを設けるのがよい。その中で、目的の確認、自分と他者の役割、学習の結果得られるものの理解、失敗の許容、振り返り・評価と修正、再チャレンジの機会、全体の振り返りとする。このように導線を引けば、これまでの議論を踏まえたヒューマニスティックアプローチの活動を計画できるであろう。

より具体的には、習熟度において基礎・初級の場合はタスク中心指導が有効と思われる。特に Wicking and Tamura (2022) に見られる他者との協同によるタスク活動には、目的の確

認、実行、振り返り・評価、再チャレンジ等の要素が含まれることが多く、これを一つのモデルとすることができよう。また、中・上級者には学習者の専門性を意識したプロジェクト中心指導が適切かもしれない。学習者が所属する学部の学習内容を反映させた、問題発見・解決型のプロジェクトを推進する過程に、目的の確認、自分と他者の役割、学習の結果得られるものの理解、失敗の許容、振り返り・評価と修正、再チャレンジの機会、全体の振り返りを含めることができる。プロジェクトの最終場面では、当該分野の専門家を招いたプレゼンテーションをすると、社会へと視野を広げる機会になる。また、テクノロジーを使い、日本以外の国・地域の学生と共同プロジェクトに取り組むことも可能である。

WLC の第2ステージにおいては、CEFR に基づいた英語科目のシラバス編成により、学習者が目指すべき目標を定めている。定められた目標を達成するための具体的な方法としてヒューマニスティックアプローチを採用する。目標と方法の両面にわたり、さらに精度を上げ、効果測定段階に移行したいと考える。これらをもって第2ステージにおける WLC の発展に寄与していく所存である。

## 注

- 1 第2章は第二執筆者が英語で執筆した。第一執筆者がそれを日本語に訳した。
- 2 引用箇所は第一執筆者が英語から日本語に訳した。

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# Encouraging Global Citizenship through Study Abroad.

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Keywords: Reflection, Global citizenship, community engagement, study abroad

## Abstract

Global citizenship is an individual's behavior and daily interaction with others. Dewey suggested that individuals learn and grow because of experiences and interactions with the world. Study abroad is an opportunity for an individual to interact daily in a new social environment. Soka University's Intensive Study Abroad Program emphasizes community engagement and reflection. This study collected data via an eight-question survey in which 98 participants reflected on their language use during their study abroad experience. The results indicated that students used social networks to understand the new environment, to make friends, and to observe various social classes. The students were able to communicate on an array of topics, especially about their culture. Thus, the study abroad experience allowed the students to demonstrate their ability to talk about their daily lives in a new social environment and thereby enhance their global citizenship.

## Introduction

Kinging (2009) defined study abroad as a temporary sojourn of pre-defined duration, undertaken for educational purposes (p. 11). Individuals can fundamentally experience something outside their daily routine. However, one has to be careful to assume that the study abroad experience will change an individual automatically. Those that participate in study abroad usually have assumptions. People generally assume that studying abroad is a form of language immersion. Hence, a conclusion is drawn: if you travel abroad, your L2 skills will improve. Perhaps in the past, study abroad implied a long duration of time and that there were more L1 limitations when abroad. Therefore, individuals tried to use their L2 more actively. Nowadays, access to the Internet and other types of media have allowed greater L1 contact while being in an L2 environment. Another related assumption is that L2 acquisition will automatically take place and that the longer length of sojourn will enhance improvement. In either case, learners assume they will

return from the study abroad experience as better L2 speakers. Douglas (2015) and Horness (2014) found that Japanese university students had unrealistic expectations for language skill development, especially related to short-term stays. A final assumption of study abroad is that the experience alone will somehow transform the learner. As alluded to previously, time is an important element in contextualizing the study abroad experience along with other factors such as engagement with the host community and reflection on the overall experience.

For the Intensive Study Abroad Program involving Soka University and University of the East, two equal components are employed to enhance the SA experience: local engagement and reflection. First, during the visit in Manila, students are encouraged to actively participate in the host community. Swain (2005) proposed the Output Hypothesis which stated that “the act of producing a language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning”(p.471). By producing language, students can see three effects. First, students are able to notice what they are incapable of doing in communicating meaning. They can transition from passive to active learners. Second, they are able to use trial-and-error methods in communication to receive feedback. Third, students are able to reflect in a meta-cognitive way to see how language works in a particular situation. Overall, study abroad is an activity in which individuals can actively place themselves in situations where reflection takes place naturally.

Through the study abroad experience, individuals may broaden their perspectives which may invoke a feeling of becoming a global cit-

izen. Global citizenship is expressed in an individual's behavior and daily interaction with others. This definition is indeed vague, but captures the difficulty of the inherent quandary between an individual and state. Citizenship is often defined in the legal sense of belonging to a particular state/country. Dewey (1916) stated, “One of the fundamental problems of education in and for a democratic society is set by the conflict of a nationalistic and a wider social aim”(p. 59). Saito (2003) elaborated on Dewey's point by considering all countries, not just democratic ones:

Each one of us as citizen of both our country and the global society is faced with questions concerning what it means to understand different cultures while maintaining one's own national and cultural identity: how to find common ground in the conflict of values and how to be engaged in open-minded dialogue with those who present us with radical otherness-questions that involve our personal ways of living and that precede the institutional reforms initiated by the state (p. 1759).

Since there is no global government that offers citizenship, the term global has to rely on other attempts to gain meaning. These attempts at defining global citizenship have to be made beyond a territorially defined space using alternative identities that include politics, education, gender, or non-government agencies (NGOs). Marx used social class as a form of global citizenship (Tucker, 1978). Ong (2004) argued that education is an opportunity for an individual to advance and conform to the global free market, thus becoming a form



of global citizenship. NGOs such as Amnesty International (2022) promote global citizenship via its actions in support of the United Nations Universal Declaration of Human Rights. Global citizenship then is a constant interaction between the individual's behavior and that individual's attitude vis-à-vis the world. Soka University's World Language Center stated mission is to promote global citizenship through the cultivation of foreign language ability and multicultural competence (Soka University, 1999).

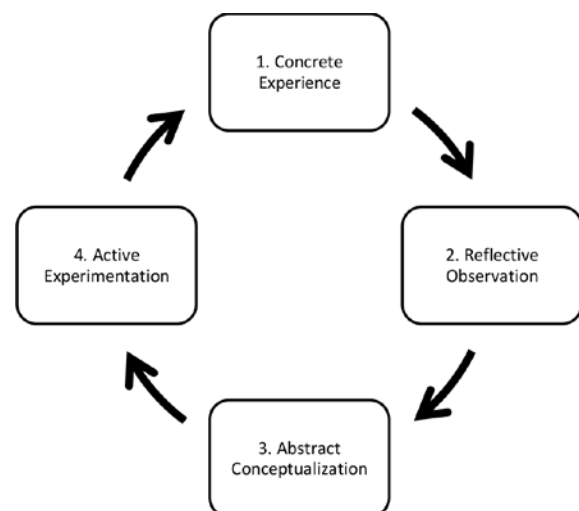
Dewey (1938) suggested that individuals learn and grow because of experiences and interactions with the world. Hansen (2009) argued that Dewey's philosophy included an element of Cosmopolitanism. It reflected Dewey's sense of an individual moving from a regular social situation to a new social situation. Deardoff (2009) suggested intercultural competence as a process of two levels: individual and interactional. At the individual level, one has to possess respect or positive attitudes toward others while tolerating ambiguity. In addition, the individual has to have self-awareness, culture, and language. At the interactional level, one uses knowledge to be flexible in thought and show empathy so that the individual interacts with the world through appropriate communication and behavior.

In education, two well-known names of experiential learning are Dewey and Kolb. On the surface, both advocate a process of reflection. Kolb (1984) outlined four stages of experiential learning as seen in Figure 1. Effective learning is when an individual begins with a concrete, active experience. Active involvement in the task is a better method of learning than simply watching or reading. After learners participate in the task, they must take time

to reflect on the experience. Using previous experience or by analyzing it within the context of the situation, learners consider the task. The next stage is where learners analyze the experience to put it into a conceptual form and generalize from the experience. In essence, this is a metacognitive activity in which people think about how they learn. The difference between the reflection stage and the abstract conceptualization stage is that the learners attempt to draw conclusions and make generalizations in the abstract conceptualization stage. In the reflection stage, learners only compare the experience to previous experiences. Finally, learners take the conceptual form and apply it to a new situation. This involves learners in applying problem solving skills and concepts from the previous experiences to the new situation.

The drawback of Kolb's model is quite clear in that the model is based on the individual devoid of the social component. Seaman (2007) argued that the model lacked a social dimension. He suggested that the meaning derived from an experience is a collaborative process in which the individual reflects upon the experience that includes the environment. Individ-

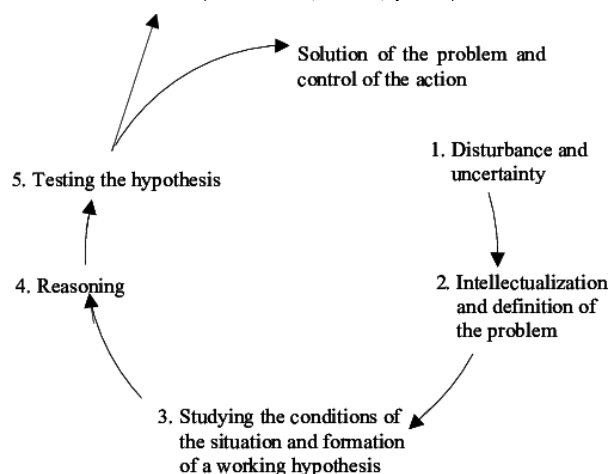
Figure 1. Kolb's Experiential Learning Cycle



uals are not neutral when reflecting on experiences because interactions with others influence their perceptions. Rogers (1996) pointed out that learning includes other factors, such as motivation, goals, or choice. These critiques represent an idea that reflective observation is laden with bias from previous experience that includes cultural expectations. If one does not notice or is unaware of this bias, then one cannot reflect effectively. According to Miettinen (2000), Dewey had a five-stage model of reflective thought as seen in Figure 2. The first stage begins when one notices something beyond their habit. General routines do not prompt reflection, but when one's normal course of action is disturbed, reflective thought begins with deliberate consideration of what's wrong with the situation. The second stage of the process is when the individual actively defines the problem. In the third stage, awareness of the problem and then defining the problem leads to hypothesizing a solution. The thought process of reasoning is the fourth stage. Reasoning allows for thought experiments to be considered so that a reformulated hypothesis is possible. In the fifth stage, the practical application of the hypothesis takes place. Thereafter, the practical application of the hypothesized solution can lead to resolution, and more importantly, retained as a resource for future problem solving.

Although both of these models are presented in stages, the process does not necessarily start at stage one. One could also argue that reflection is a stage of learning, but does not necessarily encompass all learning. What is important in both models is the element of conflict. Kolb's model focuses on individual transformation, i.e., inward looking. An individual must integrate the social experience into be-

Figure 2. Dewey's Model of Reflective Thought and Action (Miettinen, 2000, p. 65)

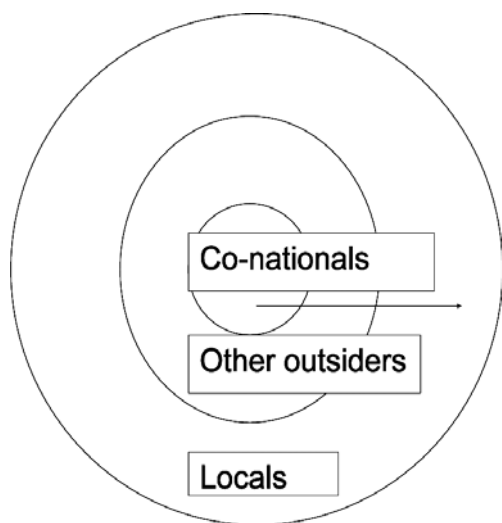


havioral change. However, not all social experience results in behavioral change, and therefore, the foundation of the model can be questioned (Webb, 2003). Dewey's model of reflection centers on noticing something irregular or peculiar outside of one's own norms of behavior. Dewey's model, however, is left open so that it is possible for one to have cognitive dissonance (Festinger, 1957). Cognitive dissonance suggests that all people try to hold consistent attitudes and behaviors. When individuals are confronted with actions inconsistent with their attitude, they will try to reduce their uneasiness by a variety of means. Saito (2003) argued that Dewey himself had trouble integrating his first-hand experience in Japan with his philosophical beliefs. Dewey's belief in Democracy allowed him to believe that Japan would change even though he was confronted with a contrary experience.

### Influential Elements to the Study Abroad Program

Study abroad researchers have used and/or developed a variety of theories, models, methods, and instruments to examine students' local engagement while abroad. For example, Coleman (2013) developed a model of three concentric circles to represent the socialization

Figure 3. Coleman's (2013) Concentric Circles Representing Study Abroad Social Networks



patterns of study abroad students (Figure 3). In this model, a study abroad student's socialization circle initially includes co-nationals and may be expanded to include study abroad students from other countries, possibly involving locals later on, provided the circumstances are propitious for such events. Although used in the context of year long study abroad, Coleman's model can help in understanding the dynamics short-term SA students face. In this program, a *Buddy System* was used to avoid an *island-like* movement of Soka students moving around together with their co-nationals. Outlined in the Method Section, the *Buddy System* was designed to get the Soka students engaged in the local community by introducing a host university student to talk with them. Other activities were designed to get the students engaged in the local community within various levels of society.

Second, reflection is an integral part of the study abroad program. As outlined previously, Dewey provides a reflective process which can help the students in their study abroad experience. Prior to departing for Manila, students are guided through three preparation sessions

of 90 minutes. The focus is giving students a sense of what activities may occur, which could be language, cultural, or personal related. For language activities, students are expected to communicate not only in the classroom, but also outside the classroom. No matter their proficiency level, students need to attempt communication in various settings. For cultural activities, preparation is done to highlight what cultural aspects are similar or different. The material is designed to help students distinguish between surface aspects such as behaviors, customs, symbols, or dress in contrast to deeper aspects such as beliefs, values, assumptions, or attitudes. For personal activities, students may face difficult individual issues, but the students need to find an amicable way to resolve them. Students are told that difficulty may arise, such as dietary issues or communication anxiety, but that they should think of ways to resolve it. In addition, there is chaperone or teacher support to help them resolve it, if necessary. The preparation is done so that students can try to implement a resolution to their hypothesis of the problem while in Manila.

Upon return, the reflective process is different from Dewey's model. In this aspect, students focus their reflection on how they communicated in their study abroad experience. One of the ways this is done is by using Freed et al.'s Language Contact Profile (LCP) (2004). The LCP is a two-part questionnaire designed to record students' use of all four language skills (i.e., listening, speaking, reading, and writing) outside of the classroom. It consists of a pre-test which collects background information and recent L2 use, and a post-test which collects specific language skill usage while studying abroad. Since the post-test is a recall

of action, the validity of the instrument is questionable (Fernandez & Gates Tapia, 2016). Nonetheless, it is widely used and perhaps the more important component of the survey is that it seems to encourage active reflection. Modification of the LCP is ongoing by a variety of researchers (Briggs, 2015; Dewey et al. 2012; Fernandez & Gates Tapia, 2016; Martínez-Arbelaz et al., 2017) which has indicated that although the LCP is limited in itself, it can be an important basis before and after the sojourn.

Although Dewey (1916) was referencing education in general, his underlying principles apply to study abroad. This study examined how students used part of a survey to encourage reflection. Based on the LCP, students were encouraged to connect their communicative activities during the study abroad experience. This study examines two questions:

1. In what ways do students communicate while studying abroad short-term?
2. In what ways does the study abroad program encourage global citizenship?

By examining the study abroad program's use of the survey, the administrators can use the feedback to make necessary adjustments. Other study abroad programs can use the study's finding to incorporate the results into their program effectively.

## Methods

### Participants and Program Context

The Intensive Study Abroad Program began in 2018 and approximately 110 university students participated in this study abroad program from February to March 2018 and August 2018. The participants were the initial groups of students for the program. Students

received two course credits towards the language requirement for graduation. The students went in cohorts of approximately 35 students to Manila for 10 days and stayed at a hotel. They commuted by bus to and from the University of East (UE), Caloocan campus. During their stay, the students had 40 hours of class time. Part of this time was spent outside the classroom doing tasks that helped them engage with the community. For example, students had to interview and report on local people in the community or go shopping to buy specific ingredients so they could make local dishes. In addition, the program implemented a *Buddy System* where Soka students were assigned a UE student as an introductory friend. In the *Buddy System*, UE students met Soka students at the initial welcoming ceremony. The students introduced themselves and chatted in English for 10–15 minutes. The role of the *Buddy System* was to provide access for Soka students to meet people their own age outside of the classroom. Although the UE students helped out on campus, their primary goal was to be available to Soka students in the evening. Generally, the students met at the mall next to the hotel, so they could eat, shop, and talk in a relaxed manner. These two primary activities were the program's concerted effort to increase local engagement and reduce the island-like isolation.

### Researcher's Role

I was a chaperone for one of the batches in February. I was able to view first-hand some of the students' interaction. I came to know 29 students better than the other participants by this shared experience. I know that not all the students were successful in joining activities outside the classroom. Some were sick or not feeling well at times while others wanted time

alone in their hotel rooms. It is plausible to imagine that the same was true for the other batches of students. I conducted the pre-departure and post-return sessions on campus. I met and discussed with the UE teachers the activities and lesson plans conducted in the study abroad program.

### Instrument

Study abroad can be examined from a multitude of perspectives. This part of the survey was designed on the basis of Freed et al.'s Language Contact Profile (2004). The LCP is a two-part questionnaire designed to record students' use of all four language skills (i.e., listening, speaking, reading, and writing) outside of the classroom. Figure 4 shows each question (See Appendix A for the Japanese version). The main difference between this study's survey and LCP was the focus on communication, not specific language skills or hours. Additionally, the survey items were used in post-return discussions to enhance reflection and communication. As surveys that ask time-related information are susceptible to inaccurate reflection (Briggs, 2015), time and situation was ignored.

### Procedures

There were three pre-departure sessions, each 90-minutes, where the students learned about the Philippines in general, language skills, cultural skills, and program expectations. In addition, they were informed of the tasks assigned at the host university. All of the students had to fill out surveys as part of their pre-departure and post-return sessions. The survey in this study was part of a larger survey, but this section's data collection happened once. Upon return to Japan, students were required to participate in three 90-minute follow-up classes which began approximately one month later. In each session, students discussed their language development, cultural knowledge development, and personal development. The survey used in this study occurred in the first post-return session. Over the 90 minutes, students were asked to reflect about their SA experience in several ways such as reflecting on their experience by discussions or language portraits. These tasks focused on language, cultural, and personal development. After filling out the survey, students were placed into groups of three and

Figure 4. Survey Questions Focusing on Communication

1. I was able to express my ideas in English.				
Very often	Often	Sometimes	Rarely	Never
2. I was able to actively use English in the community outside the classroom.				
Very often	Often	Sometimes	Rarely	Never
3. I was able to form friendships with host nationals.				
Many	Often	Sometimes	Rarely	Never
4. I was able to see a wide variety of people in the host country.				
Very often	Often	Sometimes	Rarely	Never
5. I contacted family or Japanese friends outside of the host country.				
Very often	Often	Sometimes	Rarely	Never
6. The use of social network systems, such as Facebook, was useful.				
Strongly agree	Agree	Disagree	Strongly Disagree	N/A
7. I was able to use digital technology to improve my experience.				
Very often	Often	Sometimes	Rarely	Never

allowed to share their responses for this section and not the other sections of the survey. Teaching assistants (TA) went around the classroom to collect and check the surveys. If any survey had only one response to all items, such as *Very Often*, the TA confirmed that the responses were indeed authentic by asking such a student follow-up questions.

## Results

The survey is broken down into two parts: Student communication and topics for communication. Table 1 provides the descriptive statistics for the first part. Question 4 had the highest mean score of 4.74 and the lowest standard deviation of .48; so, according to most of the students, the program was successful at promoting local engagement at various levels. In addition, the low standard deviation across all items indicated the students had very similar sentiments. Question 3 might reflect the positive experience of the *Buddy System*. The mean score of 4.32 indicated that most of the students were able to make friends with the host students. Additionally, Questions 1 and 2 indicated the students attempted to communicate with people outside of their cohort members. Their communicative attempts were of

ten, but not necessarily successful in conveying meaning. Interestingly, Questions 5, 6, and 7 highlight the use of technology. Question 7 had the lowest mean score and Question 5 had the second lowest mean score, so perhaps the students made a concerted effort to avoid using their L1 during the SA experience. Question 6 indicated that they used technology to engage with the locals. Although technology allows for the L1 to be prevalent while abroad, students seemed to restrict L1 use for family updates and such.

As for the topics most students used for communication, Table 2 gives the frequency counts for each topic. On average, each student circled four and half topics (98 students gave 441 responses). The most was 10 topics circled by one student while the fewest was one topic by a student. Looking at the topic selection of university life (75) and combining it with the questions above, the *Buddy System* was successful in prompting communication. In addition, combining the topics of animation and manga resulted in the most common topic by far. The topic selection with the questions indicated that the students shared their personal lives with their Filipino friends. The comments written in the *Other* section included such ideas as cosmetics, TV programs, and

Table 1. Descriptive Statistics for the SA Survey

Question	<i>M</i>	<i>SD</i>
1. I was able to express my ideas in English.	3.82	0.71
2. I was able to actively use English in the community outside the classroom.	3.81	0.85
3. I was able to form friendships with host nationals.	4.32	0.87
4. I was able to see a wide variety of people in the host country.	4.74	0.48
5. I contacted family or Japanese friends outside of the host country.	3.64	1.01
6. The use of social network systems, such as Facebook, was useful.	4.26	1.12
7. I was able to use digital technology to improve my experience.	3.46	1.22

Note. N = 98.

Table 2. Frequency Count of Communication Topics.

Topic	Count	Topic	Count
Animation	68	Japanese university life	75
Daily Japanese life	63	Manga	59
Geisha	1	Martial arts	4
Japanese Economics	8	Mobile phones	18
Japanese Fashion	7	Samurai/ninja	4
Japanese food	76	Technology	6
Japanese Music	58	Traditional arts such as tea ceremony or kimono	10
Japanese Politics	3	Other (please write below)	4

Note. Total does not equal 98 as multiple topics were allowed to be chosen by a student.

dance steps.

## Discussion

The first research question asked how students communicated while abroad. The results indicated that the students tried hard to communicate in English. Taking all survey questions into consideration, a likely scenario appeared. Students arranged to meet their *buddies* at the mall via the use of social network systems such as Facebook or Line. While meeting, students felt they were able to communicate in English for the most part, but their ideas were simplistic or not in complete form (Survey questions 1 & 2). The students might have tried to use online translators or other technological devices, but they had limited success in expressing their ideas completely (Survey questions 1 & 7). Using Coleman's (2013) model of social local engagement, the students took advantage of the opportunity to engage with the local community rather than just their cohort members. Clearly, the *Buddy System* provided an opportunity to engage with the local community via university students of their own age. Another indication that the *Buddy System* worked well is that one of

the main topics discussed by students was university life. This topic is easily shared with other university students. In addition, the other assigned activities also provided the opportunity to meet other Filipinos who were not students. The highest survey response was that the students were able to see a wide variety of Filipinos. These activities highlight how the students were able to move toward the outer concentric circles of Coleman's model. The assigned tasks outside the classroom, such as grocery shopping or meeting local leaders, provided a scaffolded opportunity for the students to actively ask questions to locals which they otherwise might have avoided. These tasks were initiated because it was assumed that the students would not have reasonable access to ask such people. Coupled with the *Buddy System*, the students could engage the local community on various levels.

The second question asked in what ways the study abroad program encouraged global citizenship. As the responses to the first question indicated, most students actively involved themselves in the host community. Revisiting the definition of global citizenship, most of the students were able to interact with the local hosts and their cohort members. The students

were able to move to and from social situations in which they could share their thoughts with classmates and local host students. This experience of sharing with others compels one to notice something beyond a daily habit. Engagement with the local community was also important for the students to refine their experience so that they did not fall into stereotypical conclusions. The program did not micro-manage the reflective process while abroad, so there was no concrete activity in which students were required to develop or test their hypothesis from their observations. However, the pre-departure sessions provided the expectation and learning tools so that students could engage with the host community. The sessions encouraged students to observe differences while abroad and understand why differences occur. The post-return sessions provided the reflective practice so that students could talk about their observed differences and integrate their study abroad experience into their lives more fully. The study abroad experience fulfilled the WLC's mission statement by providing a program where students could raise their social awareness beyond national and cultural boundaries.

### **Limitations**

It is clear that study abroad can promote global citizenship. However, there are limits to that statement. First, most of the students, but not all, were successful in engaging with the local community. Although the program was only ten days, local engagement occurred in a variety of ways. It was assumed that students would observe differences and talk to locals about the differences. Second, there is an assumption that students will not conclude ste-

reotypical ideas based on the experience. Once the post-return sessions are completed and students receive grades, it is difficult to track their academic progress. As mentioned previously, most of the participants were at the end of the first year, so they have three remaining years to complete. No data is available to see how students connect this study abroad experience with their remaining course work or how this experience has impacted the way they think about the world. I would suggest an institutional goal of determining how study abroad programs help students over time, such as yearly survey. Third, this was most of the participants' first time abroad so it is not clear how much of the experience could be processed over 10 days or what impact 10 days would have over time. Those familiar with traveling abroad or with the Philippines could have different experiences. Nonetheless, students sharing ideas and talking about their experiences should mitigate any wayward conclusions or unique experiences. Finally, this survey was only a part of a larger process and was not meant to stand alone. In addition, the researcher took active role in the process, so some bias or influence from other activities might have been included in this survey analysis. However, using the survey in conjunction with other reflective activities is good post-return practice.

### **Conclusion**

The Intensive Study Abroad Program has been successful in the few years it has been running. The initial data set indicated that the program goals were met, and students were satisfied. Developing global citizenship through study abroad is challenging. The first steps of



promoting the courage to study abroad to observe and understand differences has been successful. The program now needs to develop follow-up sessions that provide an opportunity for students to reflect on their experience years afterward. Global citizenship is not gained in 10 days. However, by nurturing the experience over time, students can appreciate the world's diversity and celebrate their new-found friendships throughout their lives.

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Appendix A  
Japanese Survey Version

研修後の変化

1. 自分の考えを英語で表現することができた。

常に	たびたび	時々	めったにでなく	決してでなく
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2. あなたは、教室の外のコミュニティで英語を使うことができた。

常に	たびたび	時々	めったにでなく	決してでなく
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3. フィリピン人の友人ができた。

常に	たびたび	時々	めったにでなく	決してでなく
----	------	----	---------	--------

4. フィリピンでいろいろな人と出会えた。

常に	たびたび	時々	めったにでなく	決してでなく
----	------	----	---------	--------

5. 日本にいる家族や友人と連絡を取った。

常に	たびたび	時々	めったにでなく	決してでなく
----	------	----	---------	--------

6. Facebook や LINE などの SNS は役に立った。

(とてもそう思う)	(あまりそう思わない)	(まあそう思う)	(全くそう思わない)	(関係ない)
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7. 研修効果を上げるためデジタルテクノロジーを利用した。

(とてもそう思う)	(あまりそう思わない)	(まあそう思う)	(全くそう思わない)	(関係ない)
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あなたが話し合った日本に関するトピックに○を付してください (複数回答可)

A.	アニメーション	I.	日本の大学生活
B.	日本での日常生活	J.	漫画
C.	芸者	K.	武道
D.	日本の経済	L.	携帯電話
E.	日本のファッション	M.	侍／忍者
F.	日本の食事	N.	技術
G.	日本の音楽	O.	着物や御点前などの伝統芸能
H.	日本の政治	P.	その他



# Exploring How Soka University Students Define Global Citizenship

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Keywords: global citizenship, higher education, student perspective

## Abstract

The promotion of so-called “global citizenship” has become an integral part of higher education. However, at the same time, how each institution defines and implements the notion within their institution has largely varied. According to UNESCO (2014), there are broadly two conceptions as to the purpose of global citizenship education, which they refer to as (1) *global competition*, and (2) *global solidarity*. Those who promote global competition focus more on equipping students with the skills necessary to be marketable and successful within the global community, while those who promote global solidarity focus more on fostering students to gain a global consciousness to contribute to the wider world. Although both conceptions connect students to the global, the ways in which students perceive the role of a global citizen could differ—i.e., one which focuses more on the self and the other focusing more on others, respectively. The paper examines how undergraduate students at Soka University, Japan, per-

ceive global citizenship in relation to these two conceptions of global citizenship. Students (N=74) responded to an online survey between September and November 2021. The results from the survey show that the majority of student respondents align more with the global solidarity conception of global citizenship, especially highlighting the importance of cultivating human relationships. Possible accounts for students’ preferences of the global solidarity conception of global citizenship are explored.

## Conceptual Framework for the Study

In recent years, there has been a stronger move within higher education institutions to promote global citizenship. Some institutions have incorporated the notion as part of their mission statement or have implemented various curricular and/or cocurricular initiatives and programs that enable students to cultivate the characteristics associated with a global citizen. To some extent, incorporating elements which encourage students to embody such characteristics have become a trend within educational institutions to prove they are prepar-

ing students who are able to thrive within an ever-increasingly intricate and complex world. It is evident that there are diverse perspectives as to how one defines *global citizenship* (L. Davies et al., 2018; Gaudelli, 2016; Pashby et al., 2020; Sant et al., 2018; UNESCO, 2014) as well as how such a notion is implemented and delivered to students (L. Davies, 2006). Hence, it is not enough to solely acknowledge whether an institution is providing an education promoting global citizenship, but it is also necessary to further understand *what* kind of global citizen is being promoted, along with *how* it is implemented within an institution, to better understand the kinds of global citizens fostered.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO; 2014, p. 19), there are largely two forms of global citizenship education (GCE) promoted within educational institutions, one promoting (1) *global competition*, or “equipping individual learners with ‘twenty-first century skills’” and the other promoting (2) *global solidarity*, or how students can “contribute to the world.” Dill (2013) and Schattle (2008) have also similarly identified two streams of GCE, one which they both refer to as *global competence* and the other which they refer to as *global consciousness* and *moral visions*, respectively. Although both forms of GCE provide students with a global outlook, the purposes for cultivating such an outlook could potentially differ—i.e., the former focusing more on gaining the necessary skills to be marketable in the global community, often focused on personal gain, while the latter focusing more on cultivating the inner characteristics and qualities that are necessary to see oneself as part of humanity, often focusing more on the collective gain.

These two varying perceptions, or purposes,

regarding global citizenship are both observed within higher education institutions. For example, Rhoads and Szelényi’s (2011) Citizenship/Global Citizenship Typology illustrates the existence of four types of citizenship: *locally informed collectivist* (Type 1), *global informed collectivist* (Type 2), *locally informed individualist* (Type 3), and *global informed individualist* (Type 4), of which Type 2 and Type 4 are associated with the concept of global citizenship. Both Type 2 and Type 4 describe individuals who act based on their understanding about the ‘global’ context; however, the differentiation between the two lies in the intentions behind individuals’ actions—i.e., actions that are based on achieving collective gain (*collectivist*) and the latter on individual gain (*individualist*). Among the university students interviewed in their study, the majority were characterized as either Type 2, Type 4, or a mixture of both. According to Rhoads and Szelényi’s (2011), the two types of ‘global citizenship’ do not necessarily exist separately, but rather, individuals could embody both types simultaneously or separately at different points in time depending on their given circumstances.

In thinking about GCE, it is therefore important to identify the type(s) of global citizenship promoted by an institution to better understand the type(s) of individuals being fostered. Therefore, this study focused on examining university students’ perceptions based on these two overarching conceptions. For the purposes of this study, these contrary yet potentially coexisting forms of global citizenship will be referred using UNESCO’s (2014) terminology: *global competition* and *global solidarity*.

## The Japanese Context

Like many other countries, curriculum guidelines for primary and secondary schools in Japan also provide students with the opportunity to learn about the wider world through various subjects including but not only history, geography, and education for international understanding (Ishii, 2003). For example, education for international understanding (*kokusai rikaikyōiku*), which is now part of the integrated studies (*sōgoteki na gakushū*), was established when Japan joined UNESCO in 1951, at a time when the country was still trying to recover from the devastating aftermaths of the Second World War (Fujiwara, 2011). The program was initially developed with an intent to foster students who have the spirit of international understanding and cooperation as a member of the international community (Qin, 2013; Sato, 2004). However, the purpose of the program started to shift in the 1960s, when Japan developed into a country capable of competing with its global counterparts. A growing emphasis started to be placed on developing young people's identity, first and foremost, as a 'Japanese'. This also meant a perceptual shift from an international understanding as a 'member of the international community' to an international understanding as a 'Japanese' who is part of the international community (Ishii, 2003; Okukawa, 2016; Qin, 2013; Sato, 2004).

Similar perceptions on global identity are also observed in more recent educational initiatives within higher education, such as the Top Global University Project. In 2012, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan launched

the Council on Promotion of Human Resource for Globalization Development (2011, p. 7) with an intent to cultivate "Global Human Resources," who have the following skillsets: (1) *Linguistic and communication skill*, (2) *Self-direction and positiveness, a spirit of challenge, cooperativeness and flexibility, a sense of responsibility and mission*, and (3) *Understanding of other cultures and a sense of identity as a Japanese*. As mentioned in the third point, *a sense of identity as a Japanese* has been included in defining a *global human resource*, again, indicating the importance of cultivating young people's identity as a Japanese. The Council initiated the Top Global University Project in 2014 in order to encourage higher education institutions to implement school-wide programs to cultivate 'global leaders' who can compete in the global world (Japan Society for the Promotion of Science, 2010). Although the aims of the project do not necessarily emphasize the importance of cultivating a 'Japanese' identity, the main goals of the project are stated to enhance *international competitiveness* and *international compatibility* by increasing: (1) English proficiency, (2) other foreign language proficiencies, and (3) the number of students who study abroad (MEXT, n.d.b). With regards to the educational aims of the project, it seems to be more closely aligned with fostering *global competition*, which focuses more on achieving national agendas around economic and political advances, as opposed to *global solidarity*, which would focus more on the advancement of humanity as a whole. Nevertheless, each university participating in the project has the autonomy of determining the types of initiatives to implement within their institution to achieve the goals of the project, which also means that differences could be seen with re-

gards to its outcomes.

### Approaches to Global Citizenship Education at Soka University

Given the abovementioned Japanese context, this study examined how undergraduate students at Soka University define the notion of global citizenship. Soka University has been selected to participate in the Top Global University Project since 2014 and has been engaged in the following four initiatives:

- *Global Mobility*: Aiming to further globalize [the] campus through comprehensive support for students, sending more Japanese students abroad, and accepting more international students.
- *Global Learning*: Accelerating the globalization of learning by enhancing language education and improving learning support systems with global competence at its basis.
- *Global Administration*: Further globalization of the university management with diverse faculty and staff, and more diversity in the decision-making process.
- *Global Core*: Establishment of the Global Core Center and the Graduate School of International Peace Studies (SIPS). Aiming to become a global hub for humanistic education. (Soka University, 2021, pp. 6–7)

Although some of the initiatives are more focused on the structural aspects of the institution (i.e., *global administration* and *global core*), it can be seen from the description for *global mobility* (i.e., “sending more Japanese students abroad”) and *global learning* (i.e., “enhancing language education and improving learning

support systems with global competence at its basis”) that the project seems to emphasize elements that are more associated with the concept of global competition. Nevertheless, the overarching aim of the university’s participation in the project is said to be as follows and seem to also align with elements associated with global solidarity:

It is crucial to implement creative approaches based on the philosophy of coexistence to not build one’s happiness on the misfortunes of others in order to solve societal challenges that are emerging as part of globalization. In order to solve these challenges, it is important to acknowledge that the place we are now is formed by people with different cultural backgrounds. Having “diversity” as a key factor, Soka University will foster “Creative Global Citizens” with the intention and ability of prioritizing the sustainable development of society by creating mutual understanding through communicating with others. (MEXT, n.d.a)

Moreover, the university’s founding principles seem to reflect more with elements of global solidarity: *Be the highest seat of learning for humanistic education; Be the cradle of a new culture; Be a fortress for the peace of humankind* (Soka University, 2021, p. 3). The Grand Design 2021–2030, which lays out the long-term strategic goals of the university, is used as the foundation for launching various initiatives such as the participation in the Top Global University Project and has been formulated based on the founding principles of the university indicated by the university founder, Daisaku Ikeda (Soka University, 2021, n.d.). The



educational philosophy of the founder, which seem to align more with the concept of global solidarity, may, therefore, also have an influence on how students define global citizenship. For example, he viewed global citizenship as follows:

Certainly, global citizenship is not determined merely by the number of languages one speaks, or the number of countries to which one has traveled. I have many friends who could be considered quite ordinary citizens, but who possess an inner nobility; who have never traveled beyond their native place, yet who are genuinely concerned for the peace and prosperity of the world. (Soka Education Research Institute, 2019, p. 49)

## Background of the Research Study

Given the possible influences of both global competition and global solidarity from the Top Global University Project and the founding principles of the university, respectively, this study sought to examine how undergraduate students at Soka University define the concept of global citizenship. An online survey was conducted between September and November 2021 to a small subset of undergraduate students at the university with an intent to conduct an exploratory study as a gateway to gain an initial understanding of students' views on the concept of global citizenship. The survey was administered to both Japanese and international students in Japanese and English and consisted of both closed and open-ended questions which asked students' definitions of global citizenship, their cognitive and behavioral engagements with societal issues, and

their demographic background. There was a total of 74 respondents, of which among those who responded to the demographic background questions:

- 60.3% were first-year students, 39.7% were continuing students;
- 52.1% were female students, 43.8% were male students, 4.1% responded other or did not wish to respond; and
- 81.1% were Japanese students, 18.9% were international students.

## Findings

Although the number of respondents was relatively small, the responses gained from the students provide a worthwhile starting point to explore how undergraduate students at Soka University tend to perceive the role of global citizenship. This section introduces some of the findings from the study.

### More Students Associate Global Solidarity with Global Citizenship

First, students were asked in the survey to respond to the following open-ended question: *What are characteristics that you believe a global citizen should possess?* This question was asked upfront in the survey with an intent to grasp students' genuine perspectives on global citizenship prior to potentially being swayed by subsequent questions. Student responses were coded into various themes, of which were then categorized into either a characteristic associated with global competition or global solidarity. Table 1 provides the categorization with a sample of the various themes that arose from student responses. Among the students who responded to this question (N=69), 13.0% provided a response that only contained char-

**Table 1**  
*Sample Categorization of Response Codes into Global Competition and Global Solidarity*

Category	Response Codes
Global Competition	Communication Skills, Language Proficiency, Academic Skills
Global Solidarity	Respecting Diversity, Human Rights, Being Cooperative, Being Non-judgmental, Equality, Trust, Wisdom, Taking Actions for Others, Creating Value, Altruistic, Justice, Sense of Responsibility, Striving for Peace, Being Humanistic, Respecting Human Dignity, Valuing Human Relations, Compassion, Empathy

acteristics associated with global competition, 71.0% provided a response containing only global solidarity, 10.1% provided a response containing both global competition and global solidarity, and 5.8% provided a response that could not be associated with either global competition or global solidarity. The percentages show that there were more students who linked characteristics associated with global

solidarity with the notion of global citizenship.

Furthermore, students were asked to indicate the extent to which various characteristics are important in being a global citizen on a 5-point scale (i.e., 0 = Not at all important, 1 = Not so important, 2 = Neither important nor unimportant, 3 = Somewhat important, 4 = Very important). The various characteristics were theoretically constructed by referring to

**Table 2**  
*Categorization of Statements into Global Competition and Global Solidarity*

Category	Statements
Global Competition	Being able to communicate in more than one language Being able to communicate in English Having travelled to various countries and territories Having studied abroad Having an understanding of the Sustainable Development Goals (SDGs)
Global Solidarity	Ability to create a collaborative network with others Ability to think of issues happening in distant places as their own and take action Continuously seeking to become better selves Feeling empathy towards those who are different from oneself Having the ability to listen to others Having the courage to accept differences in cultures and values as well as the unknown Having the skills to form consensus among others Taking contributive actions on a daily basis Working for the harmonious coexistence of all living Being surrounded by diverse people and cultures Having a challenging spirit Having the ability to perceive a phenomenon from multiple perspectives Understanding the interconnectedness of life and how one's actions could influence others Utilizing non-violent means to resolve conflict

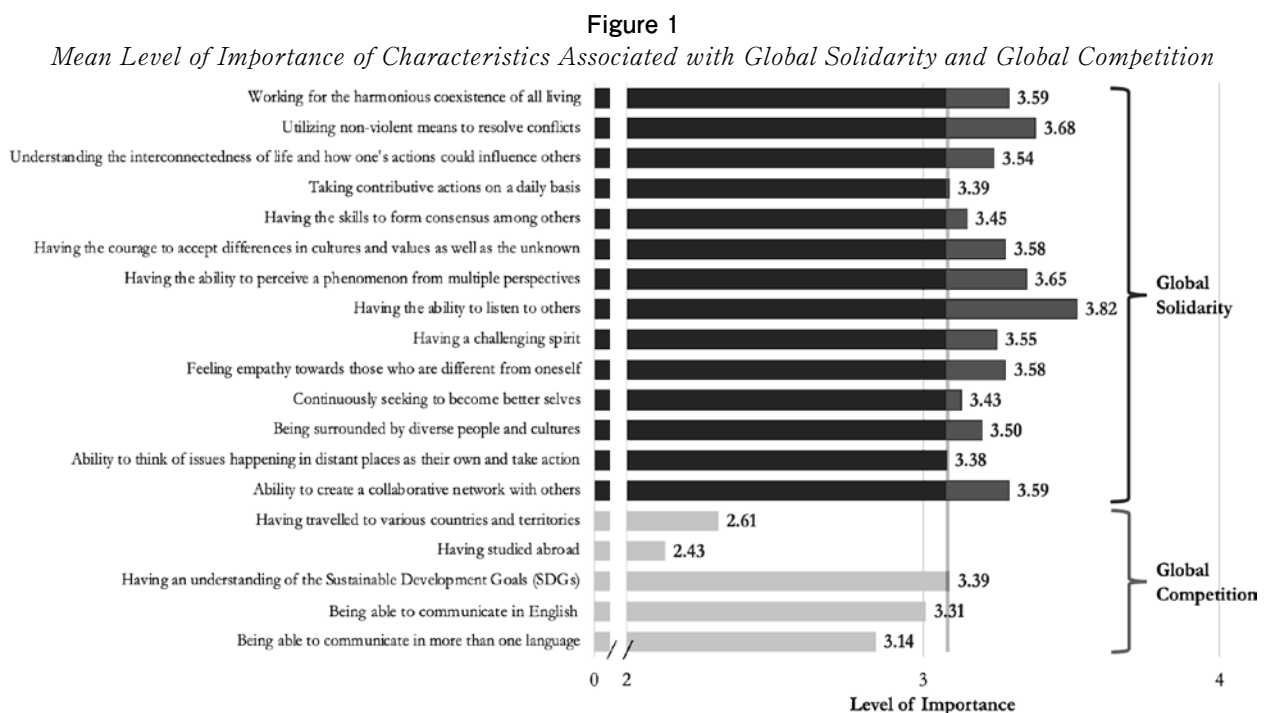
what the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) promotes, for example, through the Top Global University Project, to put together statements associated with global competition, while Soka University's views on global citizenship (e.g., founding principles, founder's writings) were used as a basis to put together the statements associated with global solidarity. Table 2 provides the categorization of the list of statements that students were asked in the survey to rate with regards to the importance in defining a global citizen. Although the statements were theoretically categorized into two groups (i.e., global competition and global solidarity), these two groups were confirmed to be two distinct conceptual groups through running a factor analysis.

As shown in Figure 1, overall, student respondents seemed to feel that characteristics associated with global solidarity are more important compared to characteristics associated

with global competition.

Moreover, when students were asked to indicate the relative importance of (1) the level of knowledge/skills, (2) one's values/attitudes, and (3) the degree of action in defining a global citizen by ranking them in ascending order, more than half (65.7%) of the respondents (N=67) ranked one's values/attitudes as the most important element. The degree of action was ranked as the most important element by a quarter (25.4%) of the respondents, while only 9% indicated that the level of knowledge/skills as the most important element in defining a global citizen.

Therefore, the above findings show how among those who participated in this study, there seemed to be more students who felt global solidarity elements as vital in embodying global citizenship compared with global competition elements. The following section delves deeper into the kinds of global solidarity elements that students identified as charac-



*Note.* The scale for the level of importance is as follows: 0 = Not at all important, 1 = Not so important, 2 = Neither important nor unimportant, 3 = Somewhat important, 4 = Very important. The red line indicates the highest mean level (3.39) found among the global competition elements.

teristics a global citizen should possess.

### **Importance of Cherishing Human Relationships**

Among those who indicated global solidarity elements as important for a global citizen to possess in the open-ended question (N=56), approximately 25% of the students mentioned characteristics such as compassion and/or respecting diversity as vital. Some of the student responses translated from Japanese to English were as follows:

- to have the heart to be able to constantly think about others
- to not negate but to embrace oneself and others
- to be able to cherish each and every person regardless of their nationality
- to be able to cherish a friend in front of me

These responses show how, to some students, the act of compassion is not merely thinking about others, but it could also include an act to oneself along with others. Moreover, as noted in the third response, “to cherish each and every person regardless of their nationality,” to some, the act of compassion is not discriminatory but rather an act that should be equally delivered to all. Furthermore, as indicated by the words of “constantly think about others” and “to cherish a friend in front of me,” the act of compassion of which students feel is important in defining a global citizen seem to encompass the importance of cherishing relationships they have with others, not only periodically per se but as an integral part of one’s daily life.

### **Possible accounts for students’ preferences of global solidarity and global competition**

Finally, this study explored possible ac-

counts for why students may align more with global solidarity or global competition elements of global citizenship, respectively. First, a multiple regression analysis was conducted to see whether factors such as one’s gender, perspectives on global competition elements, and connection to the university could predict one’s perspectives on global solidarity elements of global citizenship. Although the survey allowed students to identify themselves as male, female, non-binary, or other, since there were very few respondents who responded non-binary or other, gender in the multiple regression analysis only utilized those who responded male or female to protect the confidentiality of the respondents. Next, the survey question asking students to rate the level of importance of global competition and global solidarity elements on a 5-point scale (i.e., 0 = Not at all important, 1 = Not so important, 2 = Neither important nor unimportant, 3 = Somewhat important, 4 = Very important) was used to measure one’s perspectives on global competition and global solidarity, respectively, in the analysis. Finally, the survey question asking students to indicate the extent to which they feel connected to the university on a 4-point scale (i.e., 0 = Not at all, 1 = Very little, 2 = Somewhat, 3 = Very much) was used to measure one’s connection to the university. As shown in Table 3, the results of the regression analysis indicated that the final model explained 20.8% of the variance ( $R^2 = .208$ ,  $F(3, 65) = 5.693$ ,  $p = .002$ ). Controlling for gender and perspectives on global competition elements, students who felt more connected to the university seemed to rate global solidarity elements of global citizenship as more important ( $\beta = .320$ ,  $p = .006$ ). Interestingly, however, when *gender* was used as the only predictor for perspectives on global

solidarity ( $R^2 = .094$ ,  $F(1,67) = 6.924$ ,  $p = .011$ ), it appeared to be a significant predictor ( $\beta = .306$ ,  $p = .011$ ) at the .05 level; that is, female students seemed to feel a higher importance of global solidarity elements compared to male students. Nonetheless, when other factors in the model were added, gender was no longer a significant predictor, suggesting that one's connection to the university has a more central role in understanding how one perceives the importance of global solidarity elements in defining a global citizen.

Additionally, a multiple regression analysis was conducted to examine what factors may influence one's perspectives on global competition. As shown in Table 4, the results of the regression analysis indicated that the final model explained 12.3% of the variance ( $R^2 = .123$ ,  $F(3, 68) = 3.177$ ,  $p = .029$ ). Controlling for perspectives on global solidarity and connection to the university, first-year students seemed to feel global competition elements as more important compared to continuing stu-

dents ( $\beta = -.278$ ,  $p = .019$ ).

## Research Implications and Future Direction

The findings from this exploratory study show that among the undergraduate students who participated in the study, there were more students who perceived characteristics associated with *global solidarity* as important compared to those associated with *global competition* in defining global citizenship. By asking an open-ended question to students as to what characteristics they believe a global citizen should possess, it became evident that many students perceived global solidarity elements such as compassion and respect for diversity as vital in defining a global citizen, especially emphasizing the importance of cherishing human relationships. In examining factors that may influence students' perceptions on global solidarity, students who felt more connected to the university seemed to perceive global solidarity elements as import-

**Table 3**

*Regression Coefficients for Predicting Importance of Global Solidarity Elements in Defining Global Citizenship*

Predictor	$\beta$	$t$	$p$
(Intercept)		12.012	<.001
Gender	.219	1.914	.060
Mean Level of Importance of Global Competition Elements	.097	.859	.393
Connection to University	.320	2.813	.006

Note.  $N = 69$ ,  $R^2 = .208$ .

**Table 4**

*Regression Coefficients for Predicting Importance of Global Competition Elements in Defining Global Citizenship*

Predictor	$\beta$	$t$	$p$
(Intercept)		3.074	.003
Year	-.278	-2.407	.019
Mean Level of Importance of Global Solidarity Elements	.138	1.112	.270
Connection to University	.057	.468	.641

Note.  $N = 72$ ,  $R^2 = .123$ .

ant in defining a global citizen. One possible explanation may be that students who are more connected to the university may feel more connected with the founding principles and the educational philosophy of the founder, and therefore, may increasingly feel global solidarity elements as vital for global citizens to possess. Furthermore, the findings showed how first-year students who participated in the study were more likely to feel global competition elements as vital compared with continuing students, which could also potentially mean that university experience may increase students' perception on the importance of global solidarity elements in defining a global citizen. It should be noted, however, that these inferences are based on a small sample of students at the university and will need to be validated further through subsequent research surveying a larger sample of student as well as those comparing findings from other universities. Furthermore, studies that delve deeper into examining (1) the factors (e.g., course, co-curricular activities) that influence how students define and embody global citizenship as well as (2) the internal changes that occur over the course of their education will be essential in further understanding the impacts of GCE. Nevertheless, the findings from this study together point to an encouraging observation that higher education, as practiced at Soka University, may well help nurture a sense of global solidarity among students.

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# Faculty Readiness for Online Teaching in Japanese Higher Education: Application of Learning Theories

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Keywords: faculty readiness, online teaching, Japanese higher education, learning theory

## Abstract

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The significance of exploring ways to enhance faculty readiness for online teaching has considerably increased as students are adapting to online learning during the pandemic and realizing its benefits. To gain meaningful insights from multiple perspectives, it is crucial to use major learning theories as critical lenses. This study investigates effective practices to enhance faculty readiness for online teaching in Japanese higher education from the perspectives of empiricism, constructivism, and situated/sociocultural learning theories. Relevant literature indicates that Japanese university faculty should recognize that each theory can be flexibly applied in teaching based on learners' needs, and they should receive sufficient training and support to fully utilize available instructional technologies. The findings of the study have implications for Japanese universities that aim to improve online learning through enhancing faculty readiness.

The COVID-19 pandemic forced educational institutions worldwide to shift to online teaching modules. Japan also imposed emergency remote teaching at both the school and university level. The Ministry of Education, Culture, Sports, Science and Technology (2020, MEXT) in Japan reported that the percentage of Japanese universities conducting hybrid and full online teaching by July 2020 were 60.1% and 23.8% respectively. Since the transition to remote instruction began abruptly as an emergency measure due to the rapid spread of infection, college instructors had to manage it by teaching classes mostly relying on web conferencing systems, such as Zoom, without the thorough examination of effective online teaching methods (Matsuda et al., 2021). Prioritizing the technicalities of implementing remote teaching, universities overlooked faculty readiness for online teaching and failed to provide them with sufficient professional development

opportunities and adequate teaching support systems (Colpitts et al., 2021).

As students become accustomed to online learning through the pandemic discovering its advantages, the significance of investigating how to improve faculty readiness for online teaching has considerably increased. To draw meaningful implications through careful analysis from multiple angles, major learning theories should be utilized as critical lenses. Therefore, the objective of the present study is to survey effective practices to promote faculty readiness for online teaching in Japanese higher education from the perspectives of empiricism, constructivism, and situated/sociocultural learning theories.

## **Faculty Readiness**

This section illustrates the perceptions and experiences of online teaching among Japanese college instructors. The pandemic has changed their teaching situations dramatically. To portray how they began online teaching without sufficient preparation and practical knowledge, relevant studies are reviewed in chronological order: from before the pandemic to during the pandemic.

### **Before the Pandemic**

Japanese college faculty' perceptions on ICT use for education were not positive before the pandemic. Miller and Kumar (2022) underscored a longstanding cultural obstacle among Japanese college instructors, revealing a strong inclination towards traditional teaching methods and a reluctance to embrace e-learning, resulting in limited ICT utilization in classroom settings. Chen et al. (2015) reported that, in Japan, online education was not widely accepted as the norm due to its relatively low demand,

and thereby university faculty's readiness to embrace online education was not very high. They argued that this could be attributed to the lack of strategic integration of online education into Japan's educational system reform.

Likewise, digital resources were not widely adopted in Japanese universities. Jung et al. (2013) conducted research on the faculty use of open educational resources (OER). Of 27 college instructors, while 53.3% of them used YouTube as educational content, none of them had created video lectures and uploaded them to YouTube. Nevertheless, the Japanese higher education community was highly aware of OER, in contrast with the actual use of OER. Shigeta et al. (2017) reported that high levels of awareness of OER were identified in a large-scale survey with Japanese college faculty members. These studies demonstrated that although Japanese college teachers were highly aware of OER, they did not actually utilize it due to lack of urgency.

Jung and Lee (2020) added another perspective to analyze Japanese college faculty's perception on OER. They found that social influence from peers was emphasized in Japanese universities as more important than improving performance regarding adopting OER. This signifies that they might not adopt OER unless most of their peer instructors begin to utilize OER. Thus, despite their affordances for instruction and growing interest from the community, OER were not widely employed by university faculty before the pandemic.

### **During the Pandemic**

Teaching online without adequate preparation was a challenging experience for Japanese college instructors. Jung et al. (2021) chronicled the emergency remote teaching experience of five faculty members in a Japanese college

during the pandemic. They reported that although the faculty members often encountered technology-related problems during their instruction, those with more online teaching experience were more adaptable and flexible in mobilizing other references to solve problems. They asserted that understanding the challenges faced by faculty members with limited previous remote teaching experience and identifying the possible solutions would lead to the improvement of faculty readiness for online teaching.

Morozumi et al. (2021) also highlighted the unpreparedness of the instructors for online instruction during the pandemic, examining a survey administered by the University of Tokyo's Center for Research of University Management and Policy. Spanning from December 2020 to early February 2021, the survey encompassed 7,278 full-time faculty members across 2,426 faculties nationwide. Before the pandemic, merely 40% of respondents utilized the internet proficiently or to some degree for teaching purposes, while approximately 60% employed Learning Management Systems (LMS) frequently or to some extent. However, during the fiscal year 2020, over 90% of faculty members resorted to both the web and LMS for teaching, signifying that around 50% began using the internet for instructional purposes for the first time, with approximately 30% doing so for LMS during the pandemic. This abrupt surge in usage underscored the immense challenge faced by Japanese faculty in swiftly adapting to online teaching methodologies. The study also emphasized that despite the availability of tools to enhance interactivity and class engagement, such as breakout group functions and displaying students' facial reactions, their adoption rates remained notably

low, with fewer than 20% of respondents utilizing these tools frequently. This indicated a prevalent lack of proficiency among the instructors in harnessing these interactive tools effectively within the online teaching landscape in 2020.

The emergency online teaching experience negatively affected the faculty's mental health. Kita et al. (2022) examined mental health among Japanese faculty members who taught online courses during the pandemic. They recruited 537 university faculty members and assessed their mental health using the WHO-Five Well-Being Index. The Index score during the pandemic was significantly lower than before, revealing that 33.5% of the faculty members were at risk for mental illness. The deterioration of mental health during the pandemic was not predicted by workload, such as the number of online lectures and preparation time. They identified two detrimental factors: difficulty in utilizing technologies for online instruction, and dissatisfaction with IT support. They suggested that sufficient IT support should be provided to Japanese university instructors teaching online to prevent their mental health deterioration.

On the other hand, the use of an online platform was effective for smooth transition to remote teaching. Majumdar et al. (2021) surveyed how the use of an e-book platform called BookRoll facilitated online instruction during the pandemic at a national university in Japan. With this platform, teachers could upload reading materials and associate an audio of their lecture. Analyzing nearly 1.5 million reading interaction logs the BookRoll system collected from more than 6,300 students, they revealed that the e-book platform successfully provided active learning experiences for students and

an easy transition to online teaching for the university instructors. The instructors perceived the e-book platform as useful because they could easily upload lecture notes with reading materials and their recorded audio.

### **Possible Measures to Enhance Faculty Readiness**

The studies revealed how the pandemic exposed the Japanese university faculty's unreadiness for online teaching. Nevertheless, as Majumdar et al. (2021) demonstrated, there should be effective procedures by which Japanese higher education can mitigate extant digital shortcomings. To improve their readiness, how should the teachers learn how to use instructional technologies and how useful they are?

Colpitts et al. (2021) attempted to answer the question. They suggested possible procedures to strengthen the Japanese college instructors' readiness for remote teaching. First, they suggested increasing professional development opportunities. If the faculty recognize value in technology-enhanced education, they will be willing to adopt it. They asserted that teachers should receive adequate training through workshops or boot camps focusing on planning and evaluating digital content delivery. They revealed that "these sessions were reportedly successful not merely in teaching how, or the practical applications of technology, but strengthening teacher understanding as to why digital technologies have emerged as compelling mediational tools" (Colpitts et al., 2021, p.166). They emphasized that these training sessions can also change their traditional beliefs about the role of the teacher and the perception of classroom control, that is classrooms should be teacher-centered, rather than student-centered. Secondly, they highlighted

the bolstering of support systems to bridge the digital divide. Parallel to Jung et al. (2021) and Kita et al. (2022), they articulated that continuous assistance from IT specialists is crucial for successful online teaching. They asserted that IT specialists should welcome feedback from teachers using the technology and develop online learning platforms that incorporate key functions to support teachers, as Majumdar et al. (2021) revealed. They described that such provision of IT support for teachers would enhance their motivation for experimentation and utilization of online instructional technologies.

Ando (2021) offered another perspective. Examining the sociocultural aspects affecting Japanese university teaching and learning, Ando revealed that social connection is critical to create and enhance learning opportunities to Japanese students who often value face-to-face instruction. When classes went online, students were connected only to classes, which took away the social part of students' lives, leaving only the learning part. Ando asserted that universities are not just places where learning takes place but also where students feel secure and enjoy learning in a socially interactive environment. Therefore, Ando suggested that synchronous online teaching that allows social connections among instructors and students to be created during classes may be appropriate for Japanese college students, rather than asynchronous learning.

Furthermore, Ando (2021) illustrated that online education involves multi-dimensional factors and considerable preparation, and faculty need to be well grounded in technology to utilize it for their teaching and for student learning to follow. Due to their anxiety about or lack of confidence in technology use, faculty

may avoid or resist its use in teaching, creating barriers to online teaching. Thus, institutional support, including appropriate training, is essential for faculty members to comfortably engage in online teaching.

Once Japanese university instructors become aware of the multitude of advantages technology provides, they would be more likely to adopt it. The studies explored in this section implied that Japanese universities should provide the faculty with sufficient professional development opportunities and design sophisticated and comprehensive IT support systems to improve their readiness for online teaching. However, how should these measures be implemented? How should the readiness for online teaching be defined? Is there an effective theoretical concept or framework that can be applied? Theoretical analyses from multiple lenses would elicit a deeper understanding of the faculty readiness for online teaching to answer these questions. This paper answers this question from three rather different theoretical perspectives.

## **Empiricism**

Many researchers have examined how individuals learn and how learning itself occurs from an empiricist perspective. According to Case (1996), individuals learn through detecting patterns, and knowledge is a repertoire of patterns. Greeno et al. (1996) illustrated that “an organized accumulation of associations and components of skills” (p.16) leads to one’s learning, which is closer to the associationist view of learning. They suggest that an individual’s learning can be observed through the development of organized structures of components of domain-specific knowledge.

Empiricist researchers have investigated how to identify effective instructions and frameworks. Furthermore, they examined how personalized learning is defined and employed as an online learning method. The implications from these studies will be presented.

## **Instructional Decision-making and Framework**

Koedinger et al. (2013) investigated how instructional complexity can be navigated to achieve specific educational objectives. They highlighted the challenge of lacking consistent evidence to determine the best instructional methods across diverse learning contexts. Identifying technique, dosage, and timing as pivotal factors shaping learning, they showcased the vast array of instructional choices emerging from different decisions within these dimensions. To address this complexity and devise optimal instructional methods, they proposed five recommendations. These included analyzing the multifaceted functions of instruction to narrow down effective options, conducting more experiments to understand how diverse instructional approaches impact learning, and advocating for large-scale online experiments to gather relevant data. Additionally, they emphasized the need for increased infrastructure investment to expedite data collection and utilization, along with fostering stronger researcher-practitioner partnerships to advance effective instructional theory development. These aspects, they argued, would harness the potential of science and technology in optimizing educational outcomes by aligning learning research with instructional principles.

Koedinger et al. (2012) introduced the Knowledge-Learning-Instruction (KLI) framework. This framework relies on taxonomies categorizing knowledge, learning processes, and instructional choices to formulate theories guid-

ing effective instructional practices. They elucidated the intricate relationship among knowledge, learning, and instruction, demonstrating how different types of knowledge influence learning processes and subsequently shape optimal instructional choices for robust student learning. Emphasizing robust learning as enduring retention, transferability to new situations, and facilitation of future learning, they stressed the framework's domain-independence, contrasting it with other frameworks that struggle with domain variations. Rooted in empirical evidence, the KLI framework was presented as a bridge between cognitive science research and educational practice, offering testable hypotheses adaptable for educators and researchers across various domains.

Koedinger et al. (2013) and Koedinger et al. (2012) discussed effective instructional decision-making and the development of an instructional theory that could optimize educational outcomes. They suggested that effective instructional decision-making requires a better understanding of how different instructional approaches improve different learning functions and how knowledge, learning, and instruction are interdependent. The KLI framework may offer a way to connect learning research to instructional principles, which could lead to more efficient instructional practices.

### **Personalized Learning (PL)**

Walkington and Bernacki (2020) highlighted persistent challenges within PL. They identified a lack of consensus on its definition, leading to inconsistent application and a dearth of solid learning theories for empirical investigation. They noted significant variability in PL definitions across disciplines, resulting in di-

verse implementation approaches devoid of explicit guiding theories. The duo illustrated how PL implementation varies along three dimensions: depth (the incorporation of learners' real experiences in tasks), grain size (from individual to group levels), and ownership (the extent of learner control). They emphasized the need to analyze empirical research on PL through these dimensions to grasp its true significance. Despite technological advancements facilitating PL, they cautioned against overemphasizing technology, highlighting its role within a broader, intricate PL ecosystem. To address these ongoing issues, they advocated for clearer PL definitions, qualitative research to strengthen the evidence base, determining appropriate levels of learner ownership, and fostering partnerships between PL researchers and practitioners. They posited that such partnerships would substantiate PL designs, offer nuanced design choices, and bolster practitioners' confidence in PL implementation.

Peng et al. (2019) proposed the concept of personalized adaptive learning that can be utilized as a new pedagogical method enabled by a smart learning environment (SLE). The SLE has emerged from the rise of big data technology that makes it possible to monitor learners' characteristics and changes in their performance real-time, and adaptively adjust teaching approaches. They claimed that the emergence of a SLE promotes the development of the technology-enhanced personalized adaptive learning as the fusion of personalized learning and adaptive learning. They asserted that the core elements of personalized learning are individual characteristics and personal development, whereas the core elements of adaptive learning are individual characteristics, individual performance, and adaptive adjustment.

Personalized adaptive learning contains the core elements of both: individual characteristics, individual performance, personal development, and adaptive adjustment. Furthermore, they revealed that personalized adaptive learning can be constructed with four attributes: learner profiles, competency-based progression, personal learning, and flexible learning environments. Illustrating the possible implementation frameworks, they demonstrated how personalized adaptive learning brings learners more flexibility, effectiveness, and motivation.

Walkington and Bernacki (2020) highlighted the challenges in defining PL and developing a theoretical foundation for empirical investigation. Peng et al. (2019) illustrated that the emergence of SLEs that can monitor learners' characteristics and adjust teaching approaches in real-time has created new opportunities for PL. By combining the insights from both studies, it can be suggested that personalized adaptive learning, which incorporates both individual characteristics and personal development as well as adaptive adjustment and flexible learning environments, could help address the persistent issues identified in the field of PL. This could lead to more effective and engaging learning experiences for students, and ultimately, improved learning outcomes.

### **Implications of Empiricism for Online Teaching**

As researchers revealed, normalized teacher perceptions of technology and their instructional approach were conservative and traditional in Japan before the pandemic (Colpitts et al., 2021; Jung & Lee, 2020; Miller & Kumar, 2022). As a result, during the pandemic, Japanese university instructors struggled with online teaching that necessitated the use of in-

structional technologies (Jung et al., 2021; Kita et al., 2022). Analyzing this from an empiricist point of view, there are some major implications. First, the Japanese university faculty's struggle was not simply due to emergency online teaching, but the abrupt shift of their role from teacher to operator. Their educational practice and belief before the pandemic embraced traditional empiricism that highlights teacher-centered education. However, the sudden shift to online instruction turned them from educators into facilitators of the virtual learning environment. Although large-scale online experiments and investment in infrastructure are required to accumulate relevant data for the evaluation of an instructional method (Koedinger et al., 2013), their online teaching began without sufficient experiments and data on technology-centered instruction. The lack of experiments, data, and investment resulted in insufficient professional training and IT support, and consequently, college instructors in Japan experienced difficulties in employing instructional technologies.

Second, technology-centered instruction suggests new empiricist pedagogy. Although the e-book platform introduced by Majumdar et al. (2021) helped the Japanese university instructors' smooth transition to online teaching, it may not be merely due to its easy use, but its considerable alignment with the traditional teacher-centered empiricist pedagogy, that is the one-way teaching of letting students read course materials and listen to recorded audio. Therefore, the success of the use of the e-book platform would not directly indicate their successful adoption of the new technology-centered empiricist pedagogy. The domain-independent KLI framework that Koedinger et al. (2012) presented may be useful for experiments

and data collection to produce hypothetical principles of technology-centered instruction. The deeper understanding of technology-centered education might lead to their abandonment of traditional beliefs and the provision of adequate professional training and sophisticated IT support systems that strengthen their readiness for online teaching.

Finally, technology-enhanced PL goes beyond the notion of empiricism. PL has been implemented without explicit guiding learning theories and clear definitions (Walkington & Bernacki, 2020), yet overall, PL has been applied to bring learners more flexibility, effectiveness, and motivation (Peng et al., 2019). While empiricism is manifested in PL as the utilization of sophisticated technologies and collected data for controlling and leading a learner's behavior and cognitive activities, PL values learners' individual characteristics and development, which suggests learner-centered constructivist instruction. Furthermore, students who have faced social and cultural barriers in conventional schooling would greatly benefit from the flexibility of PL that allows them to bypass the possible barriers (Case, 1996), which corresponds to the idea of situated/sociocultural learning theories. As researchers argued, the promotion of partnerships between researchers and practitioners may advance the theoretical understanding of PL (Koedinger et al., 2012; Koedinger et al., 2013; Walkington & Bernacki, 2020). Whether PL is a fusion of empiricism, constructivism, and situated learning theory should be investigated in later sections.

## **Constructivism**

Constructivist theory aims to provide learn-

ers with learner-centered experiences. According to Archambault et al. (2022), constructivism suggests learning experiences where students can determine "how they will learn, how to evaluate alternative solutions to problems, how to collaboratively work with others, how to use multiple modes of representation or technology" (p.179). Learners are given the ownership of what is being learned, and knowledge is actively constructed by learners. According to Case (1996), from the constructivist perspective, learning is perceived as the comprehension of general principles of a domain and successful application of the principles for problem solving. Learners develop lifelong learning skills through problem solving to become self-directed lifelong learners, adaptive experts, and effective collaborators. Their motivation is perceived as intrinsic and observed through their self-directed academic behavior. Consequently, teachers are not the main source of knowledge but facilitators who pose an inquiry question to facilitate meaningful discourse while observing and interpreting each student's performance.

Constructivist theory suggests learner-centered instruction in online education. Investigating the history of online education, Mayer (2019) articulated that "the lesson from this early history is the need to take a learner-centered approach by asking how technology can be adapted to support human learning rather than to take a technology-centered approach by asking how we can make humans adapt to the latest cutting edge technology" (p.153). Illustrating that the technology-centered instruction does not highlight the capabilities of the learner but the capabilities of the technology, Mayer asserted that the online educators need to take the constructivist approach of



learner-centered instruction.

This section presents a constructivist lens to understand the issues related to faculty readiness for online instruction in Japanese higher education. Relevant concepts and frameworks are explored through the review of recent research. Some implications of these studies will be offered.

### **Community of Inquiry (CoI) Framework**

The CoI is a theoretical framework that illustrates how participants of an online community interact with each other and learn from the experience. Garrison et al. (1999) suggested the CoI framework, summarizing the instructional, social, and cognitive processes through which productive online communities of inquiry are developed. The assumptions underlying the framework are that teaching and learning are inherently interactive, and the framework falls within the conceptual domain of collaborative constructivist pedagogical approaches.

Shea et al. (2022) elaborated the CoI framework for online learning in higher education. In collaborative constructivist pedagogy, the community facilitates collaborative validation of understanding through discourse. Communities of inquiry provide facilitating conditions for demonstrations of knowing and learning for their participants, with the role of the instructor as a designer and orchestrator of such conditions. Shea et al. described that in well-functioning communities of inquiry, faculty and students share responsibility for establishing instructional, social, and cognitive manifestations of themselves through their interactive participation in designing teaching and learning. They also demonstrated that the CoI framework corresponds to social constructivist views of knowledge development in which participation in communities is viewed

as essential to development, learning, and apprenticeship.

Nagel & Kotzé (2010) argued that although implementing online learning in a supersized class creates novel challenges, particularly regarding interaction and maintaining cognitive presence, faculty can use the CoI framework to design and evaluate effective learning environments. They revealed that faculty teaching in a supersized class sacrifices feedback and formative evaluation, causing students to lose their connectedness with peers and faculty. Higher education institutions are seeking innovative solutions for overworked faculty to cope with increasing class sizes, without sacrificing student support. LMS are becoming more flexible in automating some of the tedious aspects of teaching and freeing up teachers' capacity for better quality interactions with students.

Furthermore, Nagel & Kotzé (2010) asserted that the CoI framework is a valid and dependable instrument to measure the quality of online teaching. They discovered that the online lecturers who used the framework managed to provide excellent teaching, cognitive presence, and extensive feedback through innovative use of LMS. Based on the findings, they revealed that the quality of learning in supersized classes need not necessarily be inferior. When students engage in online activities and take responsibility for the quality of interaction, they can have a superior learning experience. They stressed that the key to successful up-scaling lies in creating opportunities for students to share their knowledge and insight under controlled circumstances.

Stenbom (2018) conducted a systematic review of 103 studies to gain knowledge about the implementation and development of the CoI survey. Combining the results of the stud-

ies reviewed, Stenbom revealed that they provide a reliable and valid measure of cognitive, social, and teaching presence as outlined in the CoI framework. At the same time, Stenbom identified a need for standardized variations of the items to adapt the survey to different contexts. The demographic area of the reviewed studies was heavily concentrated towards online courses at the graduate level in the United States. There are many contexts where the CoI survey still has not been tested. Stenbom asserted that in further research, it will be necessary to expand the settings in which the instrument is applied to make more general claims about the nature of online learning.

Caskurlu et al. (2020) synthesized the qualitative study findings pertaining to the factors impacting students' online learning experiences in relation to the CoI framework. They articulated that although the CoI framework provides both theoretical and methodological guidance for designing and facilitating meaningful online learning experiences and evaluating online learning effectiveness, most of the related studies were quantitative in nature. Therefore, there is a need for a more interpretive, comprehensive, and updated synthesis on earlier qualitative research with a focus on the factors that are informed by the CoI framework and that impact the quality of students' online learning experiences.

Caskurlu et al. (2020) also revealed that deep and meaningful online learning occurs because of (a) online course structure; (b) guidance, modeling, and scaffolding by the instructor; and (c) collaborative work among active and supportive participants in learning communities. Regarding (b), specifically, students are more likely to be satisfied with their online learning experiences when their instructors

are active and interactive in the course. Their results also showed that students value online learning experiences when instructors support student autonomy through individualization and personalization. This point suggests that learners favor controlling the pace of their learning. Even though online learners may want to be challenged by well-designed and facilitated online learning experiences, they also want to study at their own pace within a given time frame. Therefore, it is important for teachers to allow students to monitor and regulate their own learning in a community of inquiry.

The CoI model describes the key elements of a successful online learning experience. As the reviewed studies demonstrated, the CoI framework has been widely acknowledged among researchers and practitioners as a reliable constructivist approach to promote learner-centered online education. These studies implied that the CoI model can be applied to various online learning contexts, such as asynchronous or synchronous learning. At the same time, they revealed that its implementation requires careful planning, significant resources, and a substantial time investment.

### **Faculty Development**

Archambault et al. (2022) used the learner-centered psychological principles framework for examining constructivist and learner-centered instructional practices in the online environment and identified five key pillars as essential elements of effective online pedagogy. The five pillars include being able to: (a) build relationships and community, (b) incorporate active learning, (c) leverage learner agency, (d) embrace mastery learning, and (e) personalize the learning process. They claimed that the use of technologies can en-

hance the application of learner-centered principles in the online environment, especially when it comes to enabling collaboration and social interaction. They asserted that it is critical for online instructors to have the knowledge of which tools are most appropriate for content delivery, as well as skills to support engaging online learning communities.

Archambault et al. (2022) also revealed that compared to average adults, online teachers have shown much higher frequent stress related to their jobs and signs of depression because of problems with remote teaching. Increased stress may have been exacerbated due to a lack of training in addition to the expansion of the teaching role. Thus, they emphasized the need for teacher preparation for online learning contexts. They suggested that online educators should be given hands-on experiences to work with technologies for curriculum delivery, assessment, and progress monitoring, including analyzing example student data and then tailoring instruction based on individual progress. They stressed that teacher training programs need to emphasize data analysis to enable the potential for personalization as a meaningful part of online instruction.

Blankenship and Baker (2019) introduced the Digital Learning Initiative (DLI) at Florida Agricultural and Mechanical University. They revealed that there is a significant variance among faculty digital literacy skills. While the intergenerational divide between current faculty and Generation-Z students is well noted, less emphasis has been placed on the intragenerational divide among faculty. They addressed that without a solid infrastructure to support online faculty development, meeting the needs of the faculty is difficult. They stressed that the tiered and scaffolded university structure

as the DLI is crucial to accomplish three primary goals. First, it puts the tools in the hands of faculty no matter the faculty's content area. The faculty can come from any level of education in terms of their background and formal training in teaching and learning theory. Second, it encourages faculty to try something new without the penalty of failing. They work in intra- and interdisciplinary venues to regularly collaborate and share with their colleagues what works and does not work. Third, it forces instructors to think about what truly means to place the student first in the relationship in the classroom. They must think about what it really means to be faculty who engage in relevant digital pedagogy and understand which digital tools should be utilized to achieve student learning goals.

From a constructivist perspective, faculty development is considered as the key element of successful online education. Both Archambault et al. (2022) and Blankenship and Baker (2019) stressed the importance of teacher preparation and professional development for effective online teaching. They suggested ongoing professional development for online teachers, including training in technology use and pedagogical approaches that prioritize student-centered learning.

### **Implications of Constructivism for Online Teaching**

The studies explored in this section bring some significant implications. First, the learner-centered constructivist approach supports PL in the context of online learning. Caskurlu et al. (2020) revealed that since online learners prefer to control the pace of their learning within a given time frame, it is important for instructors to support student autonomy through personalization in a community of in-

quiry. Archambault et al. (2022) stressed that online instructors need to be trained to be able to analyze student data and tailor instruction based on individual progress to facilitate internally-driven, self-directed online learning. As the empiricist approach embraces PL, constructivist theory also views PL as the beneficial aspect of online learning that allows teachers to give students individual attention and feedback.

Second, the situation of online instructors in US higher education parallels the situation in Japan. As Archambault et al. (2022) revealed, university instructors in the US have also faced a high risk of mental illness due to the shift from face-to-face to online teaching without sufficient training and hands-on experiences to work with instructional technologies. Blankenship and Baker (2019) demonstrated how faculty's digital literacy skills significantly vary. In order to effectively enhance their technology skills, Japanese universities may need to consider the implementation of a tiered and scaffolded faculty development program that improves their technology skills following the successful example of the DLI.

Finally, although the CoI framework is widely considered as a reliable instrument to facilitate learner-centered online education from the constructivist perspective, there is still a need for further research. Many researchers have agreed that the CoI framework offers methodological and theoretical guidance for promoting interactive online learning and assessing its quality (Caskurlu et al., 2020; Nagel & Kotzé, 2010; Shea et al., 2022; Stenbom, 2018). Nevertheless, as Stenbom (2018) revealed, the effectiveness of CoI has been mainly examined in the context of US higher education, and further research in different contexts is necessary

to investigate its generalizability. Thus, it might be valuable to conduct a study to examine the effectiveness of the CoI framework in the context of Japanese higher education.

### **Situated and Sociocultural Theories**

According to Archambault et al. (2022), situated theories view learning as a fundamental part of human life. A learner's community, identity, and meaning-making experiences are significant elements of the learning process. Therefore, situated theories suggest that "individual and group activities within a specific context or environment, and the level of engagement and interaction, are integral pieces to learning" (Archambault et al., 2022, p.179). Learning occurs when individuals engage in the interactive systems that contribute to individual and community identity.

Similarly, from the sociocultural perspective, learning occurs through participation in a social and cultural community where particular languages and tools are developed and utilized (Case, 1996). The awareness of the role an individual plays within the social group is the key to the learning process, which indicates that knowledge is always produced from the daily interaction and praxis of the community. Likewise, according to Greeno et al. (1996), sociocultural theories suggest that "knowledge is distributed in the world among individuals, the tools, artifacts, and books that they use, and the communities and practices in which they participate" (p.20). They illustrate that the languages, artifacts, and systems of the community significantly affect the cognitive functions of the participants. Furthermore, Meskill (2013) described that "a sociocultural perspective sees individual development emerging out of

social processes which are mediated by verbal means with the unity of thought and language viewed as socially constituted” (p.6). Thus, situated and sociocultural theories share the fundamental idea that one’s reasoning is always situated in a certain context.

This section examines how faculty readiness for online instruction is understood from the perspectives of situated and sociocultural theories, specifically in the context of Japanese higher education. Research related to situated and sociocultural theories are reviewed. Implications will be presented based on the synthesis of the findings from the literature.

### **Online Participation and Learner’s Cultural Context**

Hrastinski (2009) argued that online participation is the key variable that drives online learning, surpassing any other known factor. As a result, to truly grasp online learning, Hrastinski asserted that a learning theory that perceives online learning as online participation is required. Social learning theories posit that learning is an integral part of the daily practices that individuals engage in at school and work, putting an emphasis on participation. Physical tools like computers with internet access and conference software have facilitated more frequent communication between peers and instructors, thereby enabling the exchange of more experiences and knowledge. Despite disparities in the way it is conceptualized by researchers, Hrastinski articulated that there has been a general consensus on the importance of participation in online education.

Meskill (2013) stressed that although education has been confined to local classrooms and cultures traditionally, with the increasing migration of teaching and learning to the internet, new linguistic and cultural challenges

have arisen. The internet creates new cultural environments with constantly evolving norms and practices, which require new conceptual frameworks for understanding. Meskill argued that a sociocultural approach to online teaching and learning can provide a useful framework to accommodate these novel practices. Learning involves appropriating social practices from both local and wider contexts, and when engaging in online discourse, learners adopt dominant cultural practices of the current context. Online activities, whether institutional or informal, can be considered as learning. Therefore, Meskill emphasized that effective online teachers incorporate learners’ non-institutional digital practices into their formal instructional activities as excellent face-to-face teachers use their understanding of students’ interests and experiences to enhance their teaching.

These two studies highlighted that online learning requires a new conceptual framework that accounts for the constantly evolving cultural norms and practices facilitated by the internet, and participation is a crucial factor in this process. The authors proposed a sociocultural approach that emphasizes the adoption of dominant cultural practices in the current online context and the incorporation of learners’ non-institutional digital practices into formal instructional activities. The use of physical tools like computers and conference software can enhance communication and knowledge exchange, making participation even more important. As a result, teachers must possess a deep understanding of learners’ online practices and cultural contexts to design effective online learning experiences.

### **Expansive Framing and Participatory Learning and Assessment (PLA)**

Hickey et al. (2020) argued that expansive framing enhances students' engagement with disciplinary content in a productive and generative manner, presenting PLA as a multi-level assessment framework founded upon the notion of expansive framing created by Engle et al. (2012). Engle et al. argued that since experts' perspectives and examples are abstract and removed from learners' prior experience and imagined future applications, expansive framing pushes instructors to help students find connections with people, places, topics, and time beyond the course and from their own experience.

Hickey et al. (2020) illustrated PLA as fourteen specific steps for instructors and designers to efficiently organize online learning courses, valuing each learner's own experience and diversity as a cultural asset of the learning community. Since curricular routines must be framed in advance for online courses, they described the extension of expansive framing into online learning as crucially important. As the most significant contribution of PLA, they highlighted that online instructors can employ the framework to assess students' productive disciplinary engagement through students' informal reflections on their learning in expansively framed online learning routines. They addressed that "expert practices are gained most efficiently by (a) starting from each learner's own relevant experience, interests, and goals, (b) using instructor public feedback, instructional resources, and peer interaction to reframe those practices more appropriately, and (c) relying on formative and summative assessments to ensure expert knowledge" (Hickey et al., 2020, p.765). Moreover, they revealed that productive disciplinary engagement highlights the engagement of the instructor as

the most significant factor, while PLA aims to maximize the impact of every public instructor comment. Although instructors are expected to model and reward the productive forms of engagement, they are not encouraged to participate in every peer exchange and respond to every question.

According to Hickey (2022), PLA suggests that online educators focus primarily on fostering *productive* forms of disciplinary discourse in social engagement routines. Instructors should help learners co-construct shared meaning of course concepts. This approach suggests a zone of productive development where educators foster students to view learning from their individual perspectives and subsequently assist constructive forms of disciplinary involvement as students collaborate with peers who are doing the same. Hickey warned that online educators should avoid creating complex collaborative group projects that may hinder students' learning, articulating that such online collaboration may result in learner frustration and instructor burnout.

These studies suggested that the use of expansive framing can enhance online students' engagement with disciplinary content by connecting it to their previous experiences and future applications. To efficiently organize online learning courses, the studies recommend the use of the PLA framework, which values each learner's experience and diversity. Instructors are crucial in maximizing the impact of public comments and promoting productive forms of disciplinary engagement in social routines. They should assist learners in co-constructing shared meaning of course concepts while avoiding complex collaborative group projects that might impede learning. Online educators can create effective and engaging

learning experiences by employing the PLA framework and embracing expansive framing to help learners gain expert knowledge in their discipline.

### **Japan as a Sociocultural Context**

Chen et al. (2015) investigated the perspectives of 394 distance learners in Chinese, Japanese, and South Korean universities on quality online education, with a focus on cultural similarities and differences among these three Asian countries influenced by Confucianism. The findings indicated that the definitions of quality online learning differ significantly across the nations in Asia, highlighting the need to recognize the sociocultural variations that exist across these countries. Although China, Japan, and South Korea may seem similar to Westerners due to their shared Confucian heritage, each country is at a different stage of development in online learning, holds distinct views on quality online learning, values different approaches to online teaching and learning, and employs diverse quality assurance systems. Chen et al. claimed that it is crucial to consider these differences when developing online programs and providing support services. For example, in Japan, technology support was rated as a critical factor by online learners when evaluating the quality of online learning. Thus, online education providers should acknowledge that quality is a relative and value-laden concept that reflects cultural beliefs.

Chen et al. (2015) suggested that there are significant cultural differences in the definitions and expectations of quality online learning across China, Japan, and South Korea, and that these differences must be recognized and accommodated when developing online programs and providing support services. This

signifies that Japan should have unique socio-cultural aspects that should be considered when investigating effective online instruction. Online instructors in Japanese universities should be informed of useful data on those aspects in the faculty development programs.

### **Implications of Situated and Sociocultural Theories for Online Teaching**

The explored studies emphasized the need for a sociocultural approach that recognizes cultural differences and online learners' practices, values, and experiences in designing effective online learning experiences. There are several implications of situated and sociocultural theories for online teaching in Japanese higher education. First, readiness for online teaching should be defined as the ability of instructors to understand and incorporate the sociocultural aspects and online practices of learners into their instructional design, which supports the notion of PL as discussed in the previous sections. This includes their ability to effectively utilize technologies, promote participation, and provide engaging and culturally sensitive learning experiences. Online instructors must consider sociocultural variations of learners, as significant differences are expected among them (Chen et al., 2015). This understanding of learners' diverse cultural contexts and practices facilitate their participation (Hrastinski, 2009; Meskill, 2013).

Second, expansive framing and the PLA framework can be practical theoretical concepts and frameworks to guide the development of successful online teaching practices in Japanese universities. Expansive framing and the PLA framework help online instructors to consider learners' previous experiences and diversity in designing online courses, while also promoting productive forms of disciplinary en-

agement (Engle et al., 2012; Hickey et al., 2020; Hickey, 2022). It would be valuable to conduct a study that investigates the effectiveness of expansive framing and the PLA framework in the context of online instruction in Japanese higher education.

Finally, the implementation of professional development opportunities and comprehensive IT support systems should be designed in a way that considers the sociocultural context of online learning in Japanese higher education. As Chen et al. (2015) indicated, online learners in Japanese higher education identify sufficient IT support as a crucial element of quality online learning. Furthermore, Japanese university faculty tend to avoid using new online resources unless their peer instructors begin to utilize them (Jung & Lee, 2020). Therefore, it would be effective to implement a pilot project that incorporates new online instructional technologies along with sufficient technology support for both faculty and students, collect convincing data, and inform the results to the entire faculty and university leadership to demonstrate what would be required for successful online instruction.

## Conclusion

The purpose of this study is to examine effective practices to enhance faculty readiness for online teaching in Japanese higher education from the perspectives of empiricism, constructivism, and situated/sociocultural learning theories. The reviewed studies suggested that Japanese universities could encourage the adoption of technology among their instructors by providing ample professional development opportunities and developing robust IT support systems. This would help improve their

readiness for online teaching and make them more aware of the numerous advantages that technology offers. Nevertheless, how should these measures be implemented? How should the readiness for online teaching be defined? Is there an effective theoretical concept or framework that can be applied?

From the empiricist perspective, the abrupt shift of their role from teacher to operator of the virtual learning environment might have caused difficulties for Japanese college instructors due to insufficient professional training and IT support. Technology-centered instruction would suggest new empiricist pedagogy and a deeper understanding of it might lead to abandonment of traditional beliefs and the provision of adequate professional training and IT support systems to improve their readiness for online teaching. Constructivism suggests that Japanese universities can improve their online teaching readiness by implementing a tiered and scaffolded faculty development program, similar to the successful DLI in the US. Although the CoI framework is recognized as a reliable framework, its effectiveness in the context of Japanese higher education needs to be further researched. Situated and sociocultural theories indicate that online teachers should consider learners' sociocultural contexts and practices. Expansive framing and the PLA framework can guide successful online teaching practices, and their effectiveness should be investigated in Japanese higher education. The implementation of professional development opportunities and comprehensive IT support systems should consider the sociocultural context of online learning in Japanese higher education, and a pilot project could be implemented to collect data and inform the faculty and university leadership on successful online in-



struction. In addition, overall, technology-enhanced PL can be understood as a beneficial online learning approach from any discussed learning theories due to its variable definition.

Nevertheless, as Japanese online instructors faced obstacles during the pandemic, designing online instruction is a complex and demanding task. Karchmer-Klein et al. (2019) revealed that although the online instructors understood the importance of collaboration, they mostly shied away from graded group activities because the management was too cumbersome. Similarly, Hickey (2022) asserted that online educators are advised to refrain from designing complicated group projects that can impede students' learning. Chen et al. (2015) illustrated that because of the feature of teaching and learning at distance, teachers often find it difficult to adjust teaching content and teaching strategy in a timely way to meet students' learning needs. Likewise, Fung et al. (2022) demonstrated the intensified workloads of teachers who must adapt traditional face-to-face learning materials to the online space. Cutri and Mena (2020) showed that full professors tend to rate online course design and technical competency for online teaching less important than do their more junior colleagues. These studies indicated that instructional design is usually the responsibility of course instructors who are knowledgeable in their respective fields but may lack expertise in pedagogy.

Amid the pandemic, numerous instructors in Japanese colleges readily embraced online teaching, gaining firsthand experience of its efficacy and challenges. Educationally, it unveiled benefits like class recording, seamless material dissemination via LMS, and efficient electronic learning data management. This

shift towards online teaching is expected to endure post-pandemic. Integrating face-to-face interactions with online elements, Japanese university faculty can enhance education's potency and efficiency (Murakami et al., 2020). There is a pressing need for discussions aligning quality assurance with the future trajectory of university education, prioritizing foresight over reactive responses to infectious crises (Murakami et al., 2020; Yamauchi, 2021). Looking ahead, a full return to solely face-to-face or exclusively online education seems unlikely. Hence, it's crucial to discern where and how online education can be optimally integrated (Morozumi et al., 2021).

Online instruction embraces empiricism, constructivism, and situated/sociocultural learning theories. The theory comparison revealed the significance to ascertain which learning theory best matches an instructional situation and the background of the learners. Therefore, it is crucial to offer learners opportunities to share their beliefs, attitudes, and values pertaining to the particular situation or phenomenon in the instruction (Brieger et al., 2020). Japanese university faculty should recognize that each theory can be flexibly applied in teaching based on learners' needs, and they should receive sufficient training and support to fully utilize available instructional technologies.

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# Fostering Inclusiveness in Japanese University Classrooms: The Transformative Power of the Hip Hop Cypher

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## Abstract

This research article delves into the exploration of the Hip Hop cypher as a novel pedagogical approach to foster inclusiveness in Japanese university classrooms. Amidst the backdrop of a conservative educational system, the study investigates the implementation and impact of the cypher, anchored in two research questions. An action research approach, including reflective journals, a Personal Inclusiveness Questionnaire (PIQ), and in-depth interviews, was employed to glean insights into the students' experiences and the transformation of classroom dynamics.

The findings reveal the cypher's potential in facilitating open dialogue, authentic expression, and mutual respect, creating dynamic spaces for engaged learning and interaction. The teacher's role is highlighted as central in nurturing the cypher's ethos and adaptability. The triangulation of data reinforces the reli-

ability of the results, highlighting the possibilities of the cypher in global education. This is especially relevant in environments aiming to incorporate inclusivity, student engagement, and comprehensive learning within conventional educational frameworks.

## Introduction

In the evolving landscape of global education, the quest for inclusive learning environments that cater to the diverse needs and experiences of students is paramount. Japan faces the challenge of integrating innovative pedagogical approaches that foster inclusiveness, engagement, and holistic learning (Furuta, 2019; Sanger, 2020; Kikkawa et al., 2022). This study explores the integration of a Hip Hop cypher into Japanese university classrooms as a transformative tool to create an inclusive learning space. A Hip Hop cypher is an informal space where participants gather in a circle to communicate, exchange ideas, and

empower one another. Drawing upon the rich, expressive, and communal nature of Hip Hop culture, the cypher is examined for its potential to facilitate open dialogue, authentic expression, and mutual respect among students. Through a blend of qualitative and quantitative methodologies, including reflective journals, a Personal Inclusiveness Questionnaire (PIQ), and in-depth interviews, the study unveils the multifaceted impacts of the Hip Hop cypher on students' experiences, classroom dynamics, and the overarching learning environment.

## Literature Review

### Inclusiveness in Education

Inclusive education ensures all students, regardless of abilities or backgrounds, have equal educational opportunities. It focuses on the diverse needs of learners, fostering an environment where everyone feels valued and can achieve their potential (Villegas & Lucas, 2002; Steele, 2010). The principle has evolved alongside societal changes, with the multiculturalism movement emphasizing cultural diversity in education (Gay, 2010). The focus shifted to promoting intercultural dialogue, with inclusiveness enriching the learning environment, encouraging creativity, and collaboration (Mehta, 2023; Molina Roldán et al., 2021). Inclusive education benefits go beyond aiding marginalized students. It promotes equity and improves education quality. Studies from Poland and Mexico demonstrate that inclusive settings don't hamper academic achievements and positively impact students' social inclusion and emotional well-being (Szumski et al., 2022; Pozas et al., 2023). Research also suggests unique benefits of music education in inclusive

settings, suggesting that certain subpopulations of students, based on factors like race and prior school achievement, might experience unique benefits (Shaw, 2021). However, integrating inclusive practices has its challenges. Teachers often face professional hurdles due to societal and educational contexts (Kuzmicheva & Afonkina, 2020). In rural areas, poverty, gender inequality, and natural calamities further complicate inclusive education implementation. The Organization for Economic Co-operation and Development (OECD) also emphasized the necessity of a multifaceted approach to foster inclusiveness in education, ranging from the demands of the inclusive teaching practices to the importance of support from school leaders, administrators and important stakeholders (OECD, 2023). Nevertheless, the dedication of educators and the development of local resources can pave the way for successful inclusive practices (Begum et al., 2018).

### Inclusiveness in Education in Japan

Inclusiveness in education Japan's education system, historically rooted in homogeneity and conformity, faces challenges in fostering inclusiveness due to its lack of diversity (Okano & Tsuchiya, 1999). The emphasis on uniformity in education often neglects diverse perspectives, contributing to issues like bullying for those who don't conform (Ikeda et al., 2002). There is also a notable disparity in resources for international students, those with disabilities, and marginalized groups. However, efforts are emerging to increase inclusiveness in Japanese universities, such as curriculum revisions and faculty training. Yet, these are in early stages, with challenges like a lack of understanding towards diverse learners' needs (Kawai et al., 2020). The predominant state con-

trol over education, and cultural focus on homogeneity complicate these efforts. Notably, many study materials do not adequately address diversity (Efron, 2020). The word for inclusiveness, when translated to Japanese, indicate academic comprehensiveness, rather than inclusiveness as defined in the context of diversity, equity, and inclusion (DEI). Despite the challenges in fostering inclusiveness in Japanese universities, there is also a growing recognition of the importance of diversity in higher education. With concerted efforts from policymakers, educators, and students, Japanese universities can move towards a more inclusive future, where all students feel valued and empowered to achieve their full potential.

### **Hip Hop Culture and Inclusiveness**

Hip Hop culture has emerged as a powerful tool for promoting inclusiveness in education. Originating from New York City in the 1970s, Hip Hop began as a form of expression for marginalized communities, primarily African American and Latin American youth. Hip Hop's origins consist of complex narratives, as well as historical and cultural influences, particularly from African spiritual and cultural practices (Durden, 2018). Hip Hop is also deeply intertwined with social justice, community empowerment, and resistance against systemic oppression. Over the decades, Hip Hop has evolved into a global phenomenon, transcending borders and bridging cultural, social, and generational gaps. Its expressive elements, including Rapping, DJing, Breaking, and Graffiti, have become mediums through which individuals narrate their lived experiences, challenge societal norms, and advocate for change. In recent years, a fifth element of Hip Hop, Knowledge, has been emphasized. Knowledge enables Hip Hop to function as an empowering

force for marginalized communities, as well as a tool for social and global change (Gosa, 2015).

Recent studies have indicated that Hip Hop provides rich and diverse cultural frameworks that can be used to engage and empower students from diverse backgrounds (Adjapong, 2017; Au, 2005). Through the use of Hip Hop pedagogies, educators can create more inclusive and culturally responsive learning environments that value and incorporate the lived experiences and cultural knowledge of students (Evans, 2021). For instance, the rhythm and poetry of rap lyrics can be harnessed to teach linguistic skills, while the narratives within Hip Hop's history can be used to foster critical thinking and discussions on societal issues. Moreover, the use of Hip Hop in education has been shown to improve student engagement, motivation, and achievement (Jones, 2022; Morell & Duncan-Andrade, 2002). Globally, educators have been integrating Hip Hop into their curricula to foster inclusivity, engagement, and critical thinking. For example, in Australia, a systematic review highlighted the potential of Hip Hop for promoting well-being in school settings, emphasizing its role in addressing cultural diversity and social justice (Hadley et al., 2020). Hence, many universities globally have begun to embrace Hip Hop Based Education (HHBE) in their curriculum (Petchauer, 2009). By embracing the cultural richness of Hip Hop and its pedagogical possibilities, educators can pave the way for more inclusive classrooms that resonate with the diverse experiences and identities of students. Specifically, this study seeks to further explore the cypher, a fundamental entity of Hip Hop which could positively contribute to inclusiveness in education.

### **Developing Inclusiveness through the Hip**

## Hop Cypher

The Hip Hop cypher is a foundational space characterized by its circular structure where practitioners engage, converse, and express themselves. Historically rooted in African cultural and spiritual practices, the cypher draws from traditional aesthetics such as "call and response, polyrhythms, and improvisation" (Johnson, p. xiii). This space is not just a platform for showcasing talent but is deeply symbolic of the values of equality, respect, and community. As Durden (2018) aptly notes, the cypher enables individuals to converse, share ideas, and collectively grow. The bonds formed within the cypher are profound, with participants sharing their unique perspectives and experiences in a supportive and safe environment (Levy et al., 2017). The inclusive nature of the cypher, which allows for the integration of diverse styles and voices, creates a sanctuary for expression. It values and incorporates the lived experiences and cultural knowledge of its participants, making it an effective tool for fostering inclusiveness in educational settings (Ozelkan, 2022). When introduced into classrooms, the cypher can take the form of an informal sharing or dialogue session in a circular format. Such cyphers provide democratic spaces where dialogue and reflection are encouraged, and all participants, regardless of their background, are treated as equals, ensuring that every voice is heard and respected (Adjapong, 2017; Jones, 2022).

Empirical studies have begun to shed light on the transformative potential of the cypher in educational contexts (Broome & Munson, 2020). For instance, in a classroom setting, the cypher can be employed as a pedagogical tool to enhance student engagement, foster critical thinking, and build a sense of community.

While there are many possible avenues for incorporating the cypher in the classroom, this study employs the following approaches. After students are introduced to the concept of the cypher (See Appendix A), students engage in a cypher activity once a week, where they sit in a circle and engage in conversation on topics which promote empathy and mutual understanding. In addition, the spirit of the cypher is reinforced in every group discussion or activity. By actively participating in the cypher, students are encouraged to share their perspectives, challenge prevailing narratives, and collaboratively construct knowledge. The cypher also creates a space for authenticity and vulnerability in the classroom, building a culture of mutual support and encouragement. By harnessing the rich cultural and historical significance of the Hip Hop cypher, educators can create classroom environments that are not only inclusive but also vibrant, dynamic, and deeply reflective of the diverse experiences of their students.

## Research Questions

Drawing from existing literature on inclusiveness in education, the cultural significance of Hip Hop, the transformative potential of the Hip Hop cypher, as well as the experiences of the researcher in the global Hip Hop community, this study seeks to carve a niche by integrating these elements within the context of Japanese university English language classrooms. Recognizing the unique challenges and opportunities presented by the Japanese educational landscape, the study aims to develop a Hip Hop cypher approach that can contribute to building inclusive classroom spaces in Japanese universities. Informed by the preceding literature review, the following research questions have been formulated to guide this inquiry.



ry:

1. How can a Hip Hop cypher be implemented into Japanese university English language classrooms to create an inclusive space for learning?
2. What is the impact of the Hip Hop cypher on inclusiveness in a Japanese university English language classroom?

These questions will serve as the foundation for the subsequent phases of this research, guiding the exploration and understanding of the potential of the Hip Hop cypher in fostering inclusiveness within the specific context of Japanese higher education.

## Methodology

### Design and Rationale

This study adopts an action research approach, emphasizing a collaborative endeavor between the teacher and students to cultivate an inclusive classroom environment through the Hip Hop cypher. As articulated by Reason and Bradbury (2006), action research is a “participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview...” (p. 1). This approach facilitates a cyclical process of inquiry, intervention, and evaluation. Through this iterative process, both the teacher and students can gain a profound understanding of the intricacies associated with fostering inclusive classroom spaces and collaboratively refine the implementation of the Hip Hop cypher. Such an approach is especially pertinent in educational settings, characterized by their dynamic and multifaceted nature, necessitating tailored and context-specific interventions (Stoll & Fink, 1996). Engaging in action research enables the

class to collaboratively devise more effective and equitable teaching practices, enhancing student outcomes (Zeichner & Noffke, 2021).

The study will be structured around Sagor’s (2004) four-step action research framework:

1. **Clarifying Visions and Objectives:** The research questions will be clearly articulated to all participants, ensuring a shared understanding of the study’s goals.
2. **Articulating Theories:** Participants will be acquainted with the foundational concepts of the study, including clear definitions of the cypher and an exposition on inclusiveness in education. Students will be given a Cypher framework handout (See Appendix A) designed for the class. This handout delineates the guidelines for conducting an inclusive Hip Hop cypher. A unique feature of this handout is its collaborative aspect, where students are invited to co-create guidelines, fostering a collective safe space. These collaboratively established guidelines will be revisited and reinforced periodically throughout the semester, ensuring their continued relevance and efficacy.
3. **Implementing Action and Data Collection:** This phase will encompass weekly classroom cyphers, fostering student dialogues on diverse topics pertinent to their personal experiences. Concurrently, the spirit of the cypher will be integrated into group activities in the classroom, promoting collaborative task completion. Since classes were English language classes, the cypher provided a platform for communication in the target language. The pedagogy behind the cypher was also the guiding principle for group activities. Data collection was multifaceted, comprising biweekly re-

flective journals from both students and the teacher. These journals informed ongoing interventions implemented by the teacher, refining the cypher approach in real-time. A semester-end survey gauged the inclusiveness levels in the classroom, complemented by student interviews for deeper insights.

- 4. Data Analysis and Reflection:** This concluding step involved a thorough analysis of the collected data, culminating in actionable insights and recommendations for future endeavors.

This study was conducted in strict adherence to ethical research standards. Prior to initiating the research, we obtained approval from the Institutional Review Board (IRB) at Soka University. The IRB review process ensured that all research activities complied with national and institutional ethical guidelines, particularly concerning participant consent, confidentiality, and data security. All participants filled out an Informed Consent Form available in both English and Japanese before participating in this research. The research protocol was clearly described in the form (See Appendix B).

### **Participants**

Participants consisted of 39 students from three mandatory communicative English classes at Soka University located in Tokyo, Japan. Two classes, consisting of 16 and 14 students in each class, were elementary level English classes (TOEIC: 285 - 395), while the other class, consisting of 9 students, was an intermediate level English class (TOEIC: 400 - 485). A majority of students were first year university students and the class met twice a week. Throughout the semester, the students completed biweekly reflection journals based on

their experiences and perceptions. Due to personal circumstances, three students withdrew from the class, resulting in a final tally of 36 students who successfully completed the end-of-semester survey. For the interview component of the study, it was deemed essential to ensure depth and richness in the data collected. Drawing from Smith's (2008) recommendation, a smaller sample size was chosen to facilitate in-depth discussions, enabling a comprehensive exploration of the topic. Consequently, a total of 8 students were selected for the interviews. The selection process was guided by purposive sampling, a technique underscored by Maxwell (2013) for its efficacy in capturing diverse opinions. This methodological choice ensured that the voices included in the interviews spanned a broad spectrum of perspectives, enriching the study's findings.

### **Instrumentation**

#### **Student Reflective Journals**

Central to action research is the reflection process. As articulated by Alidou and Glanz (2015), action research revolves around a cycle of "systematic reflection" (p. 20). The student reflective journals in this study served to document learning experiences, interactions among peers, and exchanges between students and the teacher (Tahmasbi et al., 2022). Such reflections not only facilitated students in structuring their acquired knowledge but also empowered them to take ownership of their learning journey (Carey et al., 2018). Students were given prompts to aid them in the reflection process. Students reflected on the degree of inclusiveness, as well as the extent to which they felt that they could be their authentic selves in the classroom. Students also introspected on both the positive and challenging experiences encountered during the cyphers

and provided suggestions. The journals were conducted once every two weeks and only students who agreed to participate in the study were asked to complete the journal.

### **Teacher Reflective Journal**

Adopting a participant/observer stance, the teacher's reflective journal chronicled the cypher sessions, assessing their efficacy. This dual role enabled the teacher to immerse in the experience while simultaneously observing its dynamics. Employing observation techniques such as note-taking ensured a meticulous record of events (Cohen, Manion, & Morrison, 2007). Post-observation, the teacher reflected on the cypher sessions, identifying both its strengths and areas of improvement. This biweekly journaling process encompassed brainstorming sessions, detailing potential interventions.

### **Survey**

To gauge students' perceptions regarding the inclusivity of the class, the Perceptions of Inclusion Questionnaire (PIQ) was administered at the semester's conclusion. Crafted by Venetz et al. (2015), the PIQ evaluates inclusiveness across three dimensions: emotional support, social acceptance, and positive academic self-worth. Recent research attests to the PIQ's reliability and validity across diverse educational contexts and geographies (Guillemot & Hessels, 2021; Knickenberg et al., 2022; Zwierzchowska et al., 2022). To ensure contextual relevance, minor modifications were made to certain questions. The modified PIQ consisted of 12 items, each designed to capture various facets of students' classroom experiences, ranging from their general sentiments about the class to their academic self-perception. Respondents were asked to indicate their level of agreement with each statement using a 4-point

Likert scale. The options available were: "Not at all true," "Somewhat not true," "Somewhat true," and "Certainly true." This scale was chosen to provide a nuanced understanding of students' feelings and to capture the range of their experiences within the classroom setting.

### **Interviews**

To delve deeper into student perspectives and experiences, semi-structured interviews were conducted. Such interviews provided participants the latitude to express their personal beliefs, feelings, and values, even encompassing "personal and sometimes sensitive issues" (Dejonckheere & Vaughn, 2019, p. 1). The interview guide, structured around Dörnyei's (2007) question typology for qualitative interviews, incorporates questions based on the literature review and adaptations from Gilmore's (2010) research. To cater to the linguistic preferences of the participants, the interview questions were translated to Japanese, and interviews were conducted in Japanese. Depending on the participants' comfort, interviews were conducted either online or face-to-face and were recorded.

### **Data Analyses**

Given the multifaceted nature of the data collected in this study, a comprehensive and systematic approach to data analysis was employed. All qualitative data from the reflective journals and interviews were coded by the researcher.

#### **Reflective Journals (Student and Teacher)**

Both the student and teacher reflective journals underwent a thematic analysis. This involved a process of coding the data, identifying patterns, and subsequently categorizing these patterns into themes (Braun & Clarke, 2006). The analysis focused on understanding the experiences, challenges, and suggestions related

to the Hip Hop cypher's implementation in the classroom. Special attention was given to recurring themes or patterns that emerged from the reflections, providing insights into the effectiveness and areas of improvement for the cypher approach.

#### **Survey (PIQ)**

The data from the Perceptions of Inclusion Questionnaire (PIQ) was analyzed quantitatively. Descriptive statistics were computed to understand the overall perceptions of students regarding inclusiveness in the classroom.

#### **Interviews**

The semi-structured interviews were transcribed and translated to English. A qualitative content analysis was then conducted on the transcripts. This method allowed for the systematic classification process of coding and identified themes or patterns (Hsieh & Shannon, 2005). The analysis delved deep into students' experiences, perceptions, and suggestions regarding the Hip Hop cypher in the classroom.

#### **Triangulation**

To enhance the validity and reliability of the findings, a triangulation approach was adopted. This involves cross-verifying the data from the three different sources to identify consistencies, discrepancies, and unique insights (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). By comparing and contrasting data from various instruments, a more comprehensive and nuanced understanding of the research questions could be achieved.

## **Results**

### **Reflective Journals (Student and Teacher)**

The reflective journals, both from the teacher and the students, provided detailed experi-

ences, insights, and interventions that were implemented throughout the course. The Hip Hop cypher framework positively influenced inclusiveness in the classroom.

#### **Reflections 1: Initial Experiences and Interventions**

*Teacher Insights:* The initial reflections highlighted students' vulnerabilities, ranging from personal challenges like health and homesickness to academic concerns such as language skills and workload. Recognizing these, the teacher saw the need for deeper interpersonal connections and a supportive environment where students could be their authentic selves.

*Student Insights:* Students initially grappled with the concept of inclusiveness, especially in the Japanese academic setting. However, as they engaged in the cypher, they began to appreciate its safe space, expressing their feelings and thoughts freely. They acknowledged the warm classroom atmosphere and the empathetic nature of the teacher.

*Interventions:* Key interventions included clarifying the concept of inclusiveness, fostering deeper interactions through smaller group activities, respecting cultural boundaries, and challenging students' English abilities progressively.

#### **Reflections 2: Building on Foundations**

*Teacher Insights:* The teacher noted students' personal struggles about friendships, time management, and the difficulty of discussing religion in Japan. The importance of the cypher as a safe space was reinforced.

*Student Insights:* Students appreciated the small group cyphers, feeling they fostered deeper connections. They recognized the teacher's role in fostering inclusiveness and expressed a desire to consistently recap the safe space guidelines.

*Interventions:* The teacher decided to recap the safe space guidelines in more detail and ensure students had ample time to think during cyphers.

### **Reflections 3: Deepening Connections**

*Teacher Insights:* The teacher observed students sharing heartfelt stories, such as personal losses, indicating the growing trust and inclusiveness in the classroom.

*Student Insights:* Students felt increasingly comfortable, attributing this to getting to know each other better and the various activities, especially the cyphers.

*Interventions:* The teacher decided to praise students for their vulnerability, design activities that allow unique self-expression, and promote genuine student interactions.

### **Reflections 4: Embracing Authenticity**

*Teacher Insights:* The teacher was pleasantly surprised by the students' openness, especially when discussing strengths and weaknesses.

*Student Insights:* Students felt a sense of community, with the cyphers playing a pivotal role. They appreciated the opportunity to delve deeper into personal topics, which are rare in Japanese classrooms.

*Interventions:* The teacher decided to continue fostering a relaxing atmosphere, provide topics that encourage vulnerability, and promote community-building activities outside the classroom.

### **Reflections 5: Exploring Personal Topics**

*Teacher Insights:* The teacher noted the students' willingness to discuss personal topics, such as relationships and societal challenges, showcasing the depth of trust developed.

*Student Insights:* Students appreciated the exposure to diverse values and described the class as harmonious. They felt a sense of close-

ness and unity, especially during the cyphers.

*Interventions:* The teacher decided to continue ensuring flexibility in time, provide topics that encourage vulnerability, and promote community-building activities outside the classroom.

### **Reflections 6: Gratitude and Overcoming Challenges**

*Teacher Insights:* The teacher observed students sharing what they were grateful for and discussing challenges they had overcome, reflecting the depth of inclusiveness in the classroom.

*Student Insights:* Students felt the classes were inclusive and described the atmosphere as warm and kind. They appreciated the cyphers for the insights they provided and the opportunity to discuss deep personal topics.

*Interventions:* No specific interventions were identified, as the existing strategies effectively maintained an inclusive classroom environment.

### **Reflections 7: Final Reflections**

*Teacher Insights:* The teacher observed students' openness in discussing personal topics, such as gratitude and personal challenges, showcasing the depth of trust developed.

*Student Insights:* Students felt a sense of community and unity, especially during the cyphers. They appreciated the continued opportunities to delve deeper into personal topics.

*Interventions:* No specific interventions were identified since this was the final reflection for the class.

### **Summary**

The Hip Hop cypher framework significantly impacted inclusiveness in the Japanese university classroom. The students' reflections underscored their appreciation for opportunities to share and listen to personal experienc-

es, fostering a sense of community, empathy, and authentic expression. The cypher’s effectiveness is evident in the students’ improved language skills, deepened friendships, and an enhanced classroom atmosphere that encourages open dialogue.

**Inclusiveness Survey (PIQ)**

The Personal Inclusiveness Questionnaire (PIQ) was administered to a total of 36 students to gauge their perceptions and experiences in the class. The results are presented below:

**General Sentiments about the Class: I like going to this class; I have no desire to go to this class; This class is fun.**

72.2% of the participants responded with “Certainly true” for liking the class, 77.8% indicated it was “Not at all true” that they had no desire to attend, while 88.9% found the class to be fun

(see Figure 1).

**Social Relationships within the Class: I have a lot of friends in my class; I get along very well with my classmates; I feel alone in this class; I have very good relationships with my classmates.**

66.7% of the students felt they had many friends in the class, 66.7% believed they got along very well with their classmates, 80.6% responded with “Not at all true” when asked if they felt alone in the class (see Figure 2), while 75% believed they had very good relationships with their classmates.

**Academic Self-Perception: I am a fast learner in this class; I am able to complete very difficult assignments in this class; I do well in my schoolwork in this class; Many things in this class are too difficult for me.**

Figure 1

*Participants’ Perceptions of Class Enjoyment*

**This class is fun. このクラスは楽しい。**

36 responses

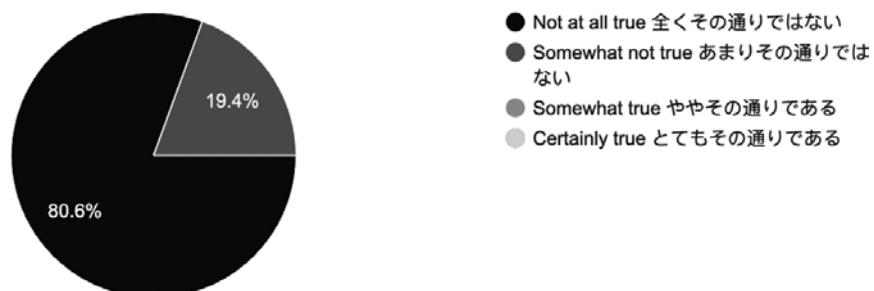


Figure 2

*Participants’ Feelings of Isolation in Class*

**I feel alone in this class. このクラスで仲間はずれにされている。**

36 responses



19.4% of the participants perceived themselves as fast learners, 25% felt they could handle very difficult assignments, 19.4% felt that many things in the class were somewhat not true to be challenging for them, while 5.6% felt it was certainly true. In addition, 58.3% believed they did well in their schoolwork (see Figure 3).

**Overall Class Experience: I like it in this class.**

72.2% of the students responded with “Certainly true,” indicating a positive overall experience in the class (see Figure 4).

The results from the PIQ survey indicate a generally positive perception of the class among students. A significant majority of students enjoyed attending the class, felt they have good relationships with their classmates, and found the class fun. It’s important to note,

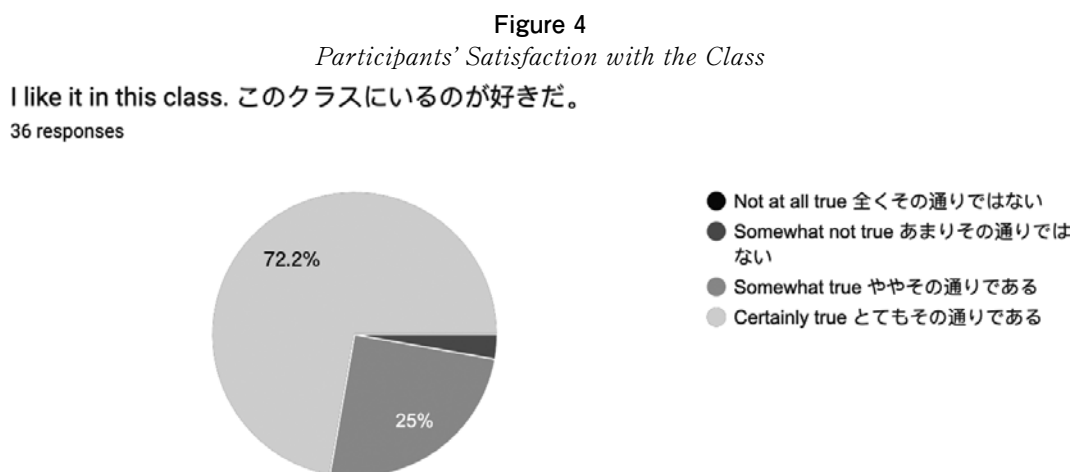
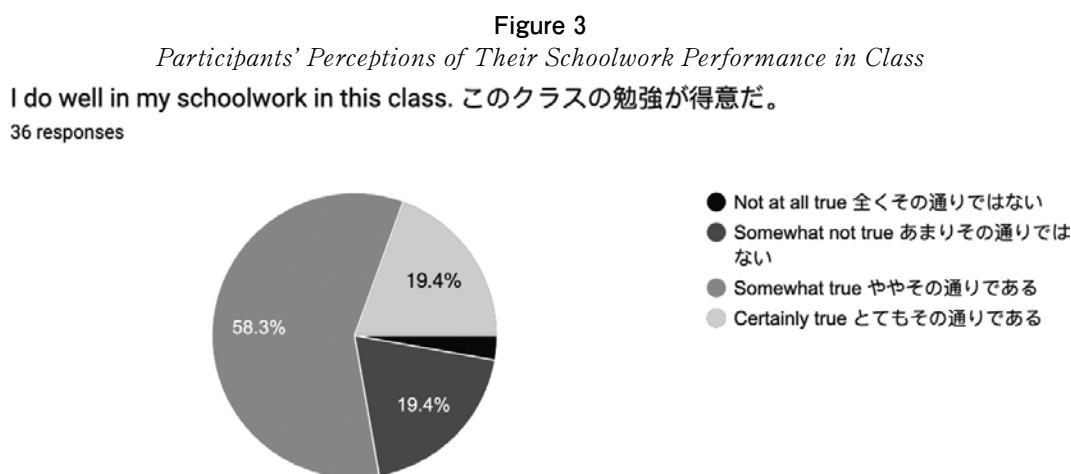
however, that culturally, Japanese students tend to be modest and may not readily perceive or describe themselves as having the ability to handle difficult tasks or excel at them. Thus, while some students expressed challenges, particularly in terms of the difficulty of assignments, this might be influenced by cultural norms and tendencies.

**Qualitative/In-Depth Interviews with students**

The semi-structured interviews provided a comprehensive understanding of students’ experiences and perceptions of the class, with a particular focus on the role and impact of the cypher sessions. The following summarizes the findings from the eight interviews:

**Initial Impressions and General Experiences**

Across the board, students from diverse backgrounds and majors shared their class-



room experiences. The class structure typically involved a mix of traditional learning methods combined with unique approaches like video sharing and cypher sessions. The video sharing assignment involved students picking a video and sharing it with the class. The emphasis on expressing feelings, thoughts, and personal experiences in English was a recurring theme.

Through (video sharing) presentations in this class, students are able to overcome Japanese cultural feelings of embarrassment when speaking in front of others as there are many opportunities to do so ... this is one of the most enjoyable parts of the class, as we can learn about the thoughts and experiences of others (Student C, personal communication, July 21, 2023).

### **Comparative Experiences**

Students consistently highlighted the distinctiveness of this class compared to other courses. The active learning approach, where students were encouraged to express their opinions, especially through the Hip Hop cyphers, campus tour, video projects, and other group activities, stood out as unique compared to other classes. Students also noted that the class environment differed from the typical class in the sense that it felt like a family with close relationships among students, as well as between teacher and student.

Various aspects of learning are evaluated in this class, such as skills, proactiveness, and motivation. The teacher values interactions with the students, treating the class like a family (Student E, personal communication, July 26, 2023).

### **Feeling Welcome and Teacher's Role**

A welcoming environment was a hallmark of this class. Students felt valued, respected,

and encouraged to share their individuality, which was rare in a Japanese educational context. Students also felt very comfortable interacting with their classmates in this class and did not feel a sense of isolation. The teacher's approachability, willingness to share personal experiences, provide personal guidance, and positive reactions played a significant role in fostering this environment. The students also expressed appreciation to the teacher for creating a flexible classroom culture, where mistakes are encouraged as part of the naturally learning process.

My hobbies (beatboxing) and individuality are respected by both the teacher and my classmates. The classroom environment is one in which we can talk about our interests in class. Class contents are designed to accommodate students' individualities, which makes me eager to participate, and it encourages a serious attitude towards assignments (Student H, personal communication, August 2, 2023).

### **Experience with the Cypher**

The cypher sessions were integral to the class experience. While some students initially found it challenging to express personal topics, particularly in the English language, the format and principles of the cypher eased these concerns. In the cypher, students felt supported and encouraged, through which they were able to overcome their fear of making mistakes, a common phenomenon in Japan. Students were also able to learn more about the lived experiences of one another as well as hear about each other's' unique opinions. Overall, the cypher allowed for deep connections, understanding emotions, and building relationships with peers.

At first, I was hesitant to express my opin-



ion in English in front of strangers. However, it became easier because the teacher mentioned that no one should be excluded. The teacher also helped align all the students with the principles of cypher. Towards the end, there were deeper questions, which felt challenging, but we were able to get to know each other well and I saw the benefits of the cypher (Student G, personal communication, July 31, 2023).

#### **Cypher's Influence on Inclusiveness:**

The cypher played a pivotal role in fostering inclusiveness. The cypher provided a safe space for expressing vulnerability, sharing personal experiences and getting to know peers on a deeper level. Students were then able to better understand and empathize with the unique struggles and experiences of their peers. Students also felt that they were able to be their most authentic selves in the cypher, noting that such spaces are uncommon in Japan. Through the cypher, a compassionate and inclusive classroom environment was cultivated. This also positively impacted student's perceptions towards learning.

It was easy to participate in class and be myself. The atmosphere was not tense, so I was not nervous, and it was easy to speak up ... I had been avoiding English, but this class changed my perception of English and increased my motivation to learn the language. (Student D, personal communication, July 24, 2023).

#### **Cypher's Role in Preventing Exclusion:**

Students believed that the cypher could help in preventing feelings of exclusion. The framework behind the cypher prevents exclusion, ensuring that students are not left out. Students also pointed out that in Japanese universities, students are mostly able to make friends

through club activities, and not so much in the classroom. Therefore, the cypher is crucial to enable students to get to know each other in class. Therefore, the cypher, combined with the teacher's approach, ensured that everyone felt involved and valued.

For students who do not belong to campus clubs, cyphers in the classroom are very important ... If the cypher is done in various classes you can get to know each individual on a deeper level. (Student G, personal communication, July 31, 2023).

#### **Suggestions for Improvement:**

In terms of implementing a cypher approach in Japanese universities, some suggestions for improvement emerged. These included ensuring equal speaking opportunities and delving deeper into opinions. Students also stressed on the importance of responding to one another and encouraging those who spoke up. This can be done through clapping, various forms of body language, as well as through facial expressions. Students suggested implementing the cypher into the fundamental structure of the classroom itself, as well as encouraging students to share their vulnerabilities.

I think we can adopt a cypher-style seating arrangement in university classes. It is also important to gradually make cypher topics more personal, where students are encouraged to share their difficulties and concerns. This will help reduce the resistance towards showing vulnerabilities among Japanese students (Student D, personal communication, July 17, 2023).

#### **Closing Remarks:**

Overall, students expressed gratitude and admiration for the teacher's efforts, and recognized the powerful impact of the cypher in their educational experiences. The unique

teaching style, combined with the cypher sessions, made the class a memorable and enriching experience.

I truly felt that the cypher was very important in this class and I would definitely like to continue doing it. The cypher was also prepared and facilitated with a lot of thought and effort from the teacher. (Student G, personal communication, July 31, 2023).

In conclusion, the interviews underscored the positive impact of the cypher sessions in fostering an inclusive, engaging, and welcoming classroom environment. This also positively impacted students' perceptions, attitudes, and motivation towards learning the subject taught in class. The teacher's approach, combined with the unique class structure, provided students with a holistic learning experience.

### **Triangulation**

#### **Comparative Insights from Multiple Data Sources**

The reflective journals from both students and teachers revealed a progressive enhancement in the classroom's inclusiveness, attributed significantly to the Hip Hop cypher framework. The students' and teacher's insights, coupled with the interventions implemented, illustrated the evolving classroom dynamics. The PIQ survey quantitatively corroborated the qualitative insights from the reflective journals. A significant majority of students expressed positive sentiments about the class, social relationships, and the overall class experience, aligning with the qualitative insights on the growing sense of community and inclusiveness. The interviews offered nuanced insights, echoing the sentiments expressed in the journals and PIQ. They provided a deeper understanding of the students' experiences, high-

lighting the role of the cypher in fostering a welcoming and inclusive environment.

#### **Cross-Verification of Data**

All three data sources consistently highlighted the positive impact of the Hip Hop cypher in fostering inclusiveness. The safe space created by the cypher was a recurrent theme, facilitating open dialogue, vulnerability, and authentic expression. However, the depth of expression varied. The reflective journals offered real-time insights, the PIQ provided quantitative measures of students' sentiments, and the interviews delved into detailed personal experiences and perceptions. Each data source unveiled unique aspects. The journals highlighted the evolving classroom dynamics, the PIQ quantified students' sentiments, and the interviews offered a detailed exploration of the students' experiences and the cypher's impact.

#### **Integrative Analysis for Comprehensive Understanding**

Triangulating the data sources provided a holistic view of the evolution of inclusiveness in the classroom. The reflective journals offered a chronological narrative, the PIQ quantified the sentiments, and the interviews provided detailed personal narratives, together offering a multi-dimensional perspective. The cypher's central role was emphasized in the data collected. While the journals narrated the evolving experiences, the PIQ confirmed the positive sentiments quantitatively, and the interviews enriched the understanding with detailed narratives. This highlighted the transformative educational implications of integrating the Hip Hop cypher, suggesting that it could serve as a pedagogical tool for fostering inclusiveness in diverse educational settings. The triangulation of data has enriched

the understanding of the Hip Hop cypher's impact on inclusiveness in education. This comprehensive approach underscored the multi-faceted benefits and offered deeper insights for educators, policy-makers, and stakeholders aiming to enhance inclusiveness in educational settings.

## Discussion

The primary objective of this study was to explore how the Hip Hop cypher can create inclusive spaces in Japanese university classrooms and to understand its impact on inclusiveness. The reflective journals, PIQ survey, and in-depth interviews collectively offer a comprehensive, multi-faceted perspective, each illuminating distinct aspects of the cypher's integration and impact, addressing the two pivotal research questions posited in the literature review.

### Addressing Research Question 1

*How can a Hip Hop cypher be implemented into Japanese university classrooms to create an inclusive space for learning?*

The implementation of the Hip Hop cypher in the Japanese university classroom, as evidenced by the study's findings, was characterized by an integration of action research and participatory learning. The cypher's implementation involved an iterative, dynamic interaction between the teacher, students, and the evolving classroom environment. The cyclical process of inquiry, intervention, and evaluation was evident in the teacher's and students' reflective journals. Each reflection and intervention was a step towards refining the cypher's implementation, ensuring it was responsive to the students' unique needs and the cultural nuances of the Japanese educational context.

This was instrumental in ensuring that the cypher was not just a theoretical construct but a lived, experiential process for both the teacher and students.

The triangulation of data offer a comprehensive and multi-faceted perspective of the cypher's implementation. The reflective journals, as real-time narratives, capture the dynamic, evolving nature of the cypher's implementation. They offer insights into the immediate reactions, adaptations, and interventions, echoing the action research principles highlighted by Reason and Bradbury (2006) in the literature review. These journals serve as a living document of the classroom's transformation, enriched by both the teacher's and students' perspectives. The PIQ survey adds a quantitative layer, offering measurable insights into students' sentiments and perceptions. The positive responses corroborate the qualitative narratives, providing empirical evidence of the enhanced inclusiveness and positive classroom dynamics fostered by the cypher.

In the context of implementing a Hip Hop cypher in Japanese university classrooms, a crucial initial step is the explicit explanation and contextualization of the concept of inclusiveness. Given that the Japanese educational context may not inherently emphasize or familiarize students with this concept, a deliberate introduction and continuous reinforcement of inclusiveness are essential. The students' initial grappling with inclusiveness, as evidenced in the reflective journals, underscores this necessity. Educators must bridge this gap, offering clear, contextual examples and ongoing dialogues to embed the concept into the students' cognitive and emotional landscapes.

The progression to personal topics within the cypher should be gradual and considerate,

respecting the students' initial hesitations and cultural nuances. As the in-depth interviews revealed, the journey from surface-level interactions to authentic, vulnerable expressions was pivotal in fostering genuine connections and empathy. This progression is not linear but dynamic, requiring adaptability and sensitivity to the students' readiness and responses. The cypher becomes a living entity, evolving with the students' growing comfort and trust. Mutual support and encouragement serve as the essence of the cypher. Each participant, both students and teacher alike, is not just a contributor but also a nurturer of the collective energy and safety of the space. This spirit of mutual upliftment is integral to transcending traditional classroom dynamics, fostering a participatory culture where every voice is valued, every expression is honored, and every individual is seen.

The teacher emerges as the architect and guardian of the cypher's sanctity. Their role transcends traditional pedagogical boundaries, embodying the dual roles of facilitator and participant. The teacher's authenticity, vulnerability, and responsiveness are catalysts for the students' engagement and openness. As the reflective journals and interviews illuminated, the teacher's approachability, adaptability, and empathetic presence are cornerstones in building and nurturing the cypher, transforming it from a pedagogical tool to a sanctuary of inclusiveness, expression, and connection.

### **Addressing Research Question 2**

*What is the impact of the Hip Hop cypher on inclusiveness in a Japanese university classroom?*

The impact of the Hip Hop cypher on inclusiveness is profoundly articulated through the students' experiences and perceptions, as cap-

tured in the results section. The cypher emerged as a transformative space, not just for learning but for fostering deep, authentic connections, empathy, and a sense of community.

The reflective journals highlighted a progressive journey from initial hesitancy to deep, authentic sharing. Each reflection and intervention demonstrated the cypher's adaptability to the Japanese educational context and its role in fostering an environment where students felt seen, heard, and valued. Students were not mere consumers of knowledge but active participants, contributing to a shared learning ecosystem. The initial hesitancy and challenges faced by students, especially in expressing personal topics in a second language, were mitigated by the safe, supportive space fostered by the cypher. This resonates with the literature on the role of safe spaces in facilitating authentic expression and learning (Tahmasbi et al., 2022).

The PIQ survey results further accentuated the cypher's impact on inclusiveness. A significant majority of the students expressed positive sentiments towards the class, indicative of an environment where students felt not just physically but emotionally and psychologically included. This finding is corroborated by the literature that underscores the multidimensional nature of inclusiveness, encompassing emotional support, social acceptance, and positive academic self-worth (Venetz et al., 2015).

The in-depth interviews delved deeper into the personal, experiential dimensions of the cypher's impact. Each narrative depicts the classroom as a space of empathy, connection, and authentic expression. Gradually, the classroom was transformed from a traditional learning environment to a space of communal sharing,

empathy, and support. The teacher's role was necessary in this transformation, echoing the literature's emphasis on the educator's role in fostering inclusiveness (Zeichner & Noffke, 2021). The cypher's role in enhancing English language skills was an unintended yet significant outcome. The safe space fostered by the cypher mitigated the fear of making mistakes, a common phenomenon in the Japanese educational context, echoing Vygotsky's (1978) social constructivist theory. The cypher facilitated meaningful social interactions, where language was not just a tool for communication but a medium for expressing identity, emotions, and experiences. The consistencies across the data sources underscore the cypher's potential in fostering inclusiveness. The recurring themes of safe space, open dialogue, and authentic expression were echoed across the journals, PIQ, and interviews.

The variations, particularly in the depth of expression across the data sources, offer nuanced insights. The reflective journals provide a chronological narrative, capturing the immediacy of the classroom experiences. In contrast, the interviews, influenced by retrospective reflection, offer a deeper, more introspective exploration of the students' experiences. These variations are not contradictions but rather enriching layers, adding depth and complexity to the cypher's impact.

### **Integrative Insights and Future Directions**

The integration of the Hip Hop cypher into the Japanese university classroom, as evidenced by this study, offers a blueprint for educators and policymakers seeking to foster inclusiveness in diverse educational contexts. The cypher, with its roots in Hip Hop culture, offers a bridge between the theoretical constructs of inclusiveness and the practical, lived

experiences of students. The data collected underscores the multifaceted nature of the cypher's impact. The reflective journals offer a dynamic, evolving narrative; the PIQ provides empirical, quantitative insights; and the interviews add depth, nuance, and personal narratives to the findings. This integrative analysis, rooted in the triangulation, illuminates the cypher's transformative impact from multiple angles. This multidimensional view aligns with the complex, multifaceted nature of inclusiveness as explored in the literature review (Venetz et al., 2015).

Therefore, the Hip Hop cypher emerges not just as a pedagogical tool but as a transformative space where learning, identity, culture, and community intersect. It is not just a method of teaching but a catalyst for fostering inclusiveness, empathy, and authentic expression. The findings offer insights for educators, policymakers, and stakeholders, paving the way for future research and innovations in education. This offers a holistic approach that values the diversity of insights, the richness of multiple perspectives, and the transformative power of participatory learning.

### **Limitations**

While the cypher was effective in this context, the findings were derived from students in the researcher's classes at Soka University. Hence, more studies are needed to investigate its effectiveness in broader populations due to cultural and contextual specificity. While the action research approach facilitates practical and context-specific insights, it also intertwines the researcher's role with that of a participant. This dual role can complicate the objectivity of the observations and findings, as

the researcher's involvement in the process might influence the outcomes. Additionally, The study was conducted over a single semester, which may not be sufficient to observe long-term impacts and changes in students' attitudes and perceptions. Longer-term studies could provide a more comprehensive understanding of the sustained effects of the Hip Hop cypher in educational settings.

## Conclusion

This study underscores the transformative potential of the Hip Hop cypher in redefining the contours of learning and interaction within Japanese university classrooms. The cypher emerged not just as a pedagogical tool but as a sanctuary where students could transcend traditional barriers, engage in authentic expressions, and foster a community of mutual respect, empathy, and inclusiveness. The teacher's role as both a facilitator and participant was important in nurturing the cypher's ethos, ensuring its adaptability and responsiveness to the students' evolving needs and expressions. The triangulation of data from reflective journals, PIQ, and in-depth interviews offered a multi-dimensional perspective towards the cypher's impact on fostering inclusiveness, enhancing students' engagement, and transforming the classroom into a space for shared experiences, learning, and growth. While there are limitations to this study, it offers valuable insights into the use of the cypher as an inclusive pedagogical tool. Based on the results, further applications of the cypher in various educational settings can be explored in future studies.

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## Appendix A

### Cypher Framework



#### Rules

1. Students sit in a circle (生徒たちは輪になって座る)
  2. Be your most authentic self (最も本物の自分を表現してください)
  3. Everyone has a chance to share (みんなが意見を共有する機会がある)
  4. Everyone is equal and all voices have equal value (誰もが平等で、すべての声は同じ価値がある)
  5. Praise is awarded to individuals when they share, it is ok to make mistakes (意見を共有した人には賞賛が与えられて、間違いがあっても大丈夫です)
  6. Support and help each other - "Each one, teach one" (お互いをサポートし助け合う)
  7. Respect one another (お互いを認め合いましょう)
1. Talk more in English
  2. Respect each other
  3. Listen to the person who is speaking
  4. Put in effort to talk to everyone
  5. Eye contact
  6. Everyone believes in ourselves and believes in our classmates
  7. Communicate using body language
  8. Keep smiling
  9. It is okay to eat and drink in class
  10. Greet after the end of class
  11. Greet at the start of class
  12. Create an environment where it is easy to speak
  13. Teach each other
  14. It's okay to make mistakes, and encourage each other when we make mistakes.

### Safe Space Guidelines (Create as a class)

## Additional Information

1. The purpose of the cypher is to create an inclusive classroom community (サイファ어의目的は、包括的な教室コミュニティを作ることです)
2. The cypher will be held once a week at the start of class (サイファ어は授業開始時に週に一度開催されます)
3. We will discuss a series of personal topics (いくつかの個人的なトピックについて話し合います)
  - A) Dreams and aspirations (夢や目標)
  - B) Identity (アイデンティティ)
  - C) Struggles and victories (困難と勝利)
  - D) Things you did during the weekend (週末にしたこと)
4. We will write reflections once every two weeks (2週間に1回、振り返りを書きます)

## Appendix B

### **Informed Consent Form for Research Participation**

Title of Research: Building Inclusive University Classrooms in Japan through the Hip Hop Cypher: An Action Research Study.

Principal Investigator: Tan Beng Hwee

#### **1. Research outline**

##### A. Objective of the study

This study aims to explore the impact of a Hip Hop cypher approach on a Japanese university classroom. The study will also serve to improve this Hip Hop cypher approach to create more inclusive classroom environments.

##### B. Research design and procedures

The researcher will implement action research approaches through reflection journals, surveys, and semi-structured interviews. Reflection journals will be done biweekly, while the surveys and interviews will be conducted at the end of the semester.

##### C. Releasing of study results

Research results will be included in possible publications in national or international peer-reviewed academic publications and presentations at national or international conferences or symposia. No identifying data will be included in the study.

##### D. Data collection method

Surveys will be distributed online and will take approximately 5 minutes. Interviews will be conducted online or in person at the convenience of the participants. The interview will include open-ended questions and will take between 30 and 45 minutes. The interviews will be recorded and transcribed.

##### E. Selection of participants

The participants who will be involved in this

study are students from the instructor's English 1 classes. The participants of the study will depend on those who are willing to participate and agree to the Informed Consent Form.

#### F. Anticipated risks

There are no potential physical, psychological, nor social risks to the participants. In addition, participants are free to withdraw from the research at any time without penalty.

#### G. Potential benefits of the research to the participants or society

Upon completion of this study, university educators in Japan will be able to employ a new approach to develop inclusiveness in the classroom. In addition, this will also address current concerns over the lack of inclusiveness in Japanese educational settings.

## 2. Protecting personal information

All information obtained in this study will be kept strictly confidential and anonymous. Data collected through the reflection journals, surveys and interviews will only be accessed by the principal investigator, Tan Beng Hwee. All data will be stored on a portable, password-protected data storage device that will be kept secure in a locked and secure location accessible only by the researcher. Data will only be accessed via the storage device by a computer that is not connected to the Internet or a Wi-Fi connection. All electronic data will be erased from any storage device, and all paper records of data will be shredded later than April 10, 2033.

## 3. Participation in research

- Participation in this research is voluntary
- You will not be disadvantaged by choosing not to participate in the research
- You will be able to withdraw from the research at any time without being dis-

advantaged or penalized

- You will be able to print a copy of this informed consent form

# Foreign Language Anxiety and Psychological Safety

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Keywords: Foreign Language Anxiety, Psychological Safety, FLCAS, TESOL

## Abstract

While foreign language anxiety (FLA) has been a hot topic in second language acquisition (SLA), relatively little is known about the process of how language learners overcome the negative effects of FLA and obtain psychological safety. To fill this gap, this current study aims to examine to what extent language learners experience a change in FLA quantitatively, and what factors cause FLA and contribute to creating psychological safety in learners' minds. To meet these objectives, 42 Japanese English as a foreign language (EFL) learners took part in this research. This study comprises three survey instruments: a consent form, Foreign Language Classroom Anxiety Scale (FLCAS) translated into Japanese, and a semi-structured interview. A one-way repeated measures ANOVA indicated that there was a statistically significant change in FLA levels during the academic year 2022. Furthermore, a qualitative data analysis suggests that interacting with peers, instructors' teaching approaches, and promoting resilience might play

an important role in easing EFL learners' FLA. In line with these findings, implications for EFL instructors are discussed.

## Foreign Language Anxiety and Psychological Safety

Second language acquisition (SLA) is a process by which “people learn a second language not as a young child but rather later in life” (Dawson & Phelan, 2016, p. 345). Successful SLA can be determined by many affective factors. Foreign language anxiety (FLA) is one of the most researched psychological variables in linguistics research. FLA is a situation-specific anxiety construct that affects language learners in language classes (Horwitz et al., 1986). SLA researchers in the field of linguistics began to investigate the relationship between FLA and second language (L2) development using the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) to understand L2 learners' FLA levels. Research has revealed that FLA has a negative impact on L2 achievement (e.g., Horwitz, 2001; Sanaei, 2015). More recent research throws light on creating a safe environment in

the language classroom where learners can reduce anxious feelings and freely express themselves (e.g., Dryden et al., 2021). Tsiplakides and Keramida (2009) argue that creating a relaxed environment in the English classroom might allow L2 learners to reduce FLA. Yamakawa (2018) established a conceptual framework to understand how learners reduce their anxiety and obtain psychological safety in their minds in an educational setting. In this framework, the process of how learners reflect on themselves, develop a relationship of trust with others, and acquire psychological safety is explained. There is little research that examined if Yamakawa's framework can be applied to L2 learning environment. In order to provide insights into the applicability of Yamakawa's framework, further examination of the process of learners' emotional change is needed. This current study was conducted to find out: (a) to what extent FLA levels of college EFL learners change in a required English course; (b) what factors contribute to easing FLA and creating psychological safety that allows learners to feel emotionally safe and express their opinions freely. In addition to analyzing quantitative and qualitative data, the present study discussed Yamakawa's conceptual framework to understand the process of how English learners reduce FLA levels and obtain a sense of psychological safety.

## Literature Review

### FLA

According to Martin and Alvarez (2017), FLA is considered an emotional and individual characteristic that foreign language learners may possess. Dykes (2017) notes that this type of anxiety is unique to the language learning

process. Horwitz et al. (1986) are leading researchers in the field of FLA. They clearly articulated the concept of FLA. FLA was defined as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" (p. 128). Horwitz and her colleagues classified FLA as 3 different types: (a) communication apprehension, (b) test anxiety, and (c) fear of negative evaluation. Communication apprehension refers to a type of shyness that is caused by fear or anxiety when communicating with people. For example, L2 learners might have difficulty in speaking or listening to the target language in pairs or groups. Test anxiety stems from a fear of failure in language tests. Some L2 learners might experience test anxiety if they think that non-perfect performance in tests means failure. These students tend to put unrealistic demands on themselves. Fear of negative evaluation is defined as "apprehension about others' evaluations, avoidance of evaluation situations, and the expectation that others would evaluate oneself negatively" (Horwitz et al., 1986, p. 128). It might occur when L2 learners feel less confident about meeting the proper social expectation by speaking the target language such as at a job interview.

Apart from the sources of FLA, researchers have paid attention to the effects of FLA on L2 learners' language achievement. There have been a number of studies which find a negative correlation between FLA and language achievement. The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) has been widely used to examine FLA's influence on a number of language learning variables. This questionnaire was designed to measure general foreign lan-

guage classroom anxiety. According to Aida (1994), second-year American students learning Japanese with high FLCAS scores were likely to receive low final grades. The meta-analysis conducted recently by Botes et al. (2020) showed a negative relationship between FLCAS and academic achievement of four language skills: reading, writing, listening, and speaking.

As well as revealing the effects of FLA on language performance, a number of studies are concerned with the general practice of language teachers. Horwitz et al. (1986) argue that educators hold the major responsibility for helping L2 learners dealing with FLA. They suggest that teachers use student support techniques such as “relaxation exercises, advice on effective language learning strategies, behavioral contracting, and journal keeping” (Horwitz et al., 1986, p. 131). Similarly, Tóth (2011) suggests that teachers should be aware that there are students who experience fears and worries triggered by teachers. While a number of studies revealed that oral communication activities could increase FLA levels (e.g., Horwitz et al., 1986; Woodrow, 2006), some other studies showed that English learners could reduce communication apprehension in a relaxed and supportive environment where continuous communicative-based teaching and cooperative language learning techniques which encourage students to speak English were implemented. (Nagahashi 2007; Suwantharathip & Wichadee, 2010; Dykes, 2017). A more recent study shows that educators are suggested to make plans or use techniques to boost learners’ resilience to help them cope with anxiety because the study revealed that improved resilience could allow students to encounter less anxiety (Shen, 2022).

## Psychological Safety

As with cooperative language learning, student-centered learning approach has been paid attention to as a way to improve language skills (e.g., Lak et al., 2017; Kassem, 2019). Kassem defined a student-centered approach as “an instructional approach in which students influence the content, activities, materials, and pace of learning. The teacher is not a provider of knowledge, but a provider of opportunities from which learners can learn independently and from one another” (p. 140). The approach involves working on classroom tasks in pairs and/or groups (Emaliana, 2017). The major challenge that teachers face is to provide a safe environment for students because students might feel uncomfortable in a student-centered classroom if they are used to teacher-centered approaches (Catalano & Catalano, 1999). Teacher-centered approaches involve teachers providing information and monitoring students for correct answers. Students receive information from teachers and are encouraged to obtain the correct answers (Emaliana, 2017). Also, Alghonaim (2014) reported that student-centered activities could be anxiety-provoking to language learners. Alghonaim’s study revealed that Saudi EFL students’ FLA was caused by communicative activities such as oral presentations and role-plays in front of the class.

The idea of creating a safe environment in classrooms is new to SLA (Tu, 2021). The concept of psychological safety has been originally introduced by Schein (1993) as a component of facilitating organizational change. Schein claims that psychological safety helps people to overcome learning anxiety that is triggered when their opinions are different from other people’s expectations. Later, Edmondson (2014)

describes psychological safety as a shared belief among members of a team/community that it is safe to take interpersonal risks in a particular context such as a workplace. According to Tu (2021), from the viewpoint of SLA, psychological safety refers to “the safety that students and teachers feel in the classroom context for taking initiative, interact, and speak out their ideas without being embarrassed, humiliated, and punished” (p.2). Tu claims that a classroom culture that involves psychological safety for students can lead to more outstanding and positive outcomes such as active engagement and motivation. While the topic that focuses on easing FLA and promoting psychological safety in EFL/ESL contexts is less explored, Dryden et al (2021) found that the use of translanguaging has the potential to ease EFL students’ FLA-related negative emotions such as fear, distress, and embarrassment. Translanguaging refers to “a pedagogical practice in bilingual education which deliberately allowed for the interchangeable use of the languages of input and output” (Yasar Yuzlu & Dikilitas, 2022, p. 177). A more recent study revealed that instructors’ teaching approaches, pair and group work, and dialogue with peers contribute to alleviating FLA and creating a safe space in a language classroom (Tataka, 2023).

In order to comprehend how students develop a secure feeling and acquire psychological safety in the learning environment, Yamakawa (2018) established a conceptual framework. In this framework, Yamakawa hypothesizes that learners need to reflect on themselves, change their behaviors, and build a new reliable relationship with others to become autonomous learners. According to Yamakawa’s conceptual framework, first, students realize how differ-

ent they are from others (e.g., peers, instructors) and start to ask themselves if their current beliefs, mindsets, and behaviors are appropriate as they are exposed to a new world. Exposure to a new world means interacting with people in a classroom in an educational setting. Since the differences are uncomfortable for the learners, they want to change their mindsets and behaviors and try to adjust to the new environment (new world). Yamakawa claims that this flow of mindset is the same as the growth mindset which was popularized by Dweck (2016). Dweck notes that a growth mindset is a belief learners have that their talent or intelligence can be developed. Through interacting with others and reflecting on themselves, learners are expected to change their mindsets (growth mindset). According to Yamakawa, once they change their mindsets, they become more open-minded. These mental and behavioral changes lead to creating a new different relationship between the learner and other people. After the learners have succeeded in fixing the relationship, they can obtain psychological safety, start to take risks without fear or anxiety, and are willing to change their mindsets and behaviors more in a virtuous cycle. Yamakawa stresses that interacting with people through dialogue is crucial to make this positive mental development happen.

Although previous studies have revealed that continuous communicative based teaching and cooperative language learning techniques can help alleviate students’ FLA (Nagahashi, 2007; Suwantarathip & Wichadee, 2010; Dykes, 2017), there are not sufficient studies that have explored the process of how L2 learners gain psychological safety in a language classroom. This gap exists because most studies have fo-



cused on factors that influence FLA levels using quantitative approaches. In addition, few studies have examined the conceptual framework established by Yamakawa (2018) in light of empirical evidence. Therefore, the present study tries to investigate if there is a statistically significant change in FLA between the three different points in time: the beginning of the spring semester, the end of the spring semester, and the end of the fall semester at a university, and also examine what qualitative factors influence students to make a change in FLA and to gain psychological safety. Finally, this study discusses how the empirical data lend support to the proposed Yamakawa's conceptual model.

## Research Question

This study seeks to find the answers to the following research questions:

- 1) To what extent does a change in FLA occur in the English language classroom during the 2022 academic year?
- 2) What qualitative factors contribute to a change in FLA and feeling of psychological safety in the English language classroom?

## Methodology

### Research Design

An explanatory sequential mixed-methods design was employed to gain a better understanding of students' changes in FLA levels and factors that influence their emotions in depth. The data was collected in two consecutive phases, quantitative and qualitative. The results of the quantitative analysis were followed up with a qualitative phase, which helped the author to explain the initial quanti-

tative results.

### Participants

Participants were 42 university students who completed tests of administrations of FLCAS at three different points in time. The participants were undergraduate students from three departments at a university in Tokyo: Letters, Law, and Education. A convenience sampling method was used as a method for selecting participants. According to Etikan et al. (2016), this method is a type of nonprobability or nonrandom sampling that involves choosing participants that are readily available and easily accessible to the researcher without additional requirements. This sampling method was used in this study because all participants were enrolled in English courses in which all instructors implemented the same student-centered approaches using the same required textbook. Participants were enrolled in a mandatory two-credit English course held twice a week during the spring and fall semesters of the 2022 academic year. Four different instructors including the author covered the English courses with a student-centered approach, which encourages students to produce the target language in pairs and groups. Among the English instructors, two were native Japanese speakers, and two were native English speakers. The courses were offered for students with basic levels of English proficiency based on their TOEIC scores (280 and below). For the sake of confidentiality, each participant is identified with numbers in the present study.

### Instruments

This study employed three sources of data: a consent form, FLCAS translated into Japanese by Yashima et al. (2009), and a semi-structured interview. The 5-point Likert scale is

used in the original FLCAS developed by Horwitz et al. (1986). However, the 5-point Likert scale was changed into a 6-point system used in Dyke's (2017) study to clarify the existence or non-existence of FLA because research has shown that Asian (Chinese and Japanese) people are more likely to avoid extreme responses and choose middle options (Wang et al., 2013). The modified FLCAS contains 33 items with the following measures and weights: strongly disagree (1) to strongly agree (6). For negatively worded anxiety items (2, 5, 8, 11, 14, 18, 22, 28, and 32), scores were reversed

Another instrument was an open-ended semi-structured interview. Interview items comprised relevant items inquiring about participants' attitudes and feelings towards their English class. Items included the following five questions: (a) How did you feel about the English I and English II class?, (b) Did you feel a change in your feeling through the English I and English II class? Why or why not? How?, (c) Did you see your personal growth through the English I and English II class? Why or why not?, (d) How did you feel about working with your partner and with the members in your group?, and (e) Did you feel anxious during the English I and English II class? Why or why not? The interviews lasted for between 20 and 30 minutes. Interviews were conducted on Zoom in Japanese, which was both the interviewer and participants' first and dominant language, at a place and time the students preferred. Students who exhibited a significant increase or decrease in FLCAS scores were invited to participate in the interview. All participants' quotes were translated into English in this study.

### **Procedure**

The author made a video explaining this

current study in Japanese which was shown to the participants in the beginning of the spring semester of the 2022 academic year. The students who signed a consent form participated in this study by the second week of May. Instructors asked students who agreed to this study to complete the FLCAS from the second week of May to May 24th. The students took a 15-week English course (English I) from the second week of April to the third week of July. The FLCAS was administered to the students again from the third week of July to July 22nd. After the fall semester began, students took another 15-week English course (English II) which continued to use the same textbook as the one used in the spring semester. Finally, they completed the FLCAS again from the second week of December to January 27th.

After the fall semester ended, six students were asked to answer the semi-structured interviews. The author chose students based on the results of the FLCAS. The difference between the FLCAS score gathered in May and the one at the end of the fall semester (December and January) and *z*-scores were calculated. The author tried to reach three students with the highest, second highest, and third highest *z*-scores, and three students with the lowest, second lowest, and third lowest *z*-scores in order to interview both students who increased and decreased FLA substantially. However, since some students with the high *z*-score and low *z*-score did not reply to the author's email, the author continued to ask another student with the next highest *z*-score and another student with the next lowest *z*-score until that student replied. The FLCAS scores gathered in May and at the end of the semester (December and January), and *z*-scores are shown in Table 1 below.

**Table 1**  
*Interviewees' Scores of FLCAS in May, Scores of FLCAS in December and January, and Z-Score*

Student	Scores in May	Scores in December and January	Difference	Z-scores of the difference
Student 1	110	60	-50	-3.75
Student 2	149	115	-34	-2.20
Student 3	128	102	-26	-1.72
Student 4	123	133	10	0.48
Student 5	124	139	15	0.78
Student 6	118	139	21	1.14

Interviews were conducted on Zoom from the fourth week of February 2023 to the third week of March 2023. All the interviews were recorded on Zoom after obtaining the participants' consent.

### Analysis

There were two strands of the data analysis. The quantitative data was analyzed with SPSS program through descriptive and a one-way repeated measures ANOVA as the score data from the FLCAS collected at the beginning of the spring semester, at the end of the spring semester, and at the end of the fall semester was normally distributed. P values < .05 were considered statistically significant. To specify the variables influencing students' FLA, the qualitative data obtained through interviews was examined using the KJ method (Kawakita, 1967, 1970), which uses a four-step process: (a) card making, (b) grouping and naming, (c) chart

making, and (d) explanation to categorize participants' responses and identify themes and new insight. First, all responses were transcribed, and meaningful messages were written on postcards. Next, similar ideas or concepts from responses were grouped together. Each group was given a name with a single word or short phrase. In the third phase, the groups were arranged on a large sheet to classify the relations. Finally, each classified category was provided with an explanation provided in the result section. In addition to analyzing the quantitative and qualitative data, Yamakawa's (2018) conceptual framework was discussed based on the results to see if students can make a progress as a language learner as the framework explains.

**Table 2**  
*Descriptive Statistics*

Variable	N	95 % Confidence Interval for Mean		M	SD	Min	Max	Interquartile Range
		Lower Bound	Upper Bound					
FLCAS scores in May	42	116.77	129.85	123.31	21	78	166	31
FLCAS scores in July	42	115.93	129.74	122.83	22.15	72	165	26
FLCAS scores at the end of the fall semester	42	103.84	119.68	111.76	25.40	60	173	34

## Results

Descriptive statistics were used to examine the basic features of participants' FLA levels at three different times. As shown by Table 2, the mean scores on FLCAS for May, July, and the end of the fall semester are 123.31, 122.83, and 111.76 respectively. The standard deviation (SD) was 21 for May, 22.15 for July, and 25.40 for the end of the fall semester, indicating that the scores gathered in May were less spread than the scores collected in the other two times. Since the mean scores collected at the three times were above 50% of the total FLCAS score (198), it seems that participants in this study had relatively high levels of FLA throughout the year.

To examine whether there was a significant difference between any timepoints, a one-way repeated measures ANOVA was conducted. Before performing a one-way repeated measures ANOVA, certain assumptions needed to be met. These assumptions require that there are no outliers in any of variables, each data is normally distributed, and the variables have

equal variances (homogeneity of variances). After confirming that all the assumptions above were met, a one-way repeated measures ANOVA was run to compare the FLCAS scores at the beginning of the spring semester (May), end of the spring semester (July), and end of the fall semester (December and January). The mean FLCAS score at the beginning of the spring semester was 123.31 (SD = 21), 122.83 (SD = 22.15) at the end of the spring semester, and 111.76 (SD = 25.40) at the end of the fall semester. These scores are significantly different,  $F(2, 82) = 14.95$ ,  $p < .05$ ,  $\eta_p^2 = .267$  (see Table 3). According to Cohen's (1988) recommendation of partial eta squared, benchmarks are small ( $\eta_p^2 = 0.01$ ), medium ( $\eta_p^2 = 0.06$ ), and large ( $\eta_p^2 = 0.14$ ) effect. Therefore, the effect size of the results was large. Pairwise comparisons indicated that FLCAS scores at the beginning of the spring semester and at the end of the fall semester were significantly different (95% CI of the difference = 5.222 to 17.873), as were FLCAS scores at the end of the spring semester and at the end of the fall semester (95% CI of the difference = 5.057 to 17.086) (see Table 4).

**Table 3**  
*Test of Within-Subjects Effects*

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Time	Sphericity Assumed	3586.111	2	1793.056	14.945	.000	.267
	Greenhouse-Geisser	3586.111	1.954	1835.267	14.945	.000	.267
	Huynh-Feldt	3586.111	2.000	1793.056	14.945	.000	.267
	Lower-bound	3586.111	1.000	3586.111	14.945	.000	.267
Error (Time)	Sphericity Assumed	9837.889	82	119.974			
	Greenhouse-Geisser	9837.889	80.114	122.799			
	Huynh-Feldt	9837.889	82.000	119.974			
	Lower-bound	9837.889	41.000	239.949			

**Table 4**  
*Pairwise Comparisons*

(I) Test	(J) Test	Mean Difference (I-J)	Std. Error	Sig.b	95% Confidence Interval for Differenceb	
					Lower Bound	Upper Bound
1 (May)	2 (July)	.476	2.216	1.000	-5.056	6.009
	3 (December and January)	11.548*	2.534	.000	5.222	17
2 (July)	1 (May)	-.476	2.216	1.000	-6.009	5.056
	3 (December and January)	11.071*	2.409	.000	5.057	17.086
3 (December and January)	1 (May)	-11.548*	2.534	.000	-17.873	-5.222
	2 (July)	-11.071*	2.409	.000	-17.086	-5.057

While a one-way repeated measures ANOVA found a statistically significant change in FLA during the academic year 2022, a qualitative analysis using KJ method showed what factors raised students' FLA levels and what factors contributed to easing FLA. Themes that emerged from trends in the data are shown below.

#### **Anxiety-Provoking Factors**

The analysis of the interview data revealed that some students reported more FLA when they realized that they lacked English language skills.

Student 1: *I was overwhelmed by the situation where the teacher speaks only English, and I can use only English. I have never experienced that before.*

Student 4: *I felt that I needed to study English more. When I got involved in a group discussion, I had something that I wanted to talk about. However, I couldn't say it because I didn't know how to say it in English.*

When asked what made her feel anxious in

the class, Student 5 said, "Grammar frightened me the most." What emerged from these students' opinions is that their anxiety seems to have come from lack of language proficiency because they did not feel confident about their language skills and became anxious. Conversely, once Student 1 felt comfortable listening to his teacher's English, she started to feel better.

Student 1: *At first, I didn't understand what he (his teacher) was talking about. Gradually, I became able to listen to his English. That was good.*

Another anxiety-provoking factor cited by a student concerned fear of making mistakes. Compared to other students, Student 3 was more unwilling to speak in the class. She hesitated to speak up even though she had an opinion.

Student 3: *I'm not confident about what I want to say. I wonder if this (her idea) is correct. Because of this, I feel nervous. [...] When I shared my opinions or thought, well, I thought, "What if I make a mistake?" I had that kind of anxious*

*feeling.*

Student 3 experienced FLA as being afraid of making mistakes such as saying words incorrectly. She had difficulty in sharing her ideas in the class.

### **Interacting with Peers**

One common thread found in the interview sessions was support from their peers. Students' FLA was eased when they interacted with other students in pairs and groups. They mentioned that pair and group work made them feel relaxed and open-minded. All the participants had positive experiences of engaging in pair work and group work. Student 1, 2, 3, 4, and 6 reported that their classmates supported them and contributed to creating a relaxed atmosphere.

Student 1: *Students around me was so considerate and talked to me in a way that I can understand.*

Student 2: *I think that group work makes it easier to speak up.*

Student 3: *In the fall semester, I could get along with everybody, and I felt comfortable. I felt like I've gotten less nervous.*

Student 4: *People in my class never blamed others for making mistakes, which made the classroom environment better. That was good.*

Student 6: *I enjoyed the English class very much thanks to my classmates. I felt that I could talk with them more friendly throughout the semesters. I'm glad that I could become friends with them.*

It appears that the relaxed environment

where students feel comfortable speaking up and less anxious is likely related to interacting with their peers. As Student 2 mentioned, pair work or group work implemented in these student-centered classes might have worked well with regard to developing relationships between students. Peers' attitude towards the participants appears to play an important role in reducing FLA.

Student 1: *We encouraged each other. This gave me the push. I did my best. [...] When I got the correct answer for a question, my partner acknowledged that I had good English abilities. This boosted my confidence.*

Student 2: *I didn't feel anxious because my classmates helped me solve difficult problems I could not understand on my own.*

Student 5: *There was a student who told me that it is okay to make mistakes. Then, I thought, "I'm not alone." I felt less anxious.*

Student 6: *Many of my classmates were nice. We enjoyed encouraging each other by saying, for example, "That was close." [...] I felt that some students listened to me closely because they made eye contact with me and nodded their head. These behaviors made me feel good.*

It was a common students' behavior shared by four participants that their classmates helped them and encouraged them. Student 1 and 6 reported that encouragement had a significant impact on their emotional state. In addition, it seems that peers' attitudes such as

helping students with English problems and comforting others by saying that making mistakes is acceptable contributed to reducing Student 2 and 5's FLA. Student 6 mentioned specific peers' behaviors that made her feel comfortable and relieved. It seems that showing interest by nodding, making eye contact, and listening intently made Student 6 feel psychologically secure. As the semester progressed and the participants interacted with their peers, they started to change their attitude.

Student 3: *I became more willing to speak. I've gotten less nervous. I feel that I want to speak first. That's because people around me were always cheerful. [...] I realized that my classmates' English skills are the same as mine. I'm afraid of answering a question in front of people with high skills. However, we all have the same English proficiency. I'm not so embarrassed if I made a mistake in my class.*

Student 6: *I realized that I don't have to be afraid of making mistakes because it seems that a lot of my classmates were not afraid of making mistakes and gave their opinions actively. This made me think that I should give it a try even though my grammar and vocabulary are not so good. [...] I thought, "I should feel free to say my opinion." because there was a mistake-friendly atmosphere in the classroom.*

Students 3 and 6 experienced emotional

change throughout the spring and fall semesters. They gradually became less concerned about making mistakes and more open to taking risks. The mistake-friendly relaxed atmosphere opened their minds and motivated them to speak up with less FLA levels. Student 1 felt a sense of community as he learned English with his classmates during the semesters and felt more comfortable. He said, "I realized that we are all friends in this class. Then, I started to feel less anxious."

While it was found that interacting with peers could alleviate participants' FLA levels, the analysis of the interview data revealed that opportunities to communicate with others such as group work could have negative effects on students' emotional state. Student 1, 4, and 5 mentioned loneliness, awkwardness, and pressure.

Student 1: *When the teacher asked to form groups, I didn't know how to join a group. I felt lonely because I was alone.*

Student 4: *I felt that my group members were unwilling to speak. So, we couldn't keep the conversation going. I liked group work, though.*

Student 5: *There was an atmosphere where everyone in my group depended on me. I was not confident about the grammar questions. But I did my best. [...] I thought, "Everyone depends on me. What if I made a mistake." I really worked hard.*

Even though interacting with peers helped participants ease their FLA, the results showed that group work could make some students feel uncomfortable in a language learning envi-

ronment. Student 1 felt nervous when he did not know how to join a group. Student 4's group members attitude demotivated him. Student 5 struggled to receive support from group members and was under pressure.

### Resilience

Another noteworthy trend emerged from the interview data was that some students felt psychological safety by putting themselves in a tough condition. In other words, they started to feel more comfortable in difficult situations such as speaking in front of others after they got used to these environments. Anxiety-provoking experience made student 2, 3, and 4 psychologically stronger.

Student 2: *I felt less embarrassed in front of others [...] because I experienced being picked by the teacher, asked to say something, and doing the presentation in front of everyone. [...] After I moved forward and stood in front of everyone, I thought, "Oh, well, Whatever, I don't care." At some point, I felt less nervous and thought, "Just do it."*

Student 3: *Probably it is important to give it a try and get used to a difficult situation. [...] If you have feelings such as "Oh, it was easier than I expected." or "I felt nervous, but I could pull it off.", you can try it again without anxiety next time. [...] I'm not good at presentations, but I think I started to feel less nervous and anxious compared to the beginning of the (spring) semester.*

Student 4: *I think it was good for me to be*

*forced to go to the Chit Chat Club by the teacher. [...] I realized that communicating in English is fun. I had positive feelings toward English learning in the fall semester.*

As these students faced challenging situations, they became able to deal with negative emotions or stress effectively. Students 2, 3, and 4 stepped out of their comfort zones and placed themselves in challenging situations. One common thread running through their responses is that their instructors asked them to do challenging tasks. Student 2 was asked to speak up many times. Student 3 had to give presentations throughout the semesters. Student 4 had to go to the Chit Chat Club, which is a language support service in which students practice conversational English with international students. They had thought that these activities would frighten them before they engaged in the activities. However, once they jumped in the challenging situations, they realized that the tasks are enjoyable or easier than they had expected. The determination not to quit and endure helped Student 2, 3, and 4 alleviate their FLA and overcame their difficulty with English learning.

### Instructor's Role

The findings revealed that students' FLA might have varied depending on how instructors conducted their class. Instructors who were thoughtful, brought familiar topics related to students' lives in their teaching, employed communicative teaching methods, and created a mistake-friendly environment seems to enhance participants' language learning experience.

Student 1: *In the beginning of the semester, I*



*didn't know which group I should join. My teacher used random numbers to form different groups every time. This eased my anxiety.*

Student 3: *The atmosphere in the classroom was good. [...] Probably that is because we have many chances to speak.*

Student 4: *My teacher used to say that we can make many mistakes. This led to creating a relaxed environment.*

Student 5: *The topics my teacher covered were related to our daily lives. This helped us get to know each other. That was good.*

Student 1's instructor decided how students form groups beforehand, which made him feel relieved because he did not know which group he should join. Student 3 seems to have enjoyed the communicative language teaching approach. As mentioned above, fear of making mistakes could increase FLA levels. However, according to Student 4, as the instructor encouraged students to make mistakes without it being a significant issue, the classroom atmosphere became more relaxed. The fact that familiar topics made the communication go smoothly and helped students connect with each other in Student 5's class suggests that instructors might be able to ease students' FLA by choosing familiar contents and /or materials in their class.

In short, while perceptions of L2 competence and fear of making mistakes had a negative impact on student's emotional state, it was found that interacting with peers, developing resilience, and instructors' support could overcome the negative emotions such as stress and

anxiety.

## Discussion

This study examined to what extent change of university students' FLA occurred and what qualitative factors influenced students' FLA levels and contributed to amplifying psychological safety in student's minds. The first research question asked about the change in FLA over the 2022 academic year. The result of a one-way repeated measures ANOVA found a statistically significant change in FLA during the academic year 2023. Specifically, FLCAS scores at the beginning of the spring semester and at the end of the fall semester were significantly different, as were FLCAS scores at the end of the spring semester and at the end of the fall semester.

In order to answer the 2nd research question asking what factors cause FLA and help students to feel psychologically safe, qualitative data was gathered through a semi-structured interview and analyzed by the KJ method (Kawakita, 1967, 1970). The qualitative analysis revealed that some students felt anxious because they were dissatisfied with their L2 proficiency and were afraid of making mistakes. A similar result was reported by Tóth (2011). Tóth's qualitative study revealed that EFL students felt stressed when they tried hard to avoid mistakes and perceived their L2 competence to be insufficient.

On the other hand, this study found that some students appreciated mistake-friendly atmosphere created by their classmates where they felt comfortable sharing their opinions in the class. These findings are aligned with previous studies (Tsiplakides & Keramida, 2009; Tataka 2023). In the student-centered ap-

proaches, it seems that pair and group work were effective in reducing students' anxiety levels. The similar findings were found in previous studies (Young, 1991; Nagahashi, 2007; Suwantarathip & Wichadee, 2010; Dykes, 2017). Speaking L2 in pairs or groups was more comfortable for some students than speaking in front of everyone. The way peers approached affected Student 3 and 6's emotional state throughout the academic year. At the beginning of the spring semester, they were concerned about making mistakes and afraid of speaking English in the class. However, they became more open to taking risks and felt more comfortable speaking up. The results revealed that peers specific attitude helped reducing FLA; nodding, making eye contact, and listening intently. The process of these students' emotional change could be explained by Yamakawa's (2018) conceptual framework. Their initial mindsets were filled with fear and hesitation. However, Student 3 and 6 realized that people around them were similar to them in terms of English proficiency, but more active and made many mistakes. According to Yamakawa, this was the moment when they were exposed to a new world. The students might have felt discomfort with the difference between themselves and their peers, prompting them to make adjustments to their environment. To bridge the gap between themselves and their peers, they attempted to change their behavior and take more risks, emulating their peers. Therefore, they started to produce the language more actively. Peers' positive attitude such as nodding, making eye contact, and listening intently could play a significant role in maintaining students' psychological safety in mind. It might be possible to say that students in this study obtained the

psychological safety by engaging in dialogue with peers.

Another noteworthy finding is that students reached psychologically stable state as they put themselves in anxiety-provoking situations such as speaking in front of others. The anxiety-provoking experience made Student 2, 3, and 4 psychologically stronger. This result concurs with previous research which found resilience is mental power that can alleviate language learner's anxiety (Shen, 2022). The present study illustrates that while FLA raised concerns, apprehension, and stress, anxiety-provoking situations promoted perseverance and eventually secure feelings. The qualitative analysis also highlights that instructors might have a significant influence over the amount of anxiety each student experience. This study found that instructors' clear instructions, encouragement, helpful attitude towards mistakes, and use of materials that are familiar to students contributed to easing students' FLA. Correspondingly, Tóth (2011) argues that instructors who provide a supportive environment, and employ non-threatening teaching methods with relevant and enjoyable topics could help students reduce their FLA.

## Conclusion

This study found that college EFL learners reduced their FLA levels during the 2022 academic year as they received the mandatory English course held twice a week. This study suggests that while L2 language competence and fear of making mistakes might increase students' FLA, interacting with peers, instructors' teaching approaches, and resilience might play an important role in easing FLA. The implications for language instructors need to be

considered. The results suggest that instructors should raise awareness that all L2 learners make mistakes, and that making mistakes should not be considered embarrassing. Implementing student-centered approaches are highly recommended in language classroom, but instructors should be sensitized to negative aspects of them. The findings revealed that if group members are uncooperative or dependent on others without participating in tasks, this could increase students' FLA. Students are expected to help each other and show interest by nodding, making eye contact, and listening closely and intently. Instructors might need to teach students how to behave and interact with others in groups.

The present study yielded new insights regarding the relationship between FLA and resilience. This study showed that having resilience allowed students to cope with FLA well. Therefore, instructors should find a way to cultivate students' resilience in order for learners to be more resilient and immune to FLA. However, communicative tasks should be implemented in class carefully because forcing students to engage in communicative activities could worsen their anxious feelings. There are not enough inquiries investigating the relationship between anxiety and resilience (Shen, 2022). The relationship between FLA and resilience should be investigated with a more precise research design. For future research, in addition to investigating how L2 learners reduce FLA, it is recommended to explore how L2 learners overcome negative effects of FLA from the perspective of resilience qualitatively.

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## Appendices

### Appendix A: Foreign Language Classroom Anxiety Scale

- (1) 外国語の授業で話すとき自信がもてない。
- (2) 外国語の授業で間違えることは気にならない。
- (3) 外国語の授業で当てられると思うと体が震える。
- (4) 外国語の授業で先生の言っていることが理解できないととても不安だ。
- (5) もっと外国語の授業があってもよいと思っている。
- (6) 外国語の時間授業と関係ないことを考えていることがよくある。
- (7) 他の生徒の方が自分よりよくできている。
- (8) 外国語の授業中のテストではだいたい落ち着いている。
- (9) 外国語の授業で準備なしに話さないといけない時、パニックになる。
- (10) 外国語の単位を落としたときの影響が心配だ。
- (11) 外国語の授業で動揺する人の気持ちがわからない。
- (12) 外国語の授業では、緊張のあまり、知っていたことも忘れてしまうときがある。
- (13) 外国語の授業で自分からすすんで答えるのは恥ずかしい。
- (14) 外国語をネイティブスピーカーと話すとき緊張しない。
- (15) 先生が何を訂正しているのか理解できないとき動揺する。
- (16) 外国語の授業の予習を十分にしているにもかかわらず心配になる。
- (17) よく外国語の授業を休みたくなる。
- (18) 外国語の授業で話すのに自信がある。
- (19) 先生が自分の間違いをいちいち直しそうなので心配だ。

- (20) 外国語のクラスで当たりそうになると胸がドキドキする。
- (21) 外国語のテスト勉強をすればするほど、混乱する。
- (22) 外国語の授業の予習をよくしないといけないというプレッシャーは感じない。
- (23) 常に他の学生の方が外国語で話すのが上手だと感じている。
- (24) 他の学生の前で外国語を話すとき自意識がとて高くなる。
- (25) 外国語のクラスは進むのが速いのでついていけるかどうか心配である。
- (26) 他の科目よりも外国語のクラスの方が緊張する。
- (27) 外国語のクラスで話すとき緊張したり混乱したりする。
- (28) 外国語のクラスに向かうとき自信をもてるしリラックスしている。
- (29) 先生の言うことがすべて理解できないと不安になる。
- (30) 外国語を話すためにあまりに多くの文法規則を勉強しないといけないので圧倒れる。
- (31) 私が外国語を話すとき他の学生が笑うのではないかと思う。
- (32) ネーティブスピーカーに会うときおそらくリラックスしてられると思う。
- (33) 先生が、前もって準備していなかった質問をすると緊張する。

# Exploring the Potential Benefits of Integrating ChatGPT for Language Learning

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Keywords: ChatGPT, Artificial intelligence, Language Learning, Language education

## Exploring the Potential Benefits of Integrating ChatGPT for Language Learning

In an interconnected world, effective cross-language communication is crucial, prompting increased attention to language learning in higher education. Traditional methods, including textbooks and classroom instruction, have been supplemented by innovative approaches such as ChatGPT, a powerful language model developed by OpenAI (Mijwil et al., 2023). Built on the GPT-3.5 architecture, ChatGPT engages in human-like conversations (Baidoo-Anu & Owusu Ansah, 2023). This paper aims to explore the potential benefits and implications of incorporating ChatGPT into language learning. By harnessing the power of this advanced AI system, educators can enhance the language learning experience for students, providing them with personalized, interactive, and immersive language practice opportunities. Through this integration, students can develop their linguistic skills in a dynamic, adaptive, and engaging environment, fostering a deeper understanding of the target language and lan-

guage context. Future research could focus on optimizing AI tool integration for improved learning outcomes and exploring ChatGPT's role as a personal language tutor for learners.

The arrival of the information age has witnessed a proliferation of technology-based language learning tools and resources. Technology has revolutionized language learning by providing learners with a wide range of digital resources and tools. Technology facilitates communication and collaboration among language learners through providing authentic materials and accessible platforms, including discussion forums, podcasts, online quizzes, video conferencing, and social media (Chapelle, 2001; Kukulska-Hulme, 2012). Certain technologies have experienced fleeting moments of popularity before fading into obscurity, primarily due to the inherent limitations of the technology itself. A notable example is virtual reality (VR) technology. The widespread adoption of VR was impeded by factors such as the exorbitant cost of VR equipment and limited accessibility, leading to relatively short-lived popularity in language learning. Apart from hindrances of technology itself, Garrett (1991)

highlights a primary barrier to adopting technology in language learning is the widespread apprehension among educators. Such fear stems from the belief that delving into the realm of technology is intimidating and accompanied by various risks, especially the concern that technology will weaken or interfere with their control of the class. In contemporary education, numerous educators harbor reservations regarding the integration of ChatGPT. For example, Cassidy (2023) highlights that Australian universities have reverted to traditional pen-and-paper exams following instances of students utilizing AI to compose essays. The ethical use of ChatGPT in education has sparked a widespread debate, primarily focusing on concerns regarding the potential of ChatGPT to facilitate cheating and its adverse effects on assessment (Cassidy, 2023). Additionally, Hisan and Amri (2023) propose that asking ChatGPT a question might result in ChatGPT providing a seemingly impressive answer that is indeed incorrect, which is a powerful tool for irresponsible users. The information sources of ChatGPT encompass a wide range of available information on the Internet, which is provided to the questioner without proper discernment. Such a rough information process leads to the provision of some stereotypical, incorrect, or even cultural-biased answers (Kohnke et al., 2023; Rettberg et al., 2023). As a result, certain educational institutions restricted the use of ChatGPT. For instance, the New York City Education Department (NYC) implemented restrictions on the use of ChatGPT on school devices and networks, thereby preventing learners and teachers from accessing ChatGPT (Elsen-Rooney, as cited in Baidoo-Anu & Owusu-Ansah, 2023). Although ChatGPT is accompanied

by potential risks, the reluctance to explore it will not alter its growing popularity. Garrett (1991) argues that technology is to serve language learning, not vice versa. Therefore, exploring the potential uses of ChatGPT and guiding students to properly use ChatGPT might help mitigate the negative impacts of ChatGPT on learning acquisition.

To obtain a comprehensive understanding of ChatGPT, I initiated a conversation by entering the prompt “Could you introduce yourself?” The response from ChatGPT is provided below:

“I am ChatGPT, an AI language model developed by OpenAI. I’m based on the GPT-3.5 architecture and have been trained on a diverse range of texts from the internet up until September 2021. My purpose is to assist users in generating human-like text and provide helpful and informative responses to a wide variety of questions and prompts. I can engage in conversations, answer questions, provide explanations, assist with creative writing, and much more. Just let me know how I can help, and I’ll do my best to assist you!”

Based on the above description, ChatGPT demonstrates great possibility in facilitating language learning, particularly in offering writing guidance and interactive communication. In response to my follow-up prompt, “Can you help me in language learning? If yes, in what ways?” ChatGPT specifically highlighted the following potential uses in language learning:

Vocabulary Expansion: I can provide you with definitions, synonyms, and usage examples for words you want to learn. Just let me know the word or concept, and I’ll provide you with relevant information.

Grammar Assistance: If you have ques-



tions about grammar rules or need help with specific sentence structures, I can explain them to you and provide examples to illustrate their usage.

**Practice Conversations:** I can engage in conversations with you to help you practice the language you're learning. We can have dialogues where you can practice your speaking and writing skills, and I can provide corrections and suggestions for improvement.

**Language Resources:** I can recommend online resources, language learning websites, mobile apps, or textbooks that can supplement your learning process. I can also suggest exercises or activities to practice specific language skills.

**Cultural Insights:** Language learning is closely tied to culture, so if you're interested, I can provide information about the culture associated with the language you're learning. Understanding cultural nuances can enhance your language skills and make your communication more effective.

This section will present the implementation of ChatGPT based on the sequence of potentials outlined by ChatGPT above. The description of functions provided by ChatGPT in terms of vocabulary expansion and grammar assistance aligns with the perceptions of scholars and educators. Huang and Tan (2023) suggest that ChatGPT offers valuable vocabulary suggestions, synonyms, and alternatives, assisting non-native English speakers in selecting appropriate words for expressing their ideas. This capability makes ChatGPT a useful tool for producing written texts in a professional field, particularly beneficial for non-native English speakers encountering challenges

in using grammar items correctly. The system can propose alternative sentence constructions and identify syntax or grammar errors, enhancing its overall utility (Huang & Tan, 2023). Hong (2023) further emphasizes that ChatGPT provides detailed explanations and examples for vocabulary usage. Notably, unlike conventional dictionaries that require users to manually search for definitions and determine the most suitable one based on context, ChatGPT can process not just words but also larger linguistic units and offer context-sensitive explanations based on the user's input sentence, rather than merely enumerating all possible definitions (Siu, 2023). The capability of ChatGPT to process and respond to natural language queries transforms the ways in which users interact with dictionaries, leading to improved efficiency, accuracy, and user-friendliness in language comprehension (Liu et al., 2023). Furthermore, ChatGPT demonstrated the ability to provide examples that can be tailored to the learner's current language proficiency or level of understanding. For instance, when I asked ChatGPT "What is discrimination?", the answer is as follows:

"Discrimination refers to the unjust or prejudicial treatment of individuals or groups based on certain characteristics such as race, gender, age, religion, nationality, sexual orientation, or disability. It involves treating someone less favorably or denying them opportunities, rights, or privileges based on these protected characteristics. Discrimination can occur in various contexts, including employment, education, housing, public services, and social interactions. It is widely recognized as a violation of human rights and is prohibited by laws in many countries."

The definition is clear and comprehensive, involving the key aspects of discrimination. When changing the prompt to “explain ‘discrimination’ to a 7-year-old child”, the answer is simplified as:

“Discrimination is when someone is treated badly or differently because of things like how they look, where they come from, or what they believe in. It’s like if someone didn’t want to be friends with another person just because they have a different skin color or if someone didn’t let another person play a game because they were a boy or a girl. Discrimination is not fair because everyone should be treated kindly and given the same opportunities, no matter how they look or what they believe in. We should always be kind and respectful to everyone, no matter how they are different from us.”

As illustrated in such an example, when explaining discrimination to a 7-year-old child, ChatGPT intentionally avoided using complex or advanced vocabulary. Instead, ChatGPT focused on using simpler language that is more easily understood by a young child. Additionally, ChatGPT placed emphasis on imparting important moral values related to discrimination, such as kindness, fairness, and treating others with respect. When I changed the prompt again to “explain ‘discrimination’ to a CEFR A2-level university student”, ChatGPT provided the following explanation:

“Discrimination means treating people unfairly or differently based on things like their race, gender, religion, or nationality. It’s when someone is not given the same opportunities, rights, or respect as others because of these factors. Discrimination can happen in different places like schools,

workplaces, or even in society.

For example, if someone is not given a job opportunity solely because of their race or gender, it would be a case of discrimination. Similarly, if a person is treated poorly or bullied at school because of their disability, it would also be an act of discrimination.

Discrimination is considered wrong because everyone deserves equal treatment and chances, no matter who they are or where they come from. It’s important to promote fairness, respect, and equality for all people. Society should work towards eliminating discrimination and creating an inclusive environment where everyone is treated with dignity and given equal opportunities.”

Compared to the explanation of discrimination provided to a 7-year-old child, the explanation of discrimination provided to a CEFR A2-level university student using terms referred to as categories of human (e.g., “race”, “gender”). The example provided to a CEFR A2-level university student catered to the school context, which acknowledged the potential discrimination faced by students with disabilities. Moreover, the answer ChatGPT provided tends to advocate for the collective efforts of society to eliminate discrimination. The answer also indicates the importance for university students to recognize the role of society in fostering an inclusive environment, which implies that ChatGPT can assist in generating awareness of users. This particular example showcases the potential of ChatGPT in delivering personalized explanations of specific vocabulary, tailored to the users’ language proficiency and comprehension level. However, in the provided example, definitions for various

ages and CEFR levels rely solely on ChatGPT's claim without verification. Future research should examine the consistency of ChatGPT's texts against a reference corpus (e.g., CEFR A2 wordlist, university English wordlist) to assess accuracy and appropriateness across proficiency levels. This investigation will provide insights into ChatGPT's performance in addressing diverse language needs and offer valuable input for refining responses to align more effectively with specified proficiency criteria.

The instantaneous response capability of ChatGPT presents the potential for language learners to engage in conversational practice. Through providing customized and interactive assistance, ChatGPT can enhance learners' overall learning experience and increase their participation in online conversations. According to Firat (2023), ChatGPT is regarded as a valuable tool for fostering the autonomy and self-directed learning of learners, because ChatGPT can process and respond to users' language input and also provide personalized recommendations and assistance. For instance, suppose I wish to practice having a conversation about funerals. With ChatGPT, I have unrestricted access regardless of time and location. By simply asking ChatGPT, "Can you assist me in practicing a conversation about funerals?" I received a prompt reply as follows:

Of course, I can help you practice a funeral conversation. Please keep in mind that these scenarios can be sensitive, so let's approach them with empathy and respect.

Roleplay Scenario: You meet a close friend at a funeral.

You: [Approaching your friend] I'm really sorry for your loss. How are you

holding up?

Friend: Thank you for being here. It's been a tough time. I'm feeling overwhelmed.

You: I can only imagine how difficult it is for you and your family. Is there anything specific I can do to support you?

Friend: Honestly, just having you here means a lot. It's comforting to have friends who care.

You: I'm here for you, whatever you need. Whether it's someone to talk to or any practical assistance, don't hesitate to reach out.

Friend: Thank you. It means the world to have your support during this challenging period.

You: [Reflecting on the deceased] I'll always remember [deceased's name] and the positive impact he/she had on our lives. Is there a particular memory you would like to share or anything you'd like to say about [deceased's name]?

Friend: [Sharing a memory] I remember when [deceased's name] always made everyone laugh with their jokes. They had a remarkable sense of humor.

You: That's a beautiful memory. [Deceased's name] had a way of brightening everyone's day. It's a testament to their character.

Friend: Absolutely. It's heartwarming to hear others acknowledging their impact.

You: If you ever need someone to talk to or if you'd like to reminisce about [deceased's name], please know

that I'm here for you. We can navigate this difficult time together.

Friend: Thank you. I really appreciate your support and kind words. It means a lot to me.

Remember, the most important aspect of a funeral conversation is to provide comfort, support, and empathy to the grieving individual. Active listening, offering assistance, and sharing heartfelt memories can contribute to creating a meaningful conversation during this difficult time.

ChatGPT considers both linguistic and psychological aspects within the given context. ChatGPT provided error-free conversation and indicated the language context and usage in parentheses (e.g., "Approaching your friend", "Sharing a memory"). ChatGPT also algorithmically recognizes emotions, intentions, and personal opinions and perspectives thereby providing more nuanced and empathetic responses. To prevent intercultural misunderstandings, users can seek guidance from ChatGPT on matters that require special attention. For instance, users can inquire, "What cultural nuances and considerations should I keep in mind when offering condolences to an Indian friend who recently lost their father?". Upon receiving this prompt, ChatGPT provides advice on navigating religious and cultural diversity during conversations with an Indian friend who recently lost their father. The answer emphasizes the importance of understanding specific mourning rituals and customs within different communities. The guidance extends to suggesting appropriate choices for sympathy cards and flowers, advising on respectful attire (muted or white-colored), and cautioning against gestures, like giving a pat on the back, that may not align with Indian

cultural norms. Such features of ChatGPT might enable learners to use ChatGPT as a valuable tool for various purposes in language learning. With the assistance of ChatGPT, learners have the opportunity to practice situational conversations that encompass various scenarios such as break-ups, compliments, rejections, and complaints even in EFL contexts. Educators and researchers should also realize that the cultural sensitivity suggestions provided by ChatGPT are generated based on patterns and information present in the training data it was exposed to. While the model has been trained on diverse data, the model may not be fully updated or exhaustive in terms of cultural nuances and individual variations. Additionally, cultural practices can be highly context-dependent and subject to change over time. Therefore, the suggestions should be viewed as general guidelines and not as guaranteed accurate advice for every specific situation. According to Atlas (2023), ChatGPT can assist with numerous written communication tasks across various domains. These tasks include crafting comprehensive memos for ongoing projects, composing effective emails and letters, generating personalized responses to inquiries or support requests, creating engaging social media posts, generating speeches, and developing scripts for videos. However, ChatGPT tends to provide verbose and detailed responses unless specifically prompted otherwise (Shahriar & Hayawi, 2023). To engage in a practice session of a short conversation, users should include the specification "short conversation" within the prompt.

The ability of ChatGPT to tap into a diverse range of internet-based information resources allows ChatGPT to function effectively as a search engine. Unlike a general search engine,

ChatGPT would not prioritize the sponsored resources. Upon receiving the prompt on “give me recourses to improve listening skills”, ChatGPT listed a number of resources, consisting of TED Talks, Podcasts (e.g., “The English We Speak” (BBC Learning English), “English-Class101,” “Luke’s English Podcast,” “All Ears English,” and “The Fluent Show.”), Audiobooks (e.g., audible.com), English Language Learning Websites (e.g., ESL Lab (esl-lab.com) and Randall’s ESL Cyber Listening Lab (esl-lab.com)), Language Exchange Platforms (e.g., iTalki (italki.com) and Tandem (tandem.net)), English TV Shows and Movies, Active Listening Exercises. ChatGPT also emphasized that improving listening skills takes time and consistent practice and encouraged the user to regularly be exposed to spoken English. According to ChatGPT, the resources ChatGPT provided for improving listening skills are general recommendations based on commonly known methods for language learning and personal development. That is, those resources are not specific to any particular date but are widely recognized as helpful for improving listening comprehension. When searching for language learning resources on a search engine, numerous listings appear, predominantly from certain language learning websites with a somewhat commercial orientation, such as online courses and paid foreign language chat rooms. The current algorithm of ChatGPT adheres to a policy of not prioritizing sponsored content. Kovačević (2023) proposes that the recommendations provided by ChatGPT can be generated based on learners’ individual interests and language proficiency levels, thereby enhancing the learning experience with a personalized and tailored approach that caters to learners’ specific needs.

In terms of cultural insights, as discussed earlier, ChatGPT can provide guidance on matters that require special culture-related attention when interacting with individuals from different cultural backgrounds. Additionally, ChatGPT is capable of offering insights into various cultural customs based on specific prompts. For example, users can ask questions involving “Could you explain the traditions and practices associated with omiyage culture?” or “What are considered sensitive topics in America?” However, a recent study conducted by Cao et al. (2023) indicates that when prompted with the American context, ChatGPT demonstrates a significant alignment with American culture. However, Cao et al. (2023) suggest that the adaptability of ChatGPT to other cultural contexts is less effective. Furthermore, Cao et al. (2023) argue that employing English prompts tends to diminish the variance in model responses, effectively mitigating cultural differences and tilting toward American culture. Aligning with Cao et al.’s (2023) research, Kasneci et al. (2023) suggest that large language models may perpetuate and amplify existing biases and inequities, potentially harming teaching and learning processes. If a model is trained on biased data, it may yield unfair or discriminatory results, overlooking local knowledge about minorities or specific cultures. Ensuring diverse and representative training data is crucial. Future research should assess ChatGPT’s accountability in providing culturally sensitive insights and suggestions. According to Kohnke et al. (2023), the majority of the text within the ChatGPT database originates from an English corpus and is subsequently translated into other languages (e.g., Chinese, Japanese). This characteristic of ChatGPT raises concerns in the realm of language educa-

tion. Particularly, learners are likely to come from diverse cultural backgrounds and may be unaware that ChatGPT is not culturally neutral. Therefore, comparative research can be conducted to analyze variations in responses generated using prompts in different language. In addition to bias and fairness, the rise of ChatGPT has also brought about other challenges, including the difficulty of discerning between verified knowledge and persuasively written but unverified model output. Given ChatGPT's ability to convincingly present information from various web sources, students may struggle to distinguish between accurate and inaccurate details (Kasneci et al., 2023). To tackle this issue, it is vital to educate users on critical information evaluation, fostering skills in exploration, investigation, verification, and corroboration. Ensuring the trustworthy and responsible use of models requires continuous efforts in transparency, bias mitigation, and monitoring (Kasneci et al., 2023).

Apart from the potential of ChatGPT in facilitating language acquisition, a recent study by Ali et al. (2023) examined the impact of ChatGPT on learning motivation and found that the participants in their study perceived that using ChatGPT could enhance Foreign Language (EFL) learners' motivation for learning language. According to Ali et al (2023), ChatGPT is considered the triggering of the various types of motivation, to manage their learning independently, gain self-confidence, obtain fun and enjoyment, create interest, interact with speakers of the language and eagerness to get a job in future, respectively. Hong (2023) also suggests the importance of exploring the effects of ChatGPT on learners' language acquisition, which includes formulaic sequences, changes in learner motivation, con-

fidence in language use, and language aptitudes. Meanwhile, the potential negative impacts ChatGPT might bring to language learning should also be considered. When inputting the prompt "What are the potential negative impacts you might bring on language learning?", ChatGPT listed the following points:

While I strive to be a helpful language learning tool, there are a few potential negative effects that you should be aware of:

**Lack of Authenticity:** As an AI language model, I generate text based on patterns and examples found in the data I was trained on. While I aim to provide accurate information, my responses may not always reflect the most up-to-date or context-specific nuances of a language. It's important to consult native speakers, language teachers, or other trusted resources to verify and supplement the information I provide.

**Overreliance on Assistance:** Relying solely on an AI for language learning may hinder your ability to independently navigate the language. It's crucial to practice with native speakers, engage in real-world conversations, and actively immerse yourself in the language through authentic experiences. A balanced approach, combining AI assistance with other learning methods, is recommended.

**Limited Speaking Practice:** As an AI text-based model, I don't have the ability to listen to or evaluate spoken language. While I can help with written language, it's important to engage in regular speaking practice with native speakers or language partners to develop your pronunciation, fluency, and conversational skills.

**Lack of Contextual Understanding:** Lan-

guage learning involves more than just grammar and vocabulary. It requires an understanding of cultural context, idiomatic expressions, and appropriate language use in different situations. While I can provide information on these aspects, it's important to supplement your learning with cultural immersion and exposure to real-life situations.

Remember, while I can be a valuable tool in your language learning journey, it's essential to use me as a complement to other resources and real-world practice.

Overreliance on ChatGPT may impede intercultural competence and nuanced cultural understanding. To mitigate this, teachers should guide learners in the appropriate use of ChatGPT, fostering critical thinking and a balanced perspective on language and culture (Kohnke et al., 2023). While ChatGPT's integration offers efficient language education, future research should focus on the evolving role of educators and language pedagogy. Exploring a hybrid approach that combines AI-driven learning with human guidance can enhance language education, but it is crucial to acknowledge that ChatGPT should complement, not replace, human connection and cultural immersion for comprehensive language acquisition. Researchers should continue investigating synergies between AI and human instruction to optimize language learning in an interconnected world.

In conclusion, the integration of ChatGPT, an advanced AI language model, into language learning has the potential to revolutionize the means learners acquire a new language. By harnessing the power of ChatGPT, educators can enhance the language learning experience for students, providing them with personal-

ized, interactive, and immersive language practice opportunities. ChatGPT offers various benefits, including vocabulary expansion, grammar assistance, practice conversations, access to language resources, and cultural insights. Despite the potential benefits, concerns have been raised regarding the use of ChatGPT in education. Educators can play a crucial role in ensuring that ChatGPT is used as a tool for learning and enhancing language skills rather than as a means to undermine academic integrity. Navigating the considerations and guiding learners in the appropriate use of ChatGPT allow learners to reap the benefits of ChatGPT in learners' language learning journey.

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# A Reflective Essay on the Recorded Oral Exam

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Keywords: oral exam, teacher engagement, authorship, video recording for education

## Introduction

In the fall semester of 2021, I did away with writing assignments for my undergraduate history course. In their stead, I introduced video-recorded oral examinations as the primary method of evaluating students' understanding. As a historian who believes in the power of reading and writing, I came to this decision with not only excitement, but also much anxiety. I went ahead nevertheless, because I had been sick of what I felt I was doing with writing assignments, namely, policing students. This article details this transition that I made, from inspiration to preparation, to execution, and to post-exam reflection with students about their recordings. There are many resources available about oral exams both in pedagogical journals and institutional web pages. But they tend to only focus on the pluses

and minuses of this assessment method in the abstract. Moreover, none of these sources discusses video recording exams like I did. In the pages below, therefore, I will share what I did step by step, with concrete examples from my experience where it is helpful.

So far, I have given oral exams to fifty-six students in three different courses. Now I have the sense that I am helping students grow intellectually, instead of finding fault with their writing (or their cribbing), and that students are more engaged in the course materials. Oral exams made my teaching more rewarding and effective, and I think they have the potential to do the same for many other college instructors. I think they do so particularly now, when we see continually advancing internet technologies—Wikipedia, Google Translate, and now ChatGPT—forcing us to rethink authorship and what it means to express ideas in one's own words.

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## Inspiration

I am a historian of modern Japan, and I started my full-time teaching career in April 2019 at the Faculty of International Liberal Arts (FILA) of Soka University. We teach all classes in English in our faculty, and our student body is composed of Japanese and international college-aged men and women, many of whom do not speak English as their native language. I teach all the history courses of the faculty, primarily on modern East Asia and World Wars. As a historian, I believe history is about evidence-based interpretation of the past. The historian collects what was produced in a particular time period that interests them—newspapers and diaries, for example—and makes empirical judgments about what happened in that period or what ideas and values motivated its people. They should be open to feedback and questions from other historians and defend or revise their original conclusions accordingly. While I am aware that very few students pursue a career as a professional historian after graduating from FILA, I still believe these skills required of the historian would help students constructively work with others and make fully informed decisions, whether professionally or personally, after graduation.

Teaching these crucial skills of the historian has been my guiding principle as I prepare course materials and design ways to teach them. Because I want my students to interpret the past with reason and evidence, rote learning has no place in my pedagogical toolkit. When I came to Soka, I used to give take-home writing assignments for midterms and finals. In these essays, students were given

about a week or two to put together the course materials and formulate an argument in response to my prompt. In more advanced-level courses such as seminars, I would incorporate other writing exercises, such as editing Wikipedia, to train students to constructively take other people's feedback on their written work (Yoshie, 2020). I enjoyed all aspects of giving take-home writing assignments. They ranged from teaching students how to write effectively, to coming up with a challenging essay prompt, to strategically answering students' questions about my prompt before the deadline for submission.

Until the grading started, that is. The lack of enthusiasm about grading came in part from a healthy professional obligation to assess students' work with utmost fairness. But I felt hesitant also because I would get constantly distracted by students' writing problems. They can be minor mistakes, including misspelled words, wrong formatting, and grammatical confusion ("Didn't I tell them to use Word's spelling and grammar checker?" I would wonder). Others were more serious, such as close paraphrasing and word-for-word plagiarism. It is impossible to detect all these problems, but sometimes you could sense something amiss in a student's writing. I once found one essay that reproduced the text from an English-language Wikipedia entry. Elsewhere, another student's writing sounded too Japanese in phrasing and included information we did not discuss in class. It turned out that the student found a Japanese source online and rendered its text into English with Google Translate. I spoke to both students in person and penalized them accordingly, but having these conversations was never a pleasant experience. When I read students' writing, I

would feel like I was policing them and staying alert not to be cheated. This was very sad because I believed I should appreciate students' hard work and intellectual growth instead. The grading season would feel as if it lasted forever.

So when the spring semester of 2021 ended, I was exhausted, just like I had felt at the end of every other semester before it. After weeks of forgetting about teaching, I began preparing for my fall semester courses. I looked forward to going back to the classroom, where I meet with students and help them grow by sharing my thinking and encouraging them to share theirs. When my preparation turned to thinking about writing assignments, though, my excitement subsided. I momentarily considered doing in-class, instead of take-home, written exams. But I dropped the idea partly because I believed you cannot craft a nuanced argument when closely monitored and given only a few hours at best. Also, as long as I evaluated written work, I knew I would continue to be unfairly critical. Plus, with hybrid teaching still in place, it seemed impossible to monitor students through a Zoom screen.

If I knew I would enjoy verbally exchanging ideas with students, why don't I, it then occurred to me, make fuller use of that and turn it into the primary means of evaluation instead? It made sense to me also because I always felt I would grasp a student's comprehension most effectively when speaking to them, whether in class discussions or alone in my office. And as soon as I came up with this method, I decided to incorporate video recording technology into it. I did so not only because I wanted to hold myself accountable and be able to explain the grades I would give to students. But more importantly, I was convinced

that students would learn a lot by watching themselves. This conviction was mainly due to my experience during COVID-19: I recorded my lectures and shared them with students so they could watch them anywhere, anytime. It was the first time I recorded myself in professional settings. As soon as I saw myself on the podium, I flushed with embarrassment—at my nervous demeanor, incoherent speech, and everything else I had not imagined my professional self would be doing. It was a rare learning experience. I figured students could benefit from something similar.

## Preparation

As I began to prepare for the oral exam, I learned that many college instructors in various disciplines incorporate the method in their teaching. Some share their experience in pedagogical journals and online resources for university teachers (e.g., Huxham, M., Campbell, F., & Westwood, J., 2012; Hamilton College Oral Communication Center, n.d.). Many of these authors agree on several things about the benefits and risks of the oral exam: it can be effective in determining students' comprehension; it can minimize cheating and perhaps encourage students to prepare more than written exams because they are more nervous. On the other hand, oral assessment could be unfair as different students are asked different questions. While all this advice helped get me started, no one talked about practical aspects of the oral exam or provided details on how the exam went for these authors. I was particularly interested to learn more about what questions I should ask and how I judge a student's understanding (some authors share rubrics, but rubrics always feel too general to me). I knew I

had to do it myself to find answers to my questions.

The course where I introduced oral exams was “International History in the Twentieth Century.” For this semester, I chose to situate Japan at the center of the discussion. The course was meant to examine modern Japan’s rise to power in East Asia as an empire with colonial possessions in the first half of the twentieth century, the eventual collapse of the empire in the summer of 1945, and the nation’s subsequent reentry into the international community as a junior partner of the US in the Cold War. Before each class, enrolled students were assigned a primary source document, such as the Communist International’s critique of the Japanese political and economic system in 1932 (known as the “1932 Theses”) and a string of secret agreements between Japan and US on nuclear weapons and the reversion of Okinawa in the 1960s. My plans during the class were to spend half its 90-minute session lecturing about the historical context of the homework text and the other half facilitating group work. This course met two times a week, with a total of 30 meetings (15 weeks). It was open to all Soka University students who either had a minimum English requirement (TOEFL iBT score of 70 or its equivalent) or had previously completed a college-level history course in English. Twelve students enrolled in the course. They were composed of equal numbers of sophomores, juniors, and seniors. Eight of the dozen students identified as Japanese, and the remaining four were international. One student attended classes online through Zoom.

Since I assumed most students had never taken an oral exam, I thought it was essential to lay out my expectations. Figure 1 below is

the PowerPoint slide that I used to discuss the oral exam in the course’s first meeting on September 15, 2021. In the top section of the slide, “What I hope you will get,” I conveyed my pedagogical goals to the students. Here I explained that video recording and reviewing our exams should help us gain insight into our understanding of the course materials. As I shifted to the section below, “What I do *not* evaluate,” I clarified that this exam was not about judging fluency or personal traits. The visual collection of manuals and essays on the oral exam at the bottom of the slide was my effort to reassure the students—and, in retrospect, myself—that the oral exam is an established teaching method in college education. At the same time, I confessed that I was going out of my “comfort zone” as this was my first time giving such tests. I said this not to make an excuse in advance but to let the students know that I would maintain “flexibility & openness,” where I would love to hear their suggestions and feedback throughout the semester and incorporate them whenever possible. I then added that because it was likely that I would make changes to the format and evaluation of the final exam based on our experience in the midterm, I would at least hold to the principle of “transparency” and always explain the reasons for my decisions. Before the first class, I was a bit worried that candidly admitting I had never managed an oral exam before might strike students as irresponsible and even scare them away. But apparently, that was not the case, as all the twelve students remained enrolled and seemed intrigued by this new challenge.

In regular class meetings, I tried to familiarize the students and myself with the midterm oral exam scheduled for November 3. So we spent most of the group work sessions simulat-

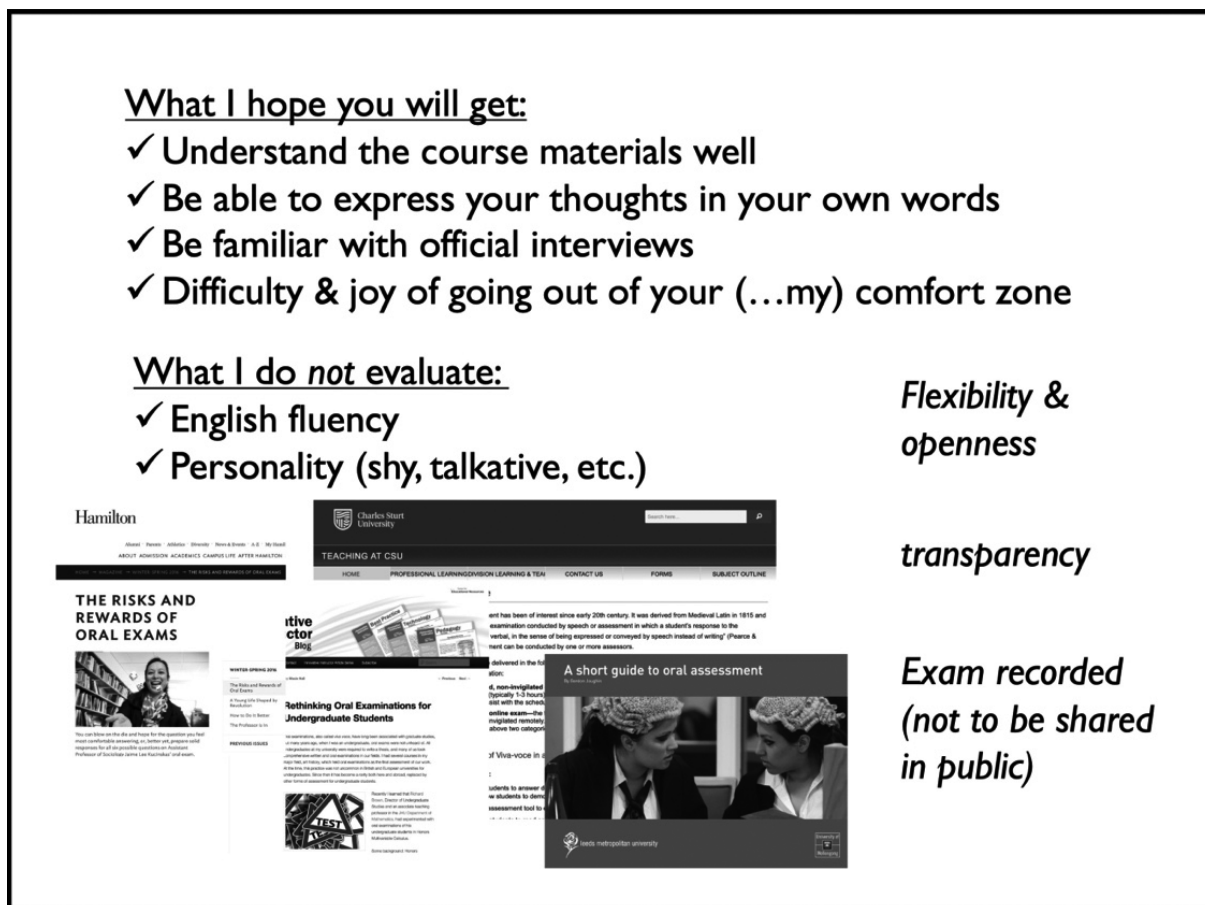


Figure 1: A PowerPoint slide explaining my policy on the oral exams, given in the first class of the International History in the Twentieth Century course on September 15, 2021.

ing the exam. At first, I asked the students to formulate possible exam questions about the homework text of the day and pose them to each other in pairs. This activity, though, did not help students get a good idea of my expectations. So I involved myself more in their group work and made student pairs ask *me* their prepared questions in front of the class. I would do my best to answer these questions so that students could learn how best they would answer them. I then reviewed the questions in front of the class, explaining which ones were the type of questions I would ask in the exam and which ones were not, and why. For example, in response to one student pair's question, "What was the year when Matthew Perry came to Japan?" I said I did not know the exact year (1853), nor did I expect exam takers to

memorize it. What would interest me instead was the timing of the event. So I would rephrase the question and ask, say, "Which event came first, Perry's visit to Japan or the Mexican-American War? And how did one affect the other?" (the US victory in the war [1846-48] led the US to annex California, which opened up the Pacific Ocean and Japan for American sailors, hence Perry's visit to negotiate for US trade with Japan). As students became acquainted with my expectations, I also began asking students questions myself, and we would follow up the Q and A with a discussion of the students' answers, commenting on what the students did well and what they could have done better.

Outside the classroom, I pondered how exactly I should ask questions during the exam. I

could not just ask the same questions to all students or improvise questions on the spot without preparation. Neither seemed feasible. I elected to find a middle ground: before the midterm, we covered nine broad themes—such as “Meiji Restoration and Global Capitalism” and “Marxism in East Asia”—with a corresponding homework text or two. Since I had notified my students that the exam would take 20 minutes for each, it made sense to me to pick three of the nine themes at random in each exam and ask questions about the three, with approximately six to seven minutes for each theme. So, before the exam, I typed out all the possible questions I might ask in each of the nine categories and marked the critical passages or phrases in homework texts with Post-it notes and a highlighter. My plan, however, was to forget about these typed-out questions once the exam started and let myself improvise questions in response to what students would say.

Last but not least, I had to figure out the logistics. This entailed coordinating exam times with all the students well in advance and informing them of other details—whether it would be a closed book exam (yes), where it would be held (my office), etc. The day before the exam, I was in my office bustling around and making it viva-friendly: rearranging tables and chairs, placing a digital clock where the examinee and I could see it, and testing Zoom’s recording function.

## Execution

Our midterm oral exam started on November 3, 2021. Many students were, quite understandably, nervous. I thought it essential to break the ice so that the students can perform

to the best of their ability. I thus tried to be friendly and curious and make our exams as interactive as possible. I met, for example, every examinee outside my office and walked them inside. I sometimes let students pick a homework text or a broad theme they wanted to discuss. When a student was giving a response, I made sure to demonstrate affirmation by nodding in agreement and throwing in words like “mm-hmm,” “ok,” and “great.” I thanked students when they finished their response. See Figure 2 below for pictures of my oral exams.

My questions were meant to gauge students’ comprehension of the homework texts within their historical context. I often started an exam by asking students specific questions about a text. I would, for example, present a student with a copy of the 1932 Theses, with its opening sentence marked with a Post-it and a highlighter. The sentence read, “The robber war unleashed by Japanese imperialism is plunging the masses into a new historical crisis.” I would ask the student to elucidate the sentence for me. I might then ask follow-up questions regarding the broader historical context of this text, adjusting their level depending on the student’s initial response. If the student appeared confused about the passage, I might ask, “What do you think they mean by ‘robber war’?” If I found the student’s initial answer perceptive, I might challenge them by saying, “Outside of Japan, how did communism change the world?” I never had to worry about what questions to ask. Once I sat with a student for the exam, questions occurred to me one after another.

Likewise, grading students’ performance was far easier than initially expected. I gave the course’s 12 students three As, three Bs,





Figure 2: Screenshots of oral exams I hosted in the fall semester of 2021 and the spring semester of 2022 in my office and through Zoom. For the discussions of texts in Zoom, I shared my computer screen and manually highlighted key passages to ask questions. Used with permission of the students.

four Cs, and two Ds. None received a failing grade of “F” (I did not share the grades on the spot but waited till we met again in the post-exam sessions, which I will discuss in more detail in the following section). The intuitive benchmark I found useful was quite simple: how smoothly I can communicate with a given examinee. The conversations with the A students were lively, with questions and answers quickly back and forth. Those with less successful examinees felt more awkward, with moments of silence here and there. To illuminate my grading criteria more concretely, it helps to share an example. Below is an excerpt from the exam session I had with one of the twelve students, for whom I gave a grade of C:

EXAMINER (me): If you describe the 1932

Theses in a few words, how do you describe it?

STUDENT: Um...

EXAMINER: Ok, so...what about...one can say that its authors are very critical of Japan. What was wrong with Japan for these authors?

STUDENT: It is about a secondary revolution...the first one is a democratic revolution. This one is against...dictatorship, maybe. At the time in Japan, this means emperor. The second revolution is a proletariat revolution, a step forward to...actually finalizing communism. This is basically what I understand.

EXAMINER: Ok, that's great. Can you perhaps summarize what you said? Why did the authors of this text hate Japan so much?

STUDENT: The Theses denies the authority of the emperor.

EXAMINER: Ok, why did the authors *not* like the emperor?

STUDENT: What's that?

EXAMINER: I mean, you said that the 1932 Theses denies the emperor, or we referred to this as "monarchy" in class. Why did its authors hate the Japanese monarchy?

STUDENT: Hate the monarchy...um... monarchy...Because they had a rank, differences between people. They pursued to be "everyone is equal."

EXAMINER: I agree. Actually, I'm also interested in what you just said, "Everyone is equal." Some people thought communism had great ideas, and communism became influential in the first half of the twentieth century. Why? What was happening in this period that made communism particularly attractive to many people? [...]

The main factor in my evaluation here was the student's difficulty answering my questions. I ended up asking three times why the 1932 Thesis was critical of Japan because I did not feel that the student gave a coherent answer.

Put differently, the student's understanding of the text and its background was unsatisfactory. The student, for example, was not prepared to paraphrase the text. They did mention such key terms as "proletariat revolution," but because the student did not explain the term or use it to develop their answer, they struck me as parroting my lectures. I gave a grade of A or B when a student had none or fewer of these issues. The student cited above, on the other hand, did say something relevant to the topic of the conversation, whether it was "proletariat revolution" or "differences between people." This demonstrated a basic understanding of the course materials and some preparation for the exam. Other students who received a lower grade of D gave even feebler responses.

Of everything I did, I was happy that we recorded our exams. It was not only pedagogically useful for what we did afterward (which I will discuss later). But because I knew I could review the exams in recordings later, I was able to focus on communicating with a student in front of me. I did take notes occasionally, mainly to record my provisional evaluation of an examinee. But I just typed brief reactions such as "A or B?" and "Well summarized on Okinawa; A+." Without recording, I would have been more distracted by the urge to write down everything an examinee said for the purpose of documentation. Recording helped me stay engaged in the moment.

## Reflection

Once the exams were complete, I watched all the students' Zoom recording to officially decide on the grade for each examinee. I then edited the four-hour video into twelve clips of

20 minutes and sent the students their part of the exam recording. The students were then instructed to watch and review their performance to prepare for their other 20-minute individual session with me scheduled for November 10, one week after the exam. Just like I had learned a lot about my professional self through video recording and watching it, I wanted to make this a learning opportunity for my students. Besides, I wanted to meet with them individually to give their grades and explain my reasons. I figured such conversation could help students ask me questions on the

spot and move on constructively to studying for the remaining part of the semester. To ensure success in this conversation, I asked my students to answer the questions I put together in what we referred to as the “Oral Exam Performance Review” (hereafter, “Review”) sheet and submit it to me in the morning on the day of the meeting. A copy of this form is reproduced below as Figure 3.

Based on the Reviews and the following conversations with students, I would say that their reaction to the oral exam was generally positive, with some important qualifications. I

International History in the Twentieth Century, fall 2021

**Oral Exam Performance Review**

*\*Please fill out this form as completely and thoughtfully as possible, and submit this sheet to our portal site by 7 am on the day of your individual review session on Wed. 11/10 or Fri. 11/12. How well and deeply you reflect on your own performance will be evaluated as part of “Commitment to learning” (40%).*

**Your name:**

**The strengths of your performance** (i.e. what you think you did well)

**The weaknesses** (i.e. what you think you did poorly)

**Describe your experience** (Was it fun, intimidating, etc.? Make sure you explain your reaction, like what exactly was intimidating about the exam)

**Compared to preparation for written exams, was there anything you did differently in preparation for this oral exam?**

**Compared to written exams, how effectively/poorly do you think the oral exam evaluated your understanding of the course materials?**

**Do you have any suggestions or comments about this exam? Or any questions you wish to ask me in the individual review session?**

Figure 3: The list of questions I asked my students to answer about their performance in the oral exam in preparation for their review meeting with me.

was glad to learn that many were excited about this new evaluation method and enjoyed the opportunity to have an intellectual conversation with an instructor. One third-year student said it was “the most enjoyed exam I had during my university so far.” Another third-year student put it more descriptively: “I felt great in the sense that the examiner and examinee were being extremely in [the] present, be in flow, throwing the ball.” Through the exam, many students also grasped my approach to history. A senior student said they were “overwhelmed by all the questions that asked the essence of the matter.” A sophomore wrote in their Review, “To answer orally, I think students naturally use their own words because there are no materials, and they can’t copy the sentence from them.”

On the other hand, some students were bothered by the psychological strains of a face-to-face examination. A few examinees mentioned that the exam time of 20 minutes needed to be longer to make students feel at ease. A near-native international student described themselves as “someone who does not like to talk” and remarked that “I [...] think a written exam would be more effective just because I would feel a bit more comfortable and think I would have more time to elaborate [on] my answers.” A few Japanese students additionally mentioned the possible language factor, saying that the oral exam adversely affected their performance because verbalizing their thinking in English was more challenging than putting it in writing.

As students shared feedback in Review sheets and in person, I noticed that the atmosphere was positive and friendly throughout. Back when I had assigned essays, students did see me with their opinions, often because they

were unhappy with the grade I had given to their written work. In such cases, I would react defensively, and our conversation would get awkward. None of that happened this semester with the oral exam, and giving the grades and discussing the pluses and minuses of an oral exam with students went amicably and fruitfully. This was partly because I forced all 12 students to share their thoughts—some students had been angry in earlier semesters partly because they were not automatically allowed to ask me questions and express their reactions. But I also attribute this difference to the unique features of a recorded oral. In writing assignments, some students produced a well-meaning but misguided or poorly substantiated argument and received a lower grade than they believed they should deserve. They spent hours writing that argument and would feel aggrieved at my negative evaluation of their basic assumptions or ways of writing. Such unfortunate misunderstanding was unlikely to occur in the oral. During the exam, I kept the conversation on course, bringing the student back when they digressed; or I asked them to clarify their answer when I judged it unfounded. Moreover, by watching their performance on tape after the exam, students were made to analyze themselves objectively. This humbling experience made many students receptive to my feedback.

## Epilogue

After the midterm, I evaluated students in five oral exams in three courses. I continued using many of the methods I described above, making modifications as I saw fit. For the final exam in the International History in the Twentieth Century course, for example, I increased

the exam time from 20 to 30 minutes to thoroughly evaluate each student (I then switched it back to 20 minutes in the following semester as I discovered that 20 minutes was more than enough to confidently determine a grade.) At the beginning of a new course in the next semester of spring 2022, I showed part of the video recording of one of the 12 students described above, with the prior permission of the student. This helped a new cohort of students get a good idea of my oral exam. In every oral exam, I found myself feeling useful as a teacher. I got very tired afterward, but I never burnt out.

If you are a college teacher and find my account interesting in some way, I encourage you to incorporate oral exams into your teaching portfolio. Of course, every teacher teaches in different settings with varied objectives. One possible limitation of my oral exam pedagogy is its inability to adapt to a large student size. In the introductory course of “Principles of History,” I gave oral exams to 36 students (albeit without review sessions), which, to me, was still better than reading 36 essays. I would happily opt for a viva unless my class size exceeds somewhere around 50. But it is probably not feasible to orally test a class of 80 or 200 students, for instance. It would be logistically daunting and highly time-consuming. How my experience applies to other college instructors is one area for further consideration.

In this connection, the reader may have noticed that I have talked at length about how *I* felt as I experimented with this new pedagogy. I recognized the dominance of this embarrassingly self-congratulatory tone when I was half-way through my writing. Yet, I decided to complete the rest of this account in the same manner because I believed there must be

something useful to other college teachers about my trying to find a teaching method meaningful to me. As college teachers, we teach to help students grow intellectually. So, theoretically, it does not matter whether or not we are engaged in what we do as long as students get what we want them to get. In reality, though, it is difficult to engage students when we are not passionate about what we do. To put it differently, if we don't care about what we teach or how we teach it, why do we teach in the first place? Most students probably have better things to do than sitting in front of someone incurious about what they are doing. So here I conclude my pedagogical journey towards (to me) engaged teaching, in the hope that it helps other teachers navigate theirs.

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# The Journal of Learner-Centered Higher Education

## 編集規程

2011年6月21日制定

2013年10月15日改訂

2019年9月10日改訂

創価大学学士課程教育機構（以下、「機構」という。）は、『The Journal of Learner-Centered Higher Education』を編集・刊行するために以下の規程を定める。

### 1. 目的

機構は、高等教育改革に関する実践的・学術的研究を促進し、教職員への啓発を目的として『The Journal of Learner-Centered Higher Education』を刊行する。

### 2. 名称

機構が刊行する研究誌の名称は、『The Journal of Learner-Centered Higher Education』とする。

### 3. 刊行期日

本誌は、年1回刊行し、刊行期日は、原則として3月末日とする。

### 4. 刊行事務

本誌編集は、創価大学学士課程教育機構『The Journal of Learner-Centered Higher Education』編集委員会（以下、「編集委員会」という。）を設けて行う。

### 5. 編集委員会

編集委員会は、編集委員長の任命をもって組織する。

### 6. 編集委員長

編集委員会委員長は、学士課程教育機構長が兼務する。

### 7. 事務局

編集委員会の事務局は、総合学習支援オフィス内に置く。

### 8. 投稿者

本誌に原稿を掲載できる者は、次の各号に掲げる者とする。

1. 創価大学の教職員および大学院生
2. その他、編集委員会が認めた者

### 9. 構成

本誌に掲載される原稿は、次の各項に掲げるジャンルに属するものとする。ただし、第2項に掲げ

るものにあつては、編集委員会が別に定めた審査委員会の審査を経たものに限る。

1. 特集：高等教育改革の特定テーマに関する寄稿論文
2. 投稿論文：高等教育改革に関する研究論文や事例報告、研究ノート、調査レポートなど
3. 講演会及び研究集会の記録：センターが主催した講演会及び研究集会の記録
4. その他：編集委員会の判断による

#### 10. 言語

原則として、日本語および英語とする。

#### 11. 体裁

本誌に掲載される原稿は、A4判、2段40行とする。

#### 12. 執筆要領

執筆要領は、別に定める。

#### 13. 配布先

本誌の配布先は、別に定める。

#### 14. その他

その他、必要な事項は編集委員会がこれを定める。

### 1. 投稿資格

『The Journal of Learner-Centered Higher Education』に投稿できるのは、創価大学の教職員および大学院生、その他、編集委員会が認めた者とする。なお、連名者に関しては、この限りでない。

### 2. 本誌が扱う内容の範囲

大学における高等教育改革について、その実態調査、教育改革方法論、教育改革実践活動、教育に関するFD活動・SD活動などの成果を共有し、高等教育改革を進めるために、研究論文、実践・調査報告、提言などを掲載する。

### 3. 投稿原稿の種別

投稿原稿の種別は、研究論文、事例報告、研究ノート、調査レポートとする。

- 研究論文は、高等教育改革に深く関連するものであり、実証的または理論的研究の成果であり、オリジナリティが明記され十分な文献が表示されていること。
- 事例報告は、高等教育改革の実践、教育方法やその効果の調査などについてその経過・成果またはプロジェクトのまとめなどが記載されていること。
- 研究ノートは、研究論文と同様に独創的な内容が要求されるが、断片的または萌芽的な研究の論文で、研究論文ほど完成度は要求しない。しかし、それと同等の価値のある内容を含むことが期待される。
- 調査レポートは、本学教職員が教育改善・FD推進に資することを目的に行なった調査報告等のうち、本学関係者の理解に役立つと思われるものを選び、掲載するものである。
- 掲載される原稿等の分量（日本語の表題・著者名、英語の表題・著者名・抄録、日本および英語のキーワード、参考文献、図表を含む）の上限は、原則として以下とする。ただし、編集委員会が認める場合はこの限りではない。

研究論文	20,000字（英文8千語）
事例報告	20,000字（英文8千語）
研究ノート	10,000字（英文4千語）
調査レポート	10,000字（英文4千語）

### 4. 投稿と掲載

投稿は電子媒体によるもののみを認め、編集委員会が定める期日を締め切りとし、査読および校正を経た後、本誌に掲載する。本誌に掲載された論文の著作権は学士課程教育機構編集委員会に帰属する。著者は著作権が学士課程教育機構編集委員会に帰属する著作物を自ら利用することができる。本紀要に掲載された論文は、創価大学・創価女子短期大学学術機関リポジトリにおいて公開するものとする。投稿原稿は、編集委員会のメールアドレス（seededit@soka.ac.jp）に電子媒体で送付する。なお、投稿者は、本誌への投稿をもって上記リポジトリへの公開等を承諾したとみなされる。



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- (1) 原稿の体裁については、A4判、上下左右に25mmのマージン、1行45文字、1ページ40行というフォーマットで作成すること。なお、本誌の1ページは24字×40行×2段（1段960字）の1920字である。図は1つにつき、半ページから1ページ程度のスペースを必要とするので、適宜本文の字数を減らすこと。
- (2) 1ページ目には表紙をつけ、論文タイトル（和文の場合は日本語・英語両方、英文の場合は英語のみ）、執筆者（複数の場合は全員）の氏名と所属（いずれも日本語・英語両方）、査読結果等の連絡先（郵送先・電話・ファクス・E-mailアドレス）を記載すること。
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**Submission Guidelines for the *Journal of Learner-Centered Higher Education*,  
An Annual Publication by the School for Excellence in Educational Development (SEED) ,  
Soka University**

### **1. Eligibility**

Authors must be full-time or part-time faculty, staff members, or students of Soka University, or a research partner of such.

### **2. Article Content**

The Editorial Committee of the Journal welcomes the electronic submission of original works, including field research, research reports, educational methodologies, FD/SD activity reports, and educational addresses, which are primarily related to higher education reform.

### **3. Article Types**

The Journal publishes four types of articles:

- 1) Research Paper: original and sophisticated insights into challenging issues related to higher education reform, based on significant findings from high quality practical research, well-supported by academic references
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- 3) Research Note: original and sophisticated insights based on practical research; less in-depth than Original Research
- 4) Survey reports are selected from Research reports conducted by Soka University faculty and staff for the purpose of contributing to education improvement and faculty development.

The maximum length of each type of article, including title, author(s) names, abstract, keywords, references, and figures, is:

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- 2) Case Study: 20,000 characters in Japanese or 8,000 words in English
- 3) Research Note: 10,000 characters in Japanese or 4,000 words in English
- 4) Survey Report: 10,000 characters in Japanese or 4,000 words in English

#### 4. Submission and Publication Process

Only articles that are electronically submitted by the due date to [seededit@soka.ac.jp](mailto:seededit@soka.ac.jp) are considered for publication. Articles will be published after being peer-reviewed, accepted, and proofread. The copyright of the papers published in this journal belongs to The Editorial Committee of the Journal.

#### 5. Formatting

- 1) Use A4 page size, with 25mm margins on all sides.
- 2) On the first page, write the title in both Japanese and English for Japanese written articles, and only in English for English written articles. Also, write the full name of each author, the institution and departmental names, home address, phone and fax number, and email address on the first page.
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