

2014（平成 26）年度 国際教養学部自己点検・評価報告書 ラーニング・アウトカムズの測定状況

2014 Learning Outcomes Self-Assessment Report - FILA

国際教養学部は、教育の質保証のために、今年度において以下の取り組みをおこなった。

【1】カリキュラム・ポリシー、ディプロマ・ポリシー、ラーニング・アウトカムズの相互関係の確認

*学部開設にあたって設定した相互関係をあらためて確認した。(Chart 1)

【2】学部専門科目ごとにラーニング・アウトカムズの設定

*上記ラーニング・アウトカムズと各専門科目の対応関係、及び評価方法を明確化した。(Chart 2)

【3】ラーニング・アウトカムズ到達度測定のための自己評価報告書の作成

*国際教養学部は、今年度に開設されたため、本報告書作成時点においては前期科目のみの実施となる。当該科目について、ラーニング・アウトカムズの到達度測定のための自己評価報告書を作成した。今年度は、Basic Seminar I と Cross-Cultural Understanding の評価書を作成した。

【4】ラーニング・アウトカムズ達成度アンケートのフォーマットの作成

*今後、各科目においてラーニング・アウトカムズ測定方法の一部として活用可能な達成度アンケートのフォーマットを作成した。なお、本フォーマットは、各科目の特性に応じて、科目担当者がアレンジすることを想定して、最小限の項目を記載する。

国際教養学部は今年度に開設したばかりで、ほとんどの科目が未実施である。教育の質保証のためには、まずは今後 4 年間に於いて、文科省届出文書に記された科目を適切に実施することが最重要課題となる。その過程で、上記作業の成果を活かしていくことが望まれる。

FILA has taken the following initiatives for educational quality assurance.

1. Confirm the relationship among Curriculum Policy, Diploma Policy, and Learning Outcomes (LOs)

We reconfirmed those relationships defined when FILA was established. See Chart 1.

2. Set learning outcomes in each FILA departmental course

We defined the relationships between the FILA Departmental Courses, the above-mentioned LOs, and the assessment criteria for each FILA course. See Chart 2.

3. Create a Self-Assessment Report to measure the LOs

Because FILA commenced this academic year, we could only include Spring 2014 Semester courses for the Self-Assessment Report. For this report, we submitted a Self-Assessment Report for Basic Seminar I and Cross-Cultural Understanding.

4. Create a standardized questionnaire to measure LOs for each course

The questionnaire comprises basic questions; therefore, the faculty member in charge of each course can add/arrange the questions according to the nature of the course.

Because FILA commenced this academic year, many courses have not been conducted yet. For the sake of educational quality assurance, our most important task is to duly implement the courses for the first 4 years which were mentioned in the official proposal submitted to MEXT. It is desirable that we, in the process of implementing these courses, make use of the results obtained from the above-mentioned methods.

【1】カリキュラム・ポリシー、ディプロマ・ポリシー、ラーニング・アウトカムズの相互関係

Chart 1 - Relations among curriculum policy, diploma policy and learning outcomes

Curriculum policy	Diploma policy	Learning outcomes
<p>1. Academic knowledge across Humanities and Social Sciences: History and Culture, Politics and International Relations, Economics and Business are FILA's Fields of Study. Courses will be taught in English. Students will focus on one primary field of study and also take courses in the other two Fields of Study. By doing so, students will deepen their specialty and develop interdisciplinary perspectives. Seminars conducted in small groups in Year 3 will entail discussion between the faculty member and students, as well as among students.</p>	<p>1. To acquire basic knowledge and research skills across three Fields of Study- History and Culture; Politics and International Relations; Economics and Business</p>	<p>①Students will learn basic knowledge and research methods in the area of humanities and social sciences. ②Students are able to think critically and express their opinions accurately.</p>
<p>2. High English proficiency and communication skills to employ in a global capacity: Students are required to study abroad at one of four partner universities located in the United Kingdom, the United States, and Australia from Semester 2 for one academic year to develop academic English language proficiency and academic literacy skills (for discussion, presentation, research reports, etc.). Students' aim is to obtain a TOEFL-iBT score of 80 upon completion of the study abroad program. Courses to support students' English academic writing will be offered after students return from study abroad.</p>	<p>2. To attain high English language proficiency to enable the use of English language materials in the selected academic discipline, allowing students to have logical discussions and presentations</p>	<p>③Students are able to read resources and materials in English in the area of humanities and social sciences, and write clear sentences in English. ④Students are able to make logical and clear presentations and discussions.</p>
<p>3. Cross-cultural understanding: The compulsory 1-year study abroad program nurtures cross-cultural understanding as well as students' English language proficiency. Students will also study another foreign language other than English selected from seven choices. Students whose native language is not Japanese can take Japanese as a second foreign language. During spring break in Years 2 and 3, students will also have an opportunity to do</p>	<p>3. To develop the ability to understand, communicate with, and strategically engage individuals from different cultural backgrounds and</p>	<p>⑤Students learn to express their opinions in an unbiased manner and are able to understand the interdependence of themselves and others. ⑥Students are able to tackle issues, collaborating with others who have different ideas and backgrounds.</p>

<p>international fieldwork for 2 weeks in a university in a different country other than the United Kingdom, the United States, or Australia.</p>	<p>societies</p>	
<p>4. Global awareness and desire to strive for peace and prosperity: Students will take University Studies and Soka Education Courses to learn the founding principles of Soka University that aim to foster <i>global citizens</i>. Students will participate with and learn from experts in their respective fields through workshops to raise awareness about concrete issues impacting a global society. In Seminars offered in Years 3 and 4, students will learn creative problem-solving skills applied to global issues and write a graduation research paper (Capstone) in English.</p>	<p>4. To embody the founding principles of Soka University, developing the ability to take action for the sake of peace and prosperity in a global society</p>	<p>⑦Students are able to understand the importance of learning, and develop by setting their own goals as independent learners. ⑧Students are able to deeply understand the Founding Principles of Soka University and take actions actively for the sake of world peace and happiness.</p>
<p>5. Creative problem solving: Students will learn about common social issues from multiple perspectives through interaction with other Seminar groups from other FILA Fields of Study. Through this process, students will experience the advantage of an interdisciplinary approach to problem-solving and goal setting. Students will also learn task management skills to duly carry out tasks through collaborative work with other students in the Seminar. A graduation research paper (Capstone) is required as a culmination project, capturing what students have learned.</p>	<p>5. To strengthen students' ability to solve problems creatively, based on their expertise nurtured through seminars, a capstone project, and an interdisciplinary approach across the existing Fields of Study.</p>	<p>⑨Student are able to obtain and utilize knowledge, information, and data needed for problem solving. ⑩Students are able to investigate issues in an appropriate matter, and present creative and feasible solutions based on interdisciplinary knowledge.</p>

【2】学部専門科目とラーニング・アウトカムズの関係および測定方法

Chart 2 - Relations between FILA Departmental Courses and Learning Outcomes

Courses	Faculty members	LOs	LOs	Assessment methods
		◎	○	
Required Courses				
Academic Foundations	Hansford, Daugherty, Miyagi, (Wilkinson)	⑦	③	Formative and summative skills-based examinations
Academic Foundations: Study Abroad I	Maekawa, MacDonald, Koide, Yamada	⑤	③ ④	Exams, reports, in-class presentation and discussion
Cross-cultural Understanding	Hansford, Daugherty, Miyagi, MacDonald	⑤	⑥ ④	Role plays, presentations, reflective journals and analysis using key theories
Introductory Statistics	Sugimoto, Takahashi	⑨	① ④	Exams, problem sets, term paper, in class presentation and discussion
Basic Seminar I	Osanai, Maekawa, Koide, Yamada, Takahashi, Sugimoto	⑦	① ⑧	Reports and comprehensive evaluation based on in-class presentation and discussion
Academic Foundations: Study Abroad II	Maekawa, MacDonald, Koide, Yamada	⑤	③ ④	Exams, reports, in-class presentations and discussions
Introduction to Global Culture and Society	Zulueta, Sinclair	①	② ⑨	Reports and comprehensive evaluation based on in-class presentations, discussion, quizzes, and exams.
Introduction to International Relations and Politics	Koli, Lenz	⑩	④ ②	Exams, essays and comprehensive evaluation based on in-class presentation and discussion
Introduction to Global Economy and Business	Ozturk, Wang	⑥	② ⑤	Term paper (team), Final presentation (individual)
Academic Writing I	Hansford, Daugherty, Miyagi, (Wilkinson)	③	① ②	Referenced Research essays and papers using APA format
Basic Seminar II	Osanai, Maekawa, Koide, Yamada, Takahashi, Sugimoto	⑦	① ⑧	Reports and comprehensive evaluation based on in-class presentation and discussion
Seminar I	Guajardo, Osanai, Zulueta, Maekawa, MacDonald,	⑩	⑨ ②	Reports and comprehensive evaluation based on in-class presentation and

	Sinclair, Koide, Koli, Lenz, Yamada, Ozturk, Wang, Sugimoto, Takahashi			discussion
Seminar II	Guajardo, Osanai, Zulueta, Maekawa, MacDonald, Sinclair, Koide, Koli, Lenz, Yamada, Ozturk, Wang, Sugimoto, Takahashi	⑩	⑨ ②	Reports and comprehensive evaluation based on in-class presentation and discussion
Seminar III	Guajardo, Osanai, Zulueta, Maekawa, MacDonald, Sinclair, Koide, Koli, Lenz, Yamada, Ozturk, Wang, Sugimoto, Takahashi	⑩	⑨ ②	Reports and comprehensive evaluation based on in-class presentation and discussion
Capstone	Guajardo, Osanai, Zulueta, Maekawa, MacDonald, Sinclair, Koide, Koli, Lenz, Yamada, Ozturk, Wang, Sugimoto, Takahashi	⑩	③ ②	Research paper (8,000 English words)

Elective Courses in History and Culture

Modern World History	Maekawa	①	② ⑨	Reports and comprehensive evaluation based on in-class presentation and discussion
Global Issues sin Social Policy	MacDonald	①	⑨ ⑩	Reports and comprehensive evaluation based on in-class presentation and discussion
Modern Social Thought	Sinclair	①	② ⑨	Comprehensive evaluation based on in-class presentations, discussion, short writing assignments and exams.
Global Sociology and Anthropology	Zulueta	①	② ⑨	Reports and comprehensive evaluation based on in-class presentation, discussion, and exams
International History in the 20th century	Maekawa	①	② ⑨	Reports and comprehensive evaluation based on in-class presentation and discussion

Education for Sustainable Development	MacDonald	①	⑨ ⑩	Reports and comprehensive evaluation based on in-class presentation and discussion
Global Justice and Intercultural Ethics	Sinclair	①	② ⑨	Comprehensive evaluation based on in-class presentations, discussion, short writing assignments and exams.
Transnational Migration	Zulueta	②	⑨ ⑩	Reports and comprehensive evaluation based on in-class presentation and discussion

Elective Courses in Politics and International Relations

Contemporary Political Theory	Yamada	①	② ⑨	Reports and comprehensive evaluation based on in-class presentation and discussion
Great Power Politics in the World	Lenz	①	②	Exams, essays and comprehensive evaluation based on in-class presentation and discussion
International Political Economy	Koli	②	④ ⑨	Exams, Reports and comprehensive evaluation based on in-class presentation and discussion
International Institutions and Global Governance	Koide	①	④ ⑨	Exams, Reports and comprehensive evaluation based on in-class presentation and discussion
Citizenship and Democracy in a Global Age	Yamada	①	② ⑨	Reports and comprehensive evaluation based on in-class presentation and discussion
International Relations in Asia	Koide	①	④ ⑨	Exams, Reports and comprehensive evaluation based on in-class presentation and discussion
International Bargaining	Lenz	①	②	Exams, essays, problem sets and comprehensive evaluation based on in-class presentation
Comparative Politics	Koli	⑨	② ⑩	Exams, Reports and comprehensive evaluation based on in-class presentation and discussion
Management of Non-	Osanai	⑨	⑧	Assignments, in-class presentation and

Profit Organizations		⑩	discussion
----------------------	--	---	------------

Elective Courses in Economics and Business Administration

Microeconomics	Takahashi	①	②	Exams, problem sets, and in-class discussion
Poverty and Development	Sugimoto	①	② ⑨	Exams, reports and comprehensive evaluation based on in-class presentation and discussion
Management Science	Ozturk	⑩	④ ⑨	Term paper (individual/team), Final presentation (individual/team)
Marketing	Wang	⑨	① ④	Exams, cases, and in-class presentations / discussions
International Human Resource Management	(Philippe)	-	-	-
Macroeconomics	Takahashi	①	②	Exams, problem sets, and in-class discussion
History and Theory of World Economy	Sugimoto	①	② ⑨	Exams, reports and comprehensive evaluation based on in-class presentation and discussion
Operations Management	Ozturk	⑩	④ ⑨	Term paper (individual/team), Final presentation (individual/team)
International Business	Wang	⑥	⑤ ④	Exams, cases, and in-class discussions

Open Elective Courses

International Fieldwork	Sugimoto	⑤	② ⑨	Reports and comprehensive evaluation based on in-class presentation and discussion
Global Workshop I	Guajardo	⑧	⑤ ⑦	Self-Report Reflection Paper
Global Workshop II	Guajardo	⑧	⑤ ⑦	Self-Report Reflection Paper
Academic Writing II	Hansford, Daugherty, Miyagi, (Wilkinson)	③	① ②	Academic research papers
Academic Writing III	Hansford, Daugherty, Miyagi, (Wilkinson)	③	① ②	Academic research papers

General Education Courses (English)

English for Academic Purposes	Hansford, Daugherty, Miyagi, (Wilkinson)	③	② ⑦	5 paragraph essays
English for Academic Purposes: Study Abroad I	Maekawa, MacDonald, Koide, Yamada	⑤	③ ④	Exams at study abroad, reports, in-class presentation and discussion
English for Academic Purposes: Study Abroad II	Maekawa, MacDonald, Koide, Yamada	⑤	③ ④	Exams at study abroad, reports, in-class presentation and discussion

【3】ラーニング・アウトカムズ到達度測定のための自己評価報告書
‘Basic Seminar I’ and ‘Cross-Cultural Understanding’

学期 Spring semester, 2014

記入日 Date: January 19th, 2015

授業の「到達目標」に関する自己評価報告書

Learning Outcomes Self-Assessment Report on Your Class

科目／講義名 Course name: Basic Seminar I

担当者名 Name & Faculty/Program: Ryusaku Yamada, International Liberal Arts

<p>A. シラバスに記載した授業の「到達目標」 List all the learning objectives on your syllabus separately. (Please add rows, if you need)</p>	<p>B. その「到達目標」に対してどのように取り組んだか For each learning objective, how did you implement in your class, e.g. activities, tests, paper, etc.?</p>	<p>C. その到達度をどのような評価手法で測り、どう判定したのか How did you evaluate/assess things you listed in B?</p>	<p>D. 該当ラーニング・アウトカムズ項目 Which Learning Outcomes does this learning objective cover?</p>
<p>Students will be able to display an understanding of some basic concepts and keywords used in arguments about globalization.</p>	<p>Students were assigned to read the textbook about Globalization, and they looked up some keywords in a dictionary before the classes.</p>	<p>Using in-class worksheets, I made students discuss about their understanding of the textbook (see ‘Politics (Part 2) Group worksheet and In-class worksheet’).</p>	<p>①</p>

<p>Students will be able to identify basic dimensions of local and national decisions that have global impact.</p>	<p>Through discussions about global governance, students learned the role of transnational NGOs and multi-layered structure of world politics that do not necessarily seek the establishment of world government.</p>	<p>Using an assignment sheet, I evaluated how many students understand the difference between ‘global governance’ and ‘world government’ (see ‘Assignment for Politics (Part 3)’).</p>	<p>⑧</p>
<p>Students will be able to define global challenges in a basic way, including various perspectives and solutions.</p>	<p>Through joint session between culture and politics, students learned the complex problems of inclusion and exclusion of immigrants who have different identities and cultures.</p>	<p>Beforehand, students watched a YouTube video about the problems of multiculturalism. Then, through students’ group discussion based on an assignment sheet, I evaluated how many students grasp the problem in the identification of ‘equality’ and ‘sameness’ (see ‘Assignment for Joint Session 2: Culture and Politics’).</p>	<p>⑦</p>

1. 必要であれば、行を足してください。Add the lines in the above chart if you need.

2. B に関連して、必要ならば授業教材を添付してください。For Part B, you may attach instructional materials for more explanation.

3. C に関連して、評価に用いた資料等をできるだけ多く添付してください。For Part C, please attach evaluation/assessment tools for evidence as much as possible.

4. D に関連して、FILA のラーニング・アウトカムズから最大三つを選択して記入してください。最も近いものを一つ選び、番号を記入してください。ほかに近いものがあれば、二つまで選び、番号を記入してください。For Part D, to choose specific Learning Outcomes, please refer to ten FILA Learning Outcomes on your syllabus. You have to choose 1 LOs that is most relevant to your class and write the number. You may also choose 2 additional and the number(s).

LOs 測定についてご意見があれば記入してください。Please write your opinions freely on Learning Outcomes assessment methods.

すべての資料は事務局にて安全に保管いたします。もし、報告等にこれらの資料を用いるときは、事前に担当者の許可を取る手続きをいたします。All the information you provide to us will be put in secure place. If/when we plan to use your materials for reporting and/or presentation, we make sure to ask for your permission.)

学期 Spring / Fall semester, 2014

記入日 Date: Month 01 Date 28 Year 2015

授業の「到達目標」に関する自己評価報告書

Learning Outcomes Self-Assessment Report on Your Class

科目／講義名 Course name: Cross-Cultural Understanding

担当者名 Name & Faculty/Program: V. Hansford, M. Daugherty, L. MacDonald,

H. Miyagi FILA

A. シラバスに記載した授業の「到達目標」 List all the learning objectives on your syllabus separately. (Please add rows, if you need)	B. その「到達目標」に対してどのように取り組んだか For each learning objective, how did you implement in your class, e.g. activities, tests, paper, etc.?	C. その到達度をどのような評価手法で測り、どう判定したのか How did you evaluate/assess things you listed in B?	D. 該当ラーニング・アウトカムズ項目 Which Learning Outcomes does this learning objective cover?
Students will learn about selected cross-cultural theoretical frameworks.	Readings, case studies, class discussions.	Participation, homework, roleplays (group mini-presentations (4-6) (4-6)), group presentations (mid-term and final) (mid-term and final)	5, 6, 4, (3)
Students will develop Critical Thinking/Analytical Skills.	Guided questions for readings, analyzing case studies, reflective journal assignments	Homework, participation, reflective journal assignments	5, 4, (2)

Students will develop pragmatic language strategies for selected pragmatic situations	Roleplays, activities, reflective journals, discussions	Student-created roleplays for group mini-presentations (4-6) (4-6) and group presentations (mid-term and final) (mid-term and final), homework, participation, reflective journals	4 (7)
Students will develop selected academic presentation skills	Presentation skill-building activities,	Group presentations (mid-term and final) (mid-term and final), group mini-presentations (4-6) (4-6)	4, 6
Students will apply learned academic writing skills	Roleplays, reflective journals, written responses to: 1. guided questions for readings and 2. analysis of case studies	Writing roleplays for homework, group mini-presentations (4-6) (4-6) and group presentations (mid-term and final) (mid-term and final), reflective journals, written responses to: 1. guided questions for readings and 2. analysis of case studies	5, 6, 4, (2)

1. 必要であれば、行を足してください。Add the lines in the above chart if you need.
2. B に関連して、必要ならば授業教材を添付してください。For Part B, you may attach instructional materials for more explanation.

3. C に関連して、評価に用いた資料等をできるだけ多く添付してください。For Part C, please attach evaluation/assessment tools for evidence as much as possible.

4. D に関連して、FILA のラーニング・アウトカムズから最大三つを選択して記入してください。最も近いものを一つ選び、番号を記入してください。ほかに近いものがあれば、二つまで選び、番号を記入してください。For Part D, to choose specific Learning Outcomes, please refer to ten FILA Learning Outcomes on your syllabus. You have to choose 1 LOs that is most relevant to your class and write the number. You may also choose 2 additional and the number(s).

LOs 測定についてご意見があれば記入してください。Please write your opinions freely on Learning Outcomes assessment methods.

すべての資料は事務局にて安全に保管いたします。もし、報告等にこれらの資料を用いるときは、事前に担当者の許可を取る手続きをいたします。All the information you provide to us will be put in secure place. If/when we plan to use your materials for reporting and/or presentation, we make sure to ask for your permission.)

【4】ラーニング・アウトカムズ達成度アンケートのフォーマット

Format: FILA Learning Outcomes Questionnaire

Course Name : _____

Faculty Name : _____ Day of Week and Period : _____ / _____

The following are the learning outcomes mentioned in the syllabus of this course. Please choose the most appropriate one that indicates your degree of achievement in this course by comparing before and after taking this course. The questionnaire is only used for the purpose of course improvement, and will not affect your course grade or evaluation.

Learning Outcomes

1.

2.

3.

1st Learning Outcome

◆ Before taking this course

⑤ I understood very well ④ I understood well ③ I understood somewhat

② I understood a little ① I understood very little

◆ After taking this course (compared with before you took this course)

⑤ I understood very well ④ I understood well ③ I understood somewhat

② I understood a little ① I understood very little

2nd Learning Outcome

◆ Before taking this course

⑤ I did very well ④ I did well ③ I did somewhat

② I did a little ① I did very little

◆ After taking this course (compared with before you took this course)

⑤ I did very well ④ I did well ③ I did somewhat

② I did a little ① I did very little

3rd Learning Outcome

◆ Before taking this course

⑤ I did very well ④ I did well ③ I did somewhat

② I did a little ① I did very little

◆ After taking this course (compared with before you took this course)

⑤ I did very well ④ I did well ③ I did somewhat

② I did a little ① I did very little

You can choose up to 2 learning outcomes that you think are beneficial and important for you. () () .

Thank you very much for your cooperation.

添付資料

Appendix

1. BS-I: Assignment for Joint Session 2: Culture and Politics
2. BS-I: Politics (Part2) Group Worksheet, In-class worksheet (for individuals)
3. BS-I: Assignment for Politics (Part 3)
4. CCU: About Final Presentation
5. CCU: About Mid-term Presentation
6. CCU: About Journal
7. CCU: Active Listening Phrases
8. CCU: Chapter 3 Introduction Linear, Flexible and Circular Time
9. CCU: Final Presentation Evaluation
10. CCU: Mid-term Presentation Evaluation
11. CCU: Mini-Presentation Evaluation
12. CCU: Negotiating Skills
13. CCU: Analysis Form for: _____
14. CCU: What to look for when deciding your part of the Participation grade
15. CCU: Cross-Cultural Communication
16. CCU: Guide to Cross-Cultural Communication

BS = Basic Seminar

CCU = Cross-Cultural Understanding