FD Newsletter

❖ ICU OpenCourseWare -Looking back and looking forward-

Realizing the Potential of ICU OpenCourseWare

M. William Steele
60th Anniversary Professor

Have you visited the ICU OpenCourseWare page? It's easy to find on the ICU site, under "Academics" and "College of Liberal Arts," and the link is easy to remember: http://ocw.icu.ac.jp There you will find video recordings of about 90 ICU courses (English course: over 30)[1] and numerous model lectures, special lectures, and even a few concerts. Please take a look!

The OpenCourseWare site was established in 2013 as one of the University's sixtieth Anniversary projects. Its origins, however, go back to 2008 when ICU joined the Japan OpenCourseWare Consortium (http://jocw.jp/). As Dean of the College then, I was fortunate to meet up with Professor Miyagawa Shigeru, who was one of the early participants in MIT's pioneering open courseware project that began in 2002. He inspired us to begin an open courseware initiative at ICU.

The experimental OCW program was given the name OICU, short for "Open ICU." The mission statement of

the 2008 project read as follows: "The free and open access to knowledge reflects ICU's strong commitment to a liberal art education. In opening ICU courses to the worldwide community, ICU wishes to share its attempts to deal with many of the complex issues confronting the world today. ICU hopes that these courses will serve to stimulate creative and critical thinking among all those who are eager to learn."[2] Some of these early non-video attempts (2008-2010) to produce and disseminate "open and free" learning to the world are preserved in the current OCW website.

Professor Miyagawa, as 60th Anniversary Professor, returned to ICU in 2012 and helped to revive the earlier OCW project. In an interview with President Hibiya, he describes his hopes for ICU's participation in the growing area of online education, looking especially for courses that relate ICU's liberal arts mission to the world.

The interview is included in ICU's OpenCourseWare site (http://ocw.icu.ac.jp/ocw-interview/).

Indeed, ICU's OCW program was set up with the following goals in mind:

1) The Open Courseware project will help ICU realize its mission by contributing to global information sharing, learning, and debate, especially in the area of liberal arts.

2) The Open Courseware project will contribute to

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1) as of December 1, 2015
2) In an earlier FD newsletter I wrote about ICU's early OCW experiment: "OICU—Towards an Open and Free University," *FD Newsletter*, vol. 13, no. 1, October 2008, pp. 21-22.

Faculty Development. Course design and course management will be significantly improved--resulting in improved teaching and improved learning.

3) The Open Courseware project will enhance the reputation of ICU. The quality of ICU education will be visible to all, including prospective students. Open Courseware is a powerful PR tool and will serve to attract good students to ICU.

The extent to which these goals have been realized, however, needs to be reviewed. Who is looking at ICU's OCW? Statistics show that the ICU OCW site attracts an average of around 100 hits per month from 50 countries worldwide, but overwhelmingly from within Japan (12,072 hits between April-November 2015), followed by the USA (612 hits), UK (68 hits), Canada, Hong Kong, China (54 hits). How can we make the site more attractive? Are ICU faculty taking advantage of the FD opportunities that OCW offers? Not only can we see ourselves and critique the way we teach, but we can learn from others. Are high school students looking? Do we have evidence that OCW is playing a role in attracting prospective applicants to ICU? I pose these questions because I'm a believer in the educational power of technology to enhance learning and teaching. ICU's OCW is doing a good job, but it can be improved.

Some suggestions based on a critique of my own OCW classes may help realize the potential of ICU OpenCourseWare. I participated in the experimental program in 2008 and prepared two courses (History of Contemporary Japan and Japan Studies: History, Art, and Literature) and the courses that I have taught as Sixtieth Anniversary Memorial Professor have all been videoed, but only the Modern Japan and ICU courses are available on the OCW website. Here are my suggestions:

1) As far as possible, include the full course and not just selected lectures. One course I taught in 2013 includes only two videos, the 2014 class has 11 videos, and the 2015 class has only one video (so far). Rare is the course that is made completely available, and in some cases only special lecturers are included.

2) More introduction information is necessary. My "Modern Japan and ICU," for example: simply notes: "This course seeks to place the founding of history of ICU in the context of modern Japanese history. The course will trace the history of Christian higher education from the Meiji period and focus on the experience of ICU from its founding in the immediate postwar period to the present day." This may be sufficient for ICU students looking at the course, but a fuller explanation is necessary for a worldwide audience.

3) Links to the course syllabus are included allowing students to see how the course is structured, the learning goals, the assignments are and how they are evaluated, and list of required and suggested readings. But vital information is missing including details on the assignments and links to specific topics covered in each of the lectures. On Moodle I include such links to help students prepare for lectures; this sort of information could be included with OCW course as well. Providing lecture notes are also a plus, but of course all this will require active input from instructors whose courses are being prepared for the OCW site.

4) I suggest that ICU faculty and OCW staff should review OCW courses offered by MIT (as an example, see the course on "Food in American History" taught by Professor Anya Zilberstein: (http://ocw.mit.edu/courses/history/21h-s01-food-in-american-history-fall-2014/index.htm) that include a detailed syllabus, readings and links to where the readings may either be purchased or found on the internet, full information on assignments, links to related resources that enhance course work, and the option to download course materials.

5) Finally, I suggest that ICU consider joining edX (https://www.edx.org), a non-profit on-line learning consortium that pools the OCW resources of more than 70 universities worldwide. Kyoto University and the University of Tokyo are charter members and Osaka University has recently joined as a contributing member. As a member of edX, ICU's OCW courses and lectures would more easily be able to reach "eager youths from all the world."

ICU's OCW is off to a good start—already the site includes contributions from nearly 100 speakers. Let's work together to fully realize the potential of ICU OpenCourseWare to advance human learning worldwide; that is, after all, the goal of ICU as a liberal arts institution.

OCW Activity Report

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Introduction

ICU OpenCourseWare (OCW) has been in use for three years since it was first released in autumn 2012. Through now, we have released course videos at a rate of roughly one or two sessions per course, giving top priority to course introductions. However, thanks to the cooperation of course instructors, in the autumn term of 2015 we have recorded nearly all sessions of four courses, and currently we are in the process of editing these videos for release.

About 100 instructors in total have cooperated in video recording of their courses over the past three years. Efforts began with the cooperation of instructors (mainly full-time faculty) responsible for ICU's renowned General Education (GE) courses. We were able to record courses taught by over 60% of instructors. We are grateful for the cooperation and support of so many instructors.

(ICU OpenCourseWare Top page)

I. Changes over time in ICU OpenCourseWare

OpenCourseWare (OCW) is a project intended to release course content to the public that began in 2001 at the Massachusetts Institute of Technology (MIT) in the United States. Since then, OCW efforts have spread to universities around the world, including the establishment in 2006 of the Japan OpenCourseWare Consortium (JOCW, http://www.jocw.jp/index_j.htm), which ICU joined in June 2008.

・ At the start of its participation in 2008, ICU prepared content on its campus intranet site (w3), as Open ICU Courses (OICU). The content consisted mainly of materials such as course syllabi and lecture notes, for courses that included eight major courses and a pre-admission educational program.

(Open ICU Courses Top page)

・ **August 2011 through March 2012**

A working group for digital media content (with membership consisting of one faculty member and two staff members) was formed. It considered future activities and submitted a report proposing video recording of courses and establishment of a preparatory office.

・ **July 2012**

The Digital Media Support Preparatory Office was established. It recorded courses including Open Campus model classes. In September 2012 recording of courses including General Education courses (taught mainly by full-time faculty) and courses taught by 60th anniversary professors formally began, as ICU OCW.

・ **April 2013**

The ICU OCW website (http://ocw.icu.ac.jp) officially opened. Content was released in April for 29 courses consisting of eight GE courses, seven major courses, one graduate school course, and 13 other special lectures and Open Campus model classes.

(Old ICU OCW Top page)

・**September 2014**

Recording began centered on major courses (mainly foundation courses). Over the two years since autumn 2012, the number of GE subjects released totaled 27 (about one-third of all GE subjects), and the volume of OCW content released totaled about 100 items. In addition, the OpenCourseWare site was updated to make it easier to use.
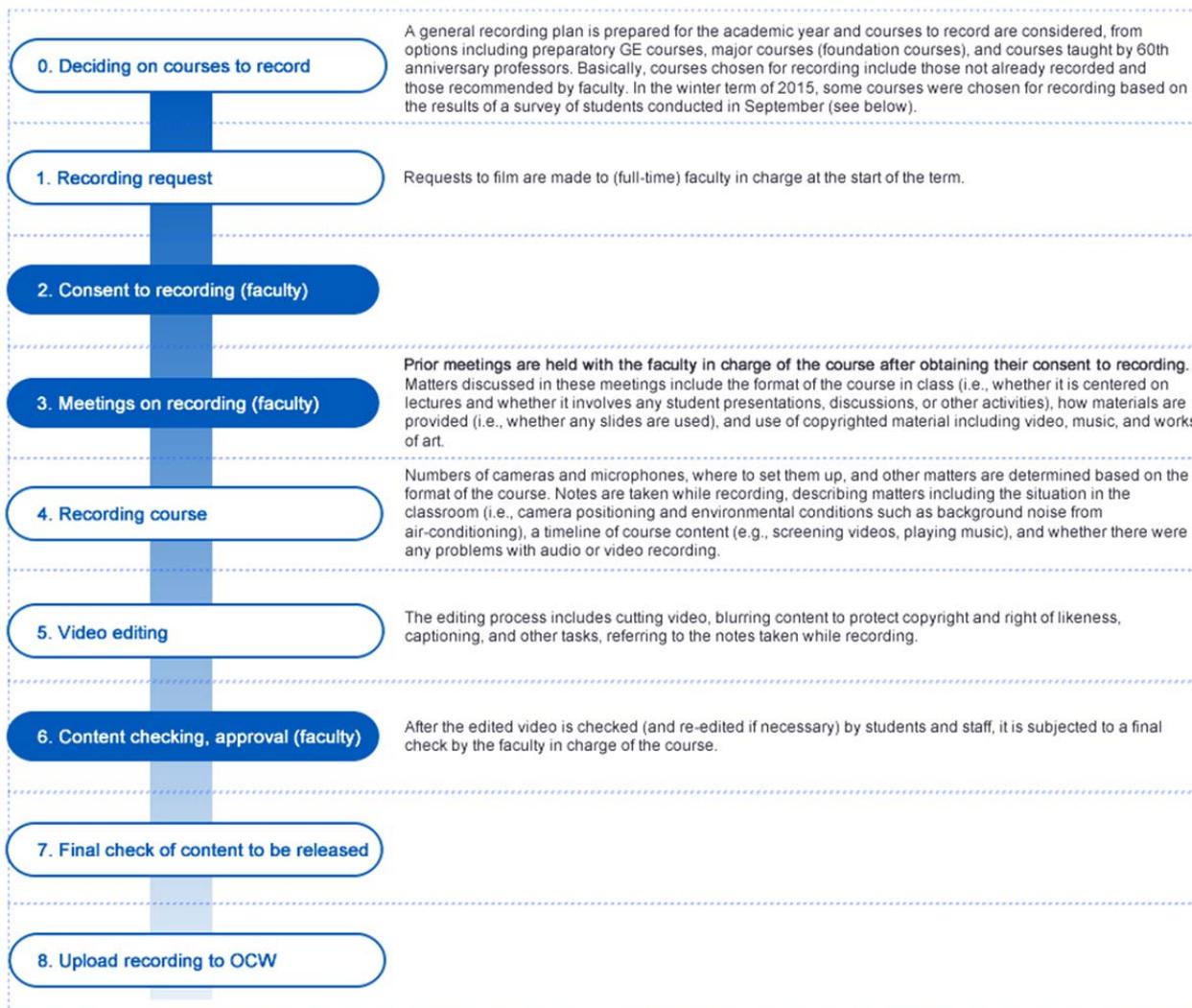
・**As of December 2015**

Content has been released for about 170 courses, consisting of about 90 standard ICU courses (42 GE courses, 35 major courses, four ELA courses, one JLP course, two WL courses, and two graduate-school courses) and 81 other courses including special lectures and Open Campus model classes. About one-third of this content consists of courses, lectures, and other content in English.

Future recording plans (2016 school year and later)

・ Reaching a number of 120 courses recorded over the four years since OCW content first was released, with about one-third of these consisting of courses conducted in English.

・ Limiting the courses recorded (to two or so subjects) and increasing the volume of content for which an overview of the entire course is available.

・ Recording and releasing at least one foundation course from each major over the coming two to three years.

II. From video recording through release of an OCW course

The current process from video recording through release of an OCW course is illustrated below. While university staff members handle the tasks of meeting with faculty and final checking of video editing, student staff play central roles in regular video recording of courses and video editing. The editing process takes time due to the difficulty of determining whether copyrighted materials can be used and handling their use. This is because while there is no problem with the use of copyrighted materials in the classroom, release through OCW constitutes secondary use, and in many cases use for other than educational purposes is not permitted.

0. Deciding on courses to record

A general recording plan is prepared for the academic year and courses to record are considered, from options including preparatory GE courses, major courses (foundation courses), and courses taught by 60th anniversary professors. Basically, courses chosen for recording include those not already recorded and those recommended by faculty. In the winter term of 2015, some courses were chosen for recording based on the results of a survey of students conducted in September (see below).

1. Recording request

Requests to film are made to (full-time) faculty in charge at the start of the term.

2. Consent to recording (faculty)

3. Meetings on recording (faculty)

Prior meetings are held with the faculty in charge of the course after obtaining their consent to recording. Matters discussed in these meetings include the format of the course in class (i.e., whether it is centered on lectures and whether it involves any student presentations, discussions, or other activities), how materials are provided (i.e., whether any slides are used), and use of copyrighted material including video, music, and works of art.

4. Recording course

Numbers of cameras and microphones, where to set them up, and other matters are determined based on the format of the course. Notes are taken while recording, describing matters including the situation in the classroom (i.e., camera positioning and environmental conditions such as background noise from air-conditioning), a timeline of course content (e.g., screening videos, playing music), and whether there were any problems with audio or video recording.

5. Video editing

The editing process includes cutting video, blurring content to protect copyright and right of likeness, captioning, and other tasks, referring to the notes taken while recording.

6. Content checking, approval (faculty)

After the edited video is checked (and re-edited if necessary) by students and staff, it is subjected to a final check by the faculty in charge of the course.

7. Final check of content to be released

8. Upload recording to OCW

III. Video recording

・ At first in 2012 a single home video camera was used for video recording and editing.

・ In spring 2013 Prof. Shigeru Miyagawa of MIT was appointed advisor, and separate recording of audio began as a means of improving recording methods. Wireless microphones were used in audio recording for a while, but due to frequent occurrences such as cutting out of audio, today audio is recorded to IC recorders connected directly to a microphone.

・ As much as possible, we use two cameras to record courses. While one of these generally serves as a backup, sometimes it is preferable to record using two cameras, particularly in cases such as recording classes held in large lecture halls or ones involving activities such as student presentations or discussions.

・ In cases such as lectures by instructors from outside the university, signatures are obtained on letters of consent to course recording and release. Also, when student presentations are a main part of a recording students' signatures are obtained on letters of consent to use of their likenesses.

IV. Video editing

Course videos released through OCW fall into the following two main types: 1) The long type, in which the video released is edited to present the course largely as it was conducted, and 2) The digest type, in which one or more course sessions are edited to make them shorter.

In addition, editing methods vary by course. For example, when switching between video from two cameras in editing the video from one camera might be inserted into the video (such as slide show images) from the other camera.

1. Long type

The video recorded is released largely as recorded, to provide an overview of the entire course.

This is best suited to a lecture-format course with frequent use of the blackboard, explanation of slides, etc.

2. Digest type

One or more course sessions are compressed into a single video to communicate the atmosphere, structure, and other features of the course.

This is used in particular for courses that involve use of copyrighted materials or considerable amounts of student preparations or discussions, by editing the video to remove such passages and provide supplementary information in captions. Also, in some cases explanations of course content by faculty will be filmed separately.

Examples of editing)

1) Shortening discussion passages and adding explanatory captions

2) Filming with two cameras and combining an image of a slide with a view of the instructor

3) Explaining course content in captions

4) Editing a course by multiple faculty members for brevity

V. Fact-finding survey of OCW users

1. Conducted using Google Analytics
(results checked April 1, 2013 - November 30, 2015)

Access analysis was used to check total access count, region, popular content, devices used, and other information (based on results through November 2015)

(1) Total access count
Approximately 800/month at first, rising to approximately 1800/month at present.

(2) Region
While the vast majority of users are from Japan, there also were numerous users from the U.S., Russia, Germany, South Korea, and China, with access from almost all countries other than those on the continent of Africa.

(3) Popular content
Heavily accessed content included that recommended on the homepage and content linked from pages for high-school students. English-language pages also had high access.

(4) Devices
Users of desktop computers accounted for about 60% of all access, but access from mobile devices is increasing, to 30%.

2. Survey of undergraduates on ICU OCW
(1) Overview
Subjects: Awareness of ICU OCW and desired subjects
Period: September 18-30, 2015
Respondents: 186 (out of 2300)

(2) Results
  1) Awareness: Approximately 40% of respondent students reported either having used ICU OCW or being aware of it although they had not used it.

  2) OCW's strengths:
  ・ Anybody can view a real university course
  ・ Viewing it before admission helped motivate me to take the entrance examination (OCW introduced through pre-admission education and Open Campus)
  ・It makes it possible to view a course by an interesting professor or in an interesting field before registering for it
  ・ It makes it possible to check points I missed in class and to review in preparation for exams

3) What courses would you like to see released through OCW?
・ ICU-specific courses: overview of Christianity
・ Historical studies, cultural studies
・ Help for review: courses taught in English, fast-paced courses, mathematics, political science, courses with frequent blackboard use, etc.

4) Areas of interest
Media, Communication and Culture, Psychology, Education, Anthropology, International Relations, Sociology, Gender and Sexuality Studies, History, Economics, Business, Global Studies, Development Studies, etc.

VI. Conclusion
One of the intentions of releasing courses through ICU OCW is to communicate to parties outside the university in easily understandable ways the actual conditions of a liberal arts education at ICU and how it promotes active bilingual learning in Japanese and English through various forms. At the same time, it also is intended to contribute to supporting the education and learning of ICU faculty and students. Particularly under the present educational system in which students choose their majors at the end of their second years, it is intended to serve as an important source of information for choosing what courses to take and deciding on a major. As we increase the number of courses released in the future, we hope that ICU OCW will be put to use in an even wider range of situations.

Note:
The name of the international consortium to which the JOCW belongs changed in May 2014 from the Opencourseware Consortium to the Open Education Consortium.

http://sites.uci.edu/opencourseware/blog/2014/05/12/opencourseware-consortium-becomes-open-education-consortium/

(English translated provided by CTL)

❖ Let Google Classroom Help You Cut Hours From Your Class Management Time

Have you tried clicking on the interesting looking icon titled *Classroom* to be found on your Gmail Apps under *More*?

In the Spring Semester, I decided to try out this new application available in our GAFE (Google Apps for Education) setup and was very impressed not only by the amount of time and resources, such as paper, able to be saved in everyday class management tasks, but also by the potential for creative possibilities in designing and creating tasks for students. Classroom was designed for teachers by Google in order to centralize all of the applications, including Google Docs, Google Forms, Google Groups and other GAFE applications into one easy to manage center. Creating a class is easy, the applications are well suited to a teacher's needs, the interface is easy to navigate, and Google Classroom is continually becoming more convenient and well-matched to practical teacher needs.

When you first create a class, Google Classroom gives you a code and your students simply go to their Google Apps, click on the Classroom icon and enter the code, instantly becoming a member of your class. Classroom offers 3 pages for class management. *Stream*, where you can interact with your class through announcements, assignments, and question forums. *Student*, where student information is stored. And *About*, where you can upload the class syllabus and store other important course materials.

Two of the most useful applications Google Classroom lets a teacher perform are,

- being able to contact the whole class in a few clicks through *Create Announcement*. (You are also able to contact individuals or groups of students through the *Student* page.)
- being able to create online assignments through *Create Assignment* that have automated deadlines, meaning a considerable amount of time saved on the work involved with collecting, returning, and checking of submitted work. When creating assignments you have the option in your

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assignment creation pane to add links, Google Docs, videos and other links or files. I found this to, first, make creating a task for students easy and straightforward and, second, to increase the range of possibilities for the teacher to be creative and original in task design. For example, in one task you may have students work on a template, refer to a webpage, watch a video and participate in an online discussion by using the *Create a Question* function. Conveniently, if you are teaching more than one group, you have the option to send the announcement or assignment to multiple groups.

Google Classroom has its own active Google+ community, and the feedback and requests from the community, combined with the quick response from the Google Classroom development team, have helped Google Classroom become even more user friendly for teachers. Some of the newer applications include *Invite a Teacher* in which you can arrange for another teacher to participate in your class, or in the event of illness, the teacher can easily step in and take over the class. The Google Classroom Google+ community is not shy in telling Google what it wants and continues to challenge Google to improve its services. In the next few years, undoubtedly Google Classroom will become even more accessible and useful for teachers, and also more open to customization.

If you haven't yet had a look at Google Classroom in your Google Apps on your GAFE, it's definitely worth it. The learning curve is relatively stress free and there is plenty of assistance and support available from the Google Classroom Help Center. Not only does Classroom let you be inventive and original in task

design, but also Google claims using the GAFE tools results in 52 hours a year of saved teacher time, a whole lot of hours that could be used for investment in material development and preparation.

〈**Related link**〉
Guide to Google Classroom Folder
(currently only available in English)
https://drive.google.com/open?id=0Byutw_6FyNgmdlp
yUTBLTVc0bWM

❖ FD Seminar Report

Open Education: How We Got Here

Lecturer: Shigeru Miyagawa (60th anniversary professor; professor, Massachusetts Institute of Technology)
Date & time: Wednesday, June 10, 2015, 12:50-13:40
Location: Meeting Room 206, Administration Building 2F

The first FD seminar since the establishment of the Center for Teaching and Learning (CTL) featured a lecture by Prof. Shigeru Miyagawa , CTL special advisor, on open education.

The OpenCourseWare (OCW) project, announced in 2001 by the Massachusetts Institute of Technology (MIT) with the objective of releasing lecture materials from all courses to the public free of charge on the Internet, can be described as the start of open education. Ten years later in 2011, Stanford University announced that it would offer the course Introduction to AI online, and that spurred the rapid spread of massive open online courses (MOOCs) around the world. The concept of open education includes these two movements: OCW to provide educational materials and MOOC to offer courses and education via the Internet.

For some courses, MIT's OCW program provides lecture notes for nearly all lectures, released under the Creative Commons license so that anybody can download, distribute, modify, and reuse them. Some courses even release content including homework, quizzes, and their answers. When asked why MIT began the OCW project, its then-president famously said, "If you share money, it disappears, but if you share knowledge, it increases."[1] This philosophy reflects MIT's mission of creating information, sharing it, preserving it, and applying it to the world's great challenges. Prof. Miyagawa stressed that in order to advance OpenCourseWare it must reflect the mission of the university itself.

Shigeru Miyagawa 60th anniversary professor

On the Japan, a joint course of Harvard and MIT offered on the edX platform.[2] Prof. Miyagawa was responsible for teaching a standard MIT course at the same time as this MOOC. He describes how when he tried giving students in the standard class the assignment of viewing the MOOC video as homework and then discussing it in class, the result was a much higher rate of retention of information by students from the short (yet very well made) video compared to a reading assignment. He also said that he sensed that students spoke more and were much more active in this flipped class, and after this experience he cannot return to traditional classes. Incidentally, for video released on the Web even a length of 10 minutes is considered long, with two to six minutes being the ideal. Apparently students watch the video at 1.5 times or even double its original speed, and if they miss something they check the captions instead of rewinding.

Lastly, he described the case of a high-school student accepted for admission to MIT at age 15 without attending high school, instead completing

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1) Words of former MIT president Charles M. Vest (Charles M. Vest, former president, MIT, 2002)
    "If you share money, it disappears, but if you share knowledge, it increases."
2) All videos of the Visualizing Japan course are available in the course archives.
    https://www.edx.org/course/visualizing-japan-1850s-1930s-harvardx-mitx-vjx-1

most education through MOOCs. It is likely that progress in open education will lead to more diverse entrance examination methods in the future.

The seminar inspired attendees to think about ICU's OCW as well, including its future potential and new ways of using it.

Note:

Video of the FD Seminar lecture is available on icuTV and ICU OCW.

http://icutv.icu.ac.jp/workshop/

http://ocw.icu.ac.jp/sl/sl_20150610/

(English translated provided by CTL)

Tomoko Kobayashi

Center for Teaching and Learning