How Active Can a Teacher Be When Promoting Active Learning?

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Active Learning

MEXT (1989)

(Issues and Perspectives of <u>Elementary and Secondary </u>Education)
Those who are in charge of schools, then, need to endeavor to improve the school environment so that school will become a place where pupils are willing to attend to engage in **active learning**.

MEXT (2003)

(Various Efforts in <u>Elementary and Lower-Secondary School </u>Education)
 … active utilization of various new education programs that give children intellectual curiosity and **possession of an active learning stance** will help students extend their creativity even after completion of their elementary and lower-secondary school education…

MEXT (2012a)

(4つの基本的方向性に基づく8の成果目標と27の基本施策)

成果目標2（指標例）・学習支援環境の改善（図書館の活用度、開設時間の改善、ICT整備状況、**active learning**環境）

【基本施策7】（施策例）・<u>学生の主体的な学び</u>を拡大する教育方法の革新（参加型授業、フィールドワーク）
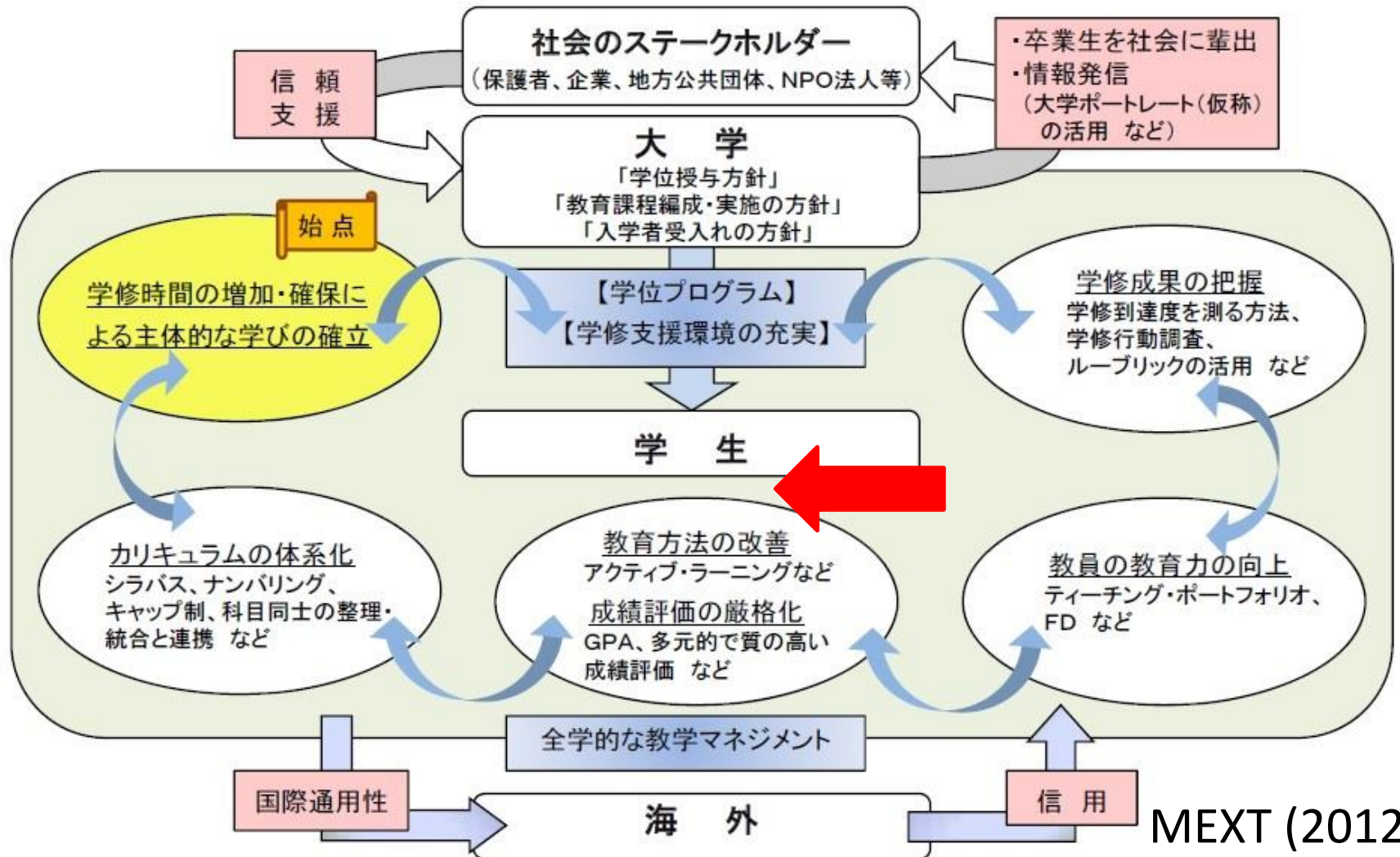
MEXT (2012C)

(University Reform Action Plan)

… the University Reform Action Plan was established to define the procedures of reforming universities by clarifying: what kind of society we aim for, the skills needed for our future leaders, and the new type of universities we aim to create.

学士課程教育の質的転換への好循環の確立

資料2
中央教育審議会大学分科会大学教育部会(第11回)
H24. 3. 7

・先の見えない今の時代を生きる若者や学生が「生涯学び続け、どんな環境でも勝負できる能力」をやしない、技術や技能を身に付けることができる大学へ
・そのためには、学生が主体的な学びを深めるとともに、学生同士が切磋琢磨し、刺激を受け合いながら知的に成長することができるよう、課題解決型の
能動的学修といった学生の思考や表現を引き出しその知性を鍛える双方向の授業を中心とした質の高い教育へと学士課程教育を質的に転換

MEXT (2012b)

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Various active learning opportunities to develop the ability to learn, think, and take action on one's own initiative

The Ministry of Education, Culture, Sports, Science and Technology, Government of Japan (MEXT) compiled the University Reform Action Plan, setting out the direction of university reform based on the challenges faced by Japan and expected situations. With two main focuses on (i) reconstructing universities to be capable of handling major societal changes and (ii) enriching and strengthening university governance, the plan aims to develop human resources who can respond to social changes and build intellectual infrastructure. The plan requires that university education helps students establish their attitude toward learning on their own initiative. Furthermore, the need for problem solving type active learning was clearly stated in the report (summary of deliberations) announced by the Central Education Council on March 26, 2012, regarding the nurturing by universities of the ability to continue lifelong learning and independent thinking, for an era that is difficult to predict. The report described the need for this kind of education to nurture a wide variety of human resources who can respond to any situation that may occur in an era which is difficult to predict, by practicing lifelong learning and by having the ability to think independently.

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Active Learning ?!!

"Let's take the students to the Beer Factory"

… ?

"Prof. XX will call the factory, and Prof. YY will arrange the bus tour."

… ??

"Excuse me, but shall we allow them to drink?"

… ???

【アクティブ・ラーニング】
教員による一方向的な講義形式の教育とは異なり、学修者の能動的な学修への参加を取り入れた教授・学習法の総称。学修者が能動的に学修することによって、認知的、倫理的、社会的能力、教養、知識、経験を含めた汎用的能力の育成を図る。発見学習、問題解決学習、体験学習、調査学習等が含まれるが、教室内でのグループ・ディスカッション、ディベート、グループ・ワーク等も有効なアクティブ・ラーニングの方法である。

MEXT (2012b).

Research Question

**How active can teachers be
when promoting students' active learning?**

i.e. Is there any way that Ts can actively "help students establish their attitude toward learning on their own initiative"?

Phases in my teaching style (1)

year	Events, teaching styles, what I was aware of
2005-	**Started teaching part-time** Audio-lingual method →Ss always "talking"

→How can I involve the Ss?

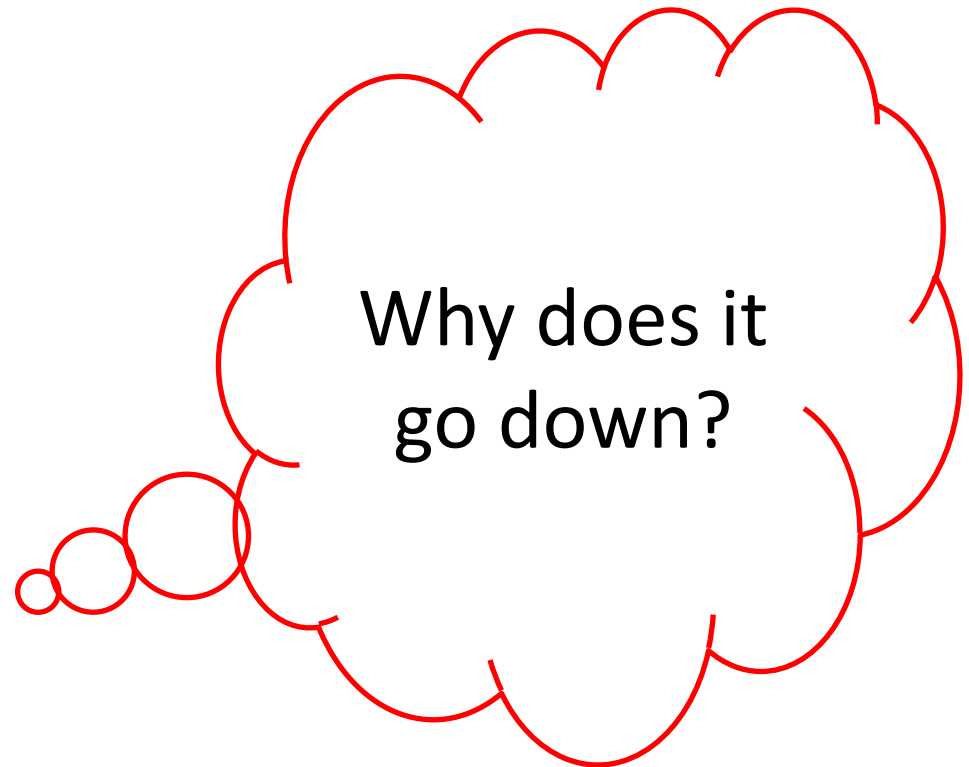| year	Events, teaching styles, what I was aware of
2008-	**Got the current position** Ss' identity and needs (Nakanishi, 2008)

→Am I teaching what the Ss want to learn?

Phases in my teaching style (2)

year	Events, teaching styles, what I was aware of
2009-	**Joined GSELER, Failed Mr. Tamai's class** Peer feedback activities →Ss' sense of belonging to a learning community (Nakanishi, 2009a; 2009b)

→**I will observe what Ss are doing so that I can eventually support them.**
→**I had to face many privacy issues.**

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What made me down

Why does it go down?

Kemmis, S. & R. McTaggart (1988).

Phases in my teaching style (3)

year	Events, teaching styles, what I was aware of
2012-	**Finished GSELER** Project-based learning (Nakanishi, 2012; 2013)

→**I'll just show the lesson plan and it's up to the Ss how to reach the goal.**

Phases in my teaching style (4)

year	Events, teaching styles, what I was aware of
2013-	**Joined a Ph.D. Program** Ss' autonomy →I am a learner, and so are the Ss. **→I am a researcher, and so are the Ss.** (Nakanishi, 2014a; 2014b; 2014d)

→What can I <u>NOT</u> do to help the Ss?

(Nakanishi, 2014c)

Freddie Project

- How it started:
  One of the frequent visitors of my office took the initiative and recruited other Ss to hold a concert.

- "Melody of the Leaves":
 Storytelling in English, Japanese subtitles, and featured jazz songs

- Preparation:
  publicizing, sound effects, stage lighting, planning and reporting on the budget & spending, etc.

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Student staff members

A	(Leader) Logo design, Opening MC (stage 1), Storytelling
B	(Sub leader) Storytelling, Closing MC (stage 1)
C	(Sub leader) Program design, Reception
D	PV design, Budget, Storytelling, Opening MC (stage 2)
E	Subtitle slide show, PPT operation
F	Storytelling, PPT design, Ticket & flyer, Reception
G	Contact email address, Stage lighting
H	Audience questionnaire, Stage lighting

Analysis
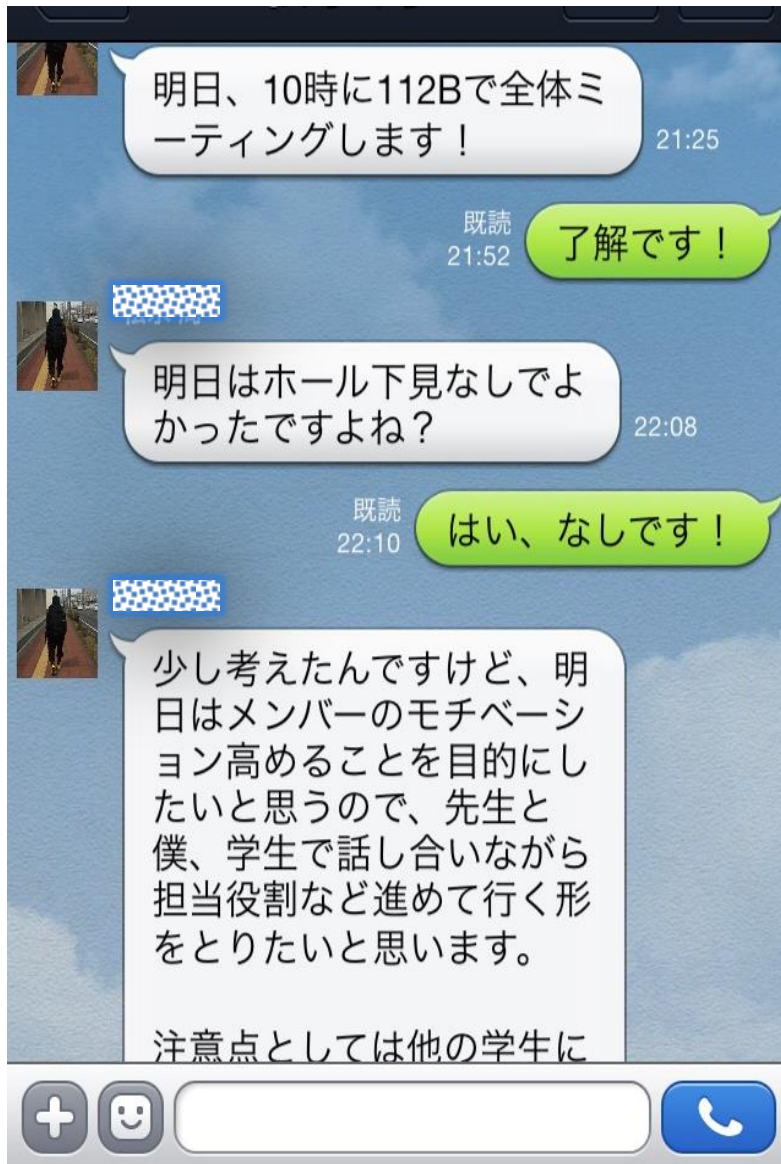
817 email and SNS messages exchanged among the Ss during the preparation period
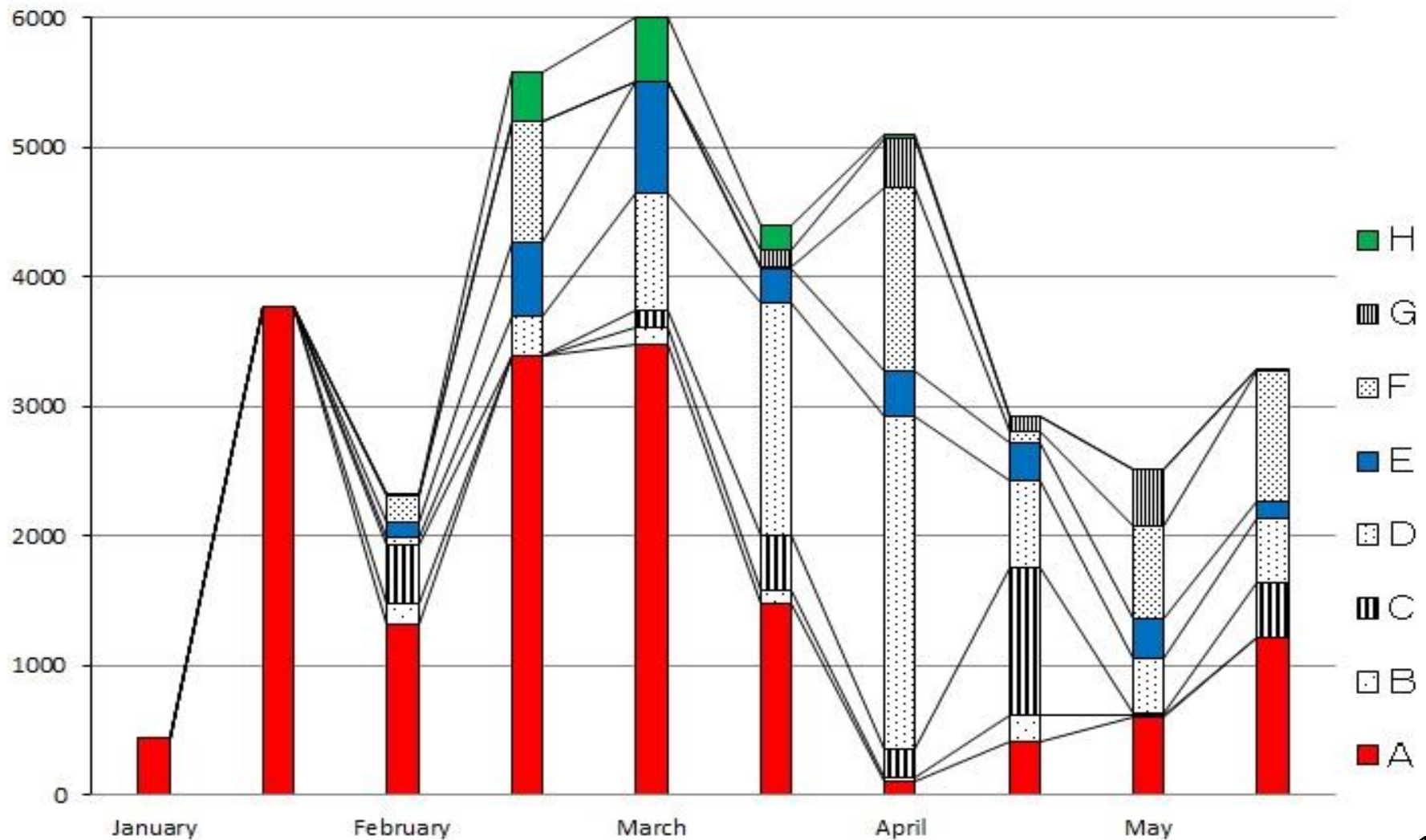
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Text-mining

↓

What didn't I do to help the Ss?

↓

- What I **did not do**
- What I **consciously did**
- What I **carelessly did**

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Analysis
Number of letters in messages sent from the Ss.

Analysis
Words appeared frequently in messages sent from Ss.

	A	B	C	D	E	F	G	H
1	する	する	する	する	(学生名)	する	笑	??
2	思う	了解	パンフ	0	する	(^-^	ぼく	聞こえる
3	僕	限	(学生名)	良い	スライド	駅	本	照明
4	こと	(>	(学生名)	円	操作	経営	♪	ライト
5	くん	<;)	添付	,	良い	良い	する	スポット
6	いる	泣	の	いる	(学生名)	m	)	照らす
7	可能	教室	中西	一式	リハーサル	神戸学院	おれ	(学生名)
8	さん	終わる	ポスター	単価	こと	チケット	ひとり	交互
9	先生	よろしい	方	用紙	僕	いる	(	証明
10	方	いただく	先生	の	の	の	(学生名)	人
11	くれる	授業	(*'▽'*)	先生	思う	なる	!	切り替え
12	グループ	4	○	ヴォーカル	できる	(((((	ID	づらい
13	話す	とく	お願い	URL	自分	学科	freddie	ナレーション
14	メール	チェック	なる	思う	映す	(学生名)	Yahoo	消す
15	なる	転送	(	三田	決定	感じ	服装	ピンスポ
16	の	あがる	送る	PV	字幕	三宮	T	難しい
17	れる	はじめ	遅い	(学生名)	日	学部	_	おもう
18	ん	ライン	/	写真	月	バス	あと	ゆう
19	日	講義	)「	くださる	なる	練習	o	(学生名)
20	ある	合う	KAC	中西	パソコン	送る	関係	人数

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Interpretation

What I did not do (From A's case)

◆I did not intervene.

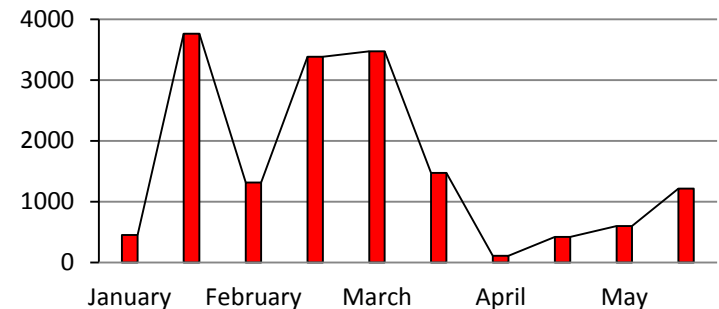## What I consciously did (From E's case)

◆I forced him to join the group.

What I carelessly did (From H's case)

◆I intervened.

What I did not do (A's case)

A	(Leader) Logo design, Opening MC (stage 1), Storytelling

Some notes about student A:

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4000
3000
2000
1000
0
   January  February  March  April  May
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◆ The 4th year student, but a sophomore.

◆ A student from spring 2013, often visited my office to talk about his problems and worries.
⇒He was the one that made me think that I was fully out of the difficult phase.

◆ He wanted to do something so that he could change, and started the Freddie project.

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◆ He was the only contact person till Feb.6th.

⇒a strong sense of responsibility

◆ Frequent words: "-くん, -さん, グループ, 話す, メール"

⇒tried to gather opinions from other Ss as a leader.

◆ Feb. 27th: "I don't understand the situation now."

◆ Mar. 3rd: "I know I am stubborn, but I would listen to other members as long as they can persuade me into listening – that was my attitude. But maybe that's different from the way I actually wanted to be."

◆ Mar. 25th: "I am not worth a leader. Nobody responds to my messages."

Q. Should I tell other members to respond to him?

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I could have, but didn't.

I thought:
◆ It would make him lose face as a leader.
◆ He may leave the team, but we'll understand each other someday.

What happened:
◆ Less and less number of messages from A, which were replaced by the messages from other staff members.
◆ He started not showing up in meetings and rehearsals.

After the concert:
◆ I lost interest and left everything to other members, but when I sent a message the night before the concert, they all responded to me. And I thought, oh, that's what a leader is like, and realized I didn't have to handle everything by myself. A leader doesn't make a team. Team members make the team. A leader can be a leader because there are team members.

What I consciously did (E's case)

E	Subtitle slide show, PPT operation

Some notes about student E:

◆ A sophomore.

◆ A student in 2013, never saw him talk to anybody in class, looked sensitive, thoughtful, and insecure.
⇒There must be something wrong. What's that?

◆ He was always one of the last students to leave the classroom.⇒Why? When Ss stayed in the room after the class, he was always 2 or 3 steps away from them but never joined the group. ⇒Why?
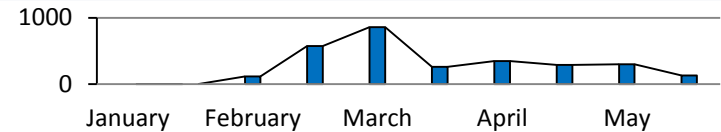
Q. Should I ask him to join the project team?

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I could have avoided it, but did.

I thought:

◆ It's against my belief, but he wouldn't volunteer.

◆ He was standing there when A came to recruit members.
⇒Isn't he waiting for somebody to persuade him?

What happened:

◆ Feb. 6th: "Everybody is good at planning and putting it into practice. I envy them. I can never be like them."

◆ Frequent words: "スライド，操作，リハーサル，できる，映す，決定，字幕"
⇒fully played his role related to the ppt slide show.

◆ Feb. 26th: "It's OK we have lights in front, but completely dark around the back of the stage, please."
⇒**HE** is telling other members what to do?!

◆ Mar. 4th: Things will go smoothly when I am in charge of the ppt operation. So please let me do the ppt leader.

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What I carelessly did (H's case)

H	Audience questionnaire, Stage lighting

Some notes about student H:
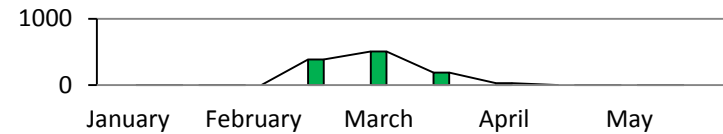
◆ A senior in a university in Kansai area.

◆ A friend of A, often comes to our library.

◆ Very efficient and punctual.

◆ Mar. 18th: Samples of "Audience Questionnaire (both Japanese & English ver.)" came attached. They were well-done, but there were ways to improve them.

Q. Should I show him how to make it better?

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I shouldn't have, but I did.

I thought:
◆ We still have two more months.
◆ It will enhance his intellectual curiosity.

What happened:
◆ Mar. 18th: I sent him a long message with advice on how to revise the questionnaire (even with some reference books).
◆ Mar. 23rd: "What do you want me to do?"
→Obviously, it discouraged his "attitude toward learning on his own initiative".

What I learned

What I did not do: From A's case

◆ I did not intervene, but eventually he found the way out on his own. →Trust your student!

What I consciously did: From E's case

◆ I forced him to join the group, but he started to take the initiative. → Trust your student!

What I carelessly did: From H's case

◆ I intervened, and took away his motivation and initiative. → Trust your student!

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Reflection

RQ: How active can teachers be when promoting students' active learning?

 Case by case. I do not even know what I did / didn't do was right or wrong.

I would have reacted differently before, and
I may react differently in the future,
because I am changing.

That's why …
I need to keep record of what happened.
I want to know what other Ts are doing.
I decided to share what happened in this project.

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