

Diversity & Inclusion Teaching Assistants (DITA) Notes

INCLUSIVE TEACHING

AS PRACTICED BY INSTRUCTORS



Preface

The Center for Inclusive Leadership (CIL) aims to promote inclusive leadership in research, education, and practice. It has introduced Diversity and Inclusion Teaching Assistants (DITA), a new support system to assist faculty in practicing and promoting inclusive teaching in classrooms and to provide more TA opportunities that help develop inclusive leadership mindsets among students. This new system will also contribute to CIL's research efforts in the field of inclusive teaching.

DITA Purpose

- ① Promote inclusive teaching
- ② Identify effective practices for inclusive teaching at APU
- ③ Understand the inclusive climate of APU
- ④ Foster inclusive leadership mindsets and practices among students at APU

The Inclusive Teaching Notes—Inclusive Teaching as Practiced by Instructors is a collection of inclusive teaching practices and insights from instructors who have worked with DITAs in their classes. The Inclusive Teaching as Experienced by Students are based on 252 students' responses to a survey conducted by CIL in classes with the DITA support to understand how students experience inclusive teaching and identify effective practices for inclusive teaching.



<https://en.apu.ac.jp/cil/>



<https://www.facebook.com/CILsecretariat>

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Introduction to Environmental Studies EA

 Associate Professor MAHICHI Faezeh

 English

 69 Students

 APS

 SP 2021



Course Overview

The course is designed to help students to understand the basic concepts and principles of environmental studies and environmental issues covered in the course, and should be able to analyze the causes of various environmental issues.

In your opinion, what is inclusive teaching? What is it not?

The teaching method for this class was “Inclusive Learning and Inclusive Teaching”. The class had mainly three actors: 1) the instructor, 2) the TA, and 3) the students.

The 69 registered students were grouped based on students’ international/domestic, English/Japanese by the TA and the instructor in 14 groups composed of 4~5 students (to have relatively mixed students based on their language skills and background knowledge). The students, with the support of the TA and instructor, were instructed and encouraged to work inclusively throughout the course in the following three main course activities:

- Lecture Questions’ submission in Manaba: The lecture question was a follow up assignment for each class. It has guided the students to review the content discussed in each class. Each group members were encouraged to read the other members’ submitted assignment and comment on them, as a part of the inclusive learning process. The students’ submission indicated that the assignments had great values and as effective procedures have encouraged the students to study more and engage with their fellow group members.
- ‘News Sharing’ submission in Manaba: Since the inclusive groups were formed, it was possible to encourage the students to share a recent news articles related to the course content from their home countries. Same as the lecture questions, each group members were encouraged to read the other members’ assignment and comment on them, as a part of the inclusive learning process.
- ‘Final Group Project’: All group members had to join in and work on a final group project based on writing a report on the assigned theme of; “From Organic Farm to Organic Plate”, in which was related to the course. As the groups were composed by students from different nationalities and backgrounds, it had the potentiality to learn extensive skills such as research, time management and skills for effective group work, in order to create the project about locally produced organic products, and as well as creating a 5-min video.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

Since our class was conducted online, the instructor and TA always use their cameras to teach and greet the students to create as much as the face-to-face class atmosphere. We also encourage students to turn on their cameras in case they did not have internet connection issues. Meanwhile in the middle of the class, the instructor always interacted with the students by asking multiple questions for individual responses or discussions in Zoom breakout rooms. This situation creates an inclusive environment encouraging the students to share their own opinions and knowledge.

Besides that, in every beginning and the end of each class, Professor and TA always reminded students that the teaching team is always open to any questions through emails regarding the class materials, group works, assignments, etc. The students also were given exception of attending the class in the cases of experiencing technical problem or health issues.

How did you help students understand course learning objectives and expectations?

The class syllabus was explained by the instructor in the first day of the class. Also, after the 3rd class, the group division is informed to the students and the group work began. We explained to students in detail during the class on how to do assignment on Manaba. In addition, the assignment submission guidelines were shared in Manaba so the students could read the direction all the time.

In the middle of the semester, we evaluated the student's group work performance and shared the scores with each individual student in order to encourage the students to keep improving their scores. In addition, the TA frequently has sent emails to the inactive students, encouraging them to do their assignments as well as offering extra support. By publishing students' grades in mid-semester, some inactive students' performance has improved, and they perform better in the second half of the course.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

In most of the classes, the instructor has asked students to discuss with their group in break-out rooms about the topic that just discussed in the class. A Response code was provided that every group to submit the name of zoom breakout room-inactive members so that after the class, the TA could email and encourage them to be active in break out room discussion. After coming back from break out room to the main room in Zoom, TA was instructed to call random group number or inactive group number to challenge them by answering the questions asked in the class. This activity has increased their sense of responsibility as a student for being active in the class discussions. After calling random groups, the instructor also welcomed any volunteer group to share any interesting answers.

In addition to that, at the end of each class, the class assignments were given to the students in which were lecture assignments and news sharing related to the class topic. The reported cases needed to be from each student's home countries. In this way, the students were instructed to search and get updated about the assigned topics from their home country as pre-lecture readings. In some occasions, students were encouraged to share with the whole class what they found about environmental condition especially in their country.

Finally, in the end of the semester, the students were instructed to work on a group final projects of writing a report and making a video to reflect the topic that invited guest speaker, Ms Akiko GOTO. The talk was on locally produced organic ingredients and encouraging people to consume locally produced organic food. The design of the final group project, a group inclusive planning and actions was required, a mixture of researching and writing a report as well as cooking a traditional food from one of group members home county using at least locally produced organic products. The pedagogical design of the class was teaching the theories and providing the knowledge as well as the practical implementation.

How did you make group work (if any) more inclusive in your class?

Students learned from a variety of sources, giving them a realistic view on how environmental studies are conducted in real time. The course provided the knowledge from both perspectives of academia, research, and practical implementation. Groups were formed evenly in such a way that promoted the multi-ethnic, multi-lingual and background knowledge of students.

How did your TA support your practice of inclusive teaching in class?

The role of the TA was one of many hats. In a class with so many students, wearing the correct hat at the right time was one of the many challenges that a TA has to face. A TA played the role of discussion facilitator, logician, guide, and senpai. Listed below were some of the many tasks completed by the TA's:

1. Fielding questions from students through Manaba, email, Zoom chat, etc. Since the professor could not focus on every possible problem or question that may come up during the course, the role of a TA was to facilitate the class.
2. Zoom flexibility. In the age of corona, the TA must be able to know in the ins and outs of ZOOM and all of its tools. This includes being able to switch groups quickly, full use and knowledge of on-screen annotations, and polls, etc.
3. Guide and Senpai. TA's are the senpais of the current student, and a bridge between the Professor and common student populace. TA's are students who are role models and lead by example whether or not they know of such. The TA guided the students through the weekly coursework.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

I have invited a guest speaker to the class Ms. Akiko Goto, the owner and founder of Oita Organic Market (<https://www.facebook.com/oita.organicmarket/>). Her extensive knowledge in the field, she was able to share with the students, what is organic food, and how do we distinguish between its varieties. Ms. Goto emphasized the importance of organic planting due to its positive impact to the body health. Then, she showcased the current situation in Japan which presented a very slow progress of 0.2% in (year) to 0.25% in (year) growth. After explanation regarding the increasing rate of organic plantation in Japan, Professor Mahichi invited the class to search for the trend (the percentage of organic plantation) in each student's countries, in ZOOM breakout room to discuss together, as part of having an inclusive practice, and then share in the main room to the whole class. At the end of the presentation of Ms. Goto, students were encouraged to inquire and ask their questions about Organic food.



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おおいた
Organic
Market



Supported by Center for Inclusive Leadership (CIL), APU

Bringing Organic Food to Our Daily Life

Speaker: Ms. Akiko GOTO
Founder of Oita Organic Market

Date: Mon. June 21st , 2021, 1st period (8:45-10:25 JST), Zoom ID: 921 3169 4296

“Food as medicine” was the starting point for Akiko Goto’s interest in healthy food. Following the birth of her son in 2011, and due to a concern with allergies, she started becoming interested in the role of organic food and a healthy body. Her son recovered within half a year after consuming only organic products. During this time, she visited many organic farms, explored the availability and use of organic products, and discovered that a need for organic produce was widespread. At the same time, she noticed that many farms existed but that there was no venue available to display their produce. Goto san further observed that organic farmers in Oita Prefecture produced quite unusual and unique organic food that would be popular among Japanese people. Her ideas for an organic market came together and in December 2012, Oita organic market was born!

The content of both talks is the same. The lecture will be held in Japanese and English, and everyone is welcome to join.

Facilitator: Professor Faezeh MAHICHI **Email:** fmahichi@apu.ac.jp

 **Community Development**

 **Professor KIMURA Rikio**

 **English/Japanese**

 **15 students**

 **APS**

 **SP 2021, Q2**



Course Overview

This course is for students who are interested in community-level development as practiced internationally as well as domestically. This course aims at helping students deepen their understanding on theories and practices of community development. In particular, this course is designed to enable students to delve into epistemologies that underpin theories and practices. In addition, through the multi-disciplinary approach, it is expected that students learn various facets of community development. Furthermore, this course also attempts to equip students with some practical perspectives, methods, and even behaviors as “community development workers” in their current and future settings—whether through professional community development organizations, in APU, in communities where they (will) live, in organizations where they will work, or even in their families.

In your opinion, what is inclusive teaching? What is it not?

Inclusive teaching is where student feel that they are supported by an instructor, a TA and their group peers so that they feel the sense of belonging. Inclusive teaching is also where students feel that their differences and uniqueness are valued.

To be more specific, inclusive teaching is, first of all, interactive teaching where there are regular exchanges of ideas even in a lecture so that their diverse perspectives are represented in the classroom and they feel included. It also includes effective group work where there is mutual help and respect between students so that they feel included in their groups and their unique perspectives are valued (Kimura et al., 2021). Finally, it is also teaching where there is democratic space where students are empowered and an instructor is disempowered towards equalizing their power relationship in order to create the sense in which students feel that this is ‘our class.’

Inclusive teaching is not predominantly didactic teaching where an instructor keep lecturing and treat students an empty container, into which the instructor deposits knowledge.

Kimura, R., Shin, K., Cutting, M. and Mahichi, F. (2021). Inclusive Leadership Education in a Multicultural Educational Setting: A Review of Conceptual Models, Practices and Measurements, the Center for Inclusive Leadership Discussion Paper.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

I made myself and a TA approachable and available by using a positive welcoming tone and practicing prompt and sincere feedback to students' inquiries. A TA and I also strived for facilitating mutual help among students in their small groups. I also held an Appreciative Inquiry Workshop in one of the sessions to make the class the best learning experiences for students and to empower the voice of students (Kimura, 2017).

Kimura, R. (2017). Creating Classrooms for 'the Best Learning Experience' through Appreciative Inquiry, *Ritsumeikan Higher Education Studies* (17),pp.131-149.

How did you help students understand course learning objectives and expectations?

I added to the syllabus what I wrote in the above two questions and explained verbally about them so that students would be cognitively aware of the expectations of the class. This included adding the learning objective of inclusiveness to the course learning objectives in the syllabus. And, of course, a TA and I tried to 'walk the talk' in the classroom so that students would feel that we were really trying to meet the expectations.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

Students were required to submit mini assignments on Manaba before each session. This was for them to prepare for the session. The significant portion of the class time was spent on group work where students learn by discussing and exchanging ideas with their peers. The major part of their group work was used for group case study analysis, which is a modified pedagogy of the case method. Finally, students wrote the final paper, in which they employed and operationalized concepts and theories learned from the course to craft a community development manual.

How did you make group work (if any) more inclusive in your class?

I had pre-session meetings (30 minutes each) with my TA to particularly discuss group work of the day. I had done this practice when I was doing MCL through the academic office and the Pedagogy Grant research and the DITA research through the CIL. I had also accumulated the facilitation and intervention tips for TAs particularly through my MCL experience and shared those to my TA so that she would utilize those when working with small groups (Kimura 2020).

Kimura, R. (2020). Fostering Multicultural Collaborative Group Work in a Large Class: Comprehensive Course Design and Strategic Use of Teaching Assistants, *Ritsumeikan Higher Education Studies* (20),pp.97-114.

How did your TA support your practice of inclusive teaching in class?

I made myself and a TA approachable and available by using a positive welcoming tone and practicing prompt and sincere feedback to students' inquiries. A TA and I also strived for facilitating mutual help among students in their small groups.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class. Please feel free to attach a photo, link or file.

Kimura, R. (2020). Fostering Multicultural Collaborative Group Work in a Large Class: Comprehensive Course Design and Strategic Use of Teaching Assistants, *Ritsumeikan Higher Education Studies* (20),pp.97-114.

Kimura, R. (2017). Creating Classrooms for 'the Best Learning Experience' through Appreciative Inquiry, *Ritsumeikan Higher Education Studies* (17),pp.131-149.



Resource Management



Professor JONES Thomas E.



English



90 students



APS



SP 2021, Q2



Course Overview

Pollution, mainly due to industrial development, is degrading the environment in various ways. The phenomena and mechanism of water, air, soil and noise pollution will be explained in the lectures with examples. Later, waste treatment is focused as an effective way to mitigate pollution using technology and system design. Furthermore, advanced technology can help to reclaim resources from waste through recycling. To know how to deal with pollution and waste from the interdisciplinary perspective will lead to a deeper understanding of relationship between environment and development.

In your opinion, what is inclusive teaching? What is it not?

From my past experience with the CIL's projects, and this semester's class I can make a definition of inclusive teaching, as i) encouraging conversations about diversity, equity, and inclusion; ii) encouraging students to be respectful of other students' opinions; and iii) meeting the needs of a diverse student mix in actual and online classrooms.

Although located in an educational environment that often skips or fudges the need to formally recognize the need for inclusive learning, APU is an ongoing experiment to try and establish a more international and genuinely diverse campus by steering students towards more inclusive learning goals.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

Although this remains the gold standard, speaking honestly it is hard enough to achieve this in a regular classroom, let alone in a Zoom meeting. However, certain guidelines have been useful such as using Chat Box quizzes to break the ice, gauge concentration and reward sharp students with Bonus Points; requesting cameras ON during breakout rooms; allowing all groupmates to speak and choose different roles for the final assignment; emphasizing the importance of respecting other students' opinions; building trust to keep confidentiality & ask permission to use photos etc. Also arriving a few mins early and staying on after class for Q&A or 1-1 consultation.

How did you help students understand course learning objectives and expectations?

This course supported students' understanding of course learning objectives and expectations by i) stating them clearly at the start of class & sharing the slides/handout for each class at the end of the lecture (previously I have tried sharing them before class, but found students were less likely to listen!); ii) posting on Manaba News (esp. upcoming deadline reminders etc.); iii) having TAs introduce specific learning objectives and assignments; iv) using TAs or student role models to provide case study examples for specific learning goals.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

Extra reading and other materials were provided at the end of each class via DOIs, video or podcast links or PDFs for interested students to carry on studying in their own time. Also, there was a Flipgrid case study video presentation with several stages (please see final box). The Grade Evaluation Method used a mix of in-class Manaba quiz & Respon assignments, together with periodic review tests taken outside class hours to engage with course materials and demonstrate their learning of fundamentals. In addition, the final Term Paper had no upper word limit to allow students to demonstrate their learning.

How did you make group work (if any) more inclusive in your class?

Mixing up international and domestic students. Also encouraging groups of students to meet and mix in and out of classroom hours via a Flipgrid case study video presentation with several stages; setting thought-provoking assignments so they would continue the conversation on Line or FB outside class. Important information about the lectures were delivered through Manaba, and urgent notices sent through university email, encouraging students to check their Manaba and emails regularly. But sometimes the test would include a question based on the answer of groupwork discussion to foster more active debates. In addition, a One Drive Excel sheet was also used as groupwork output.

How did your TA support your practice of inclusive teaching in class?

- Having TAs introduce specific learning objectives and assignments
- Having TAs or students provide model examples for specific learning goals
- Having international students as TAs, together with foreign faculty teaching the class in Nihongo, forces the Japanese students to re-consider their idea of multicultural learning environment. Some of them are quite resistant, which results in occasional complaints, but many also rise to the challenge to develop their "APU spirit" as true global citizens

How did you help students understand course learning objectives and expectations?

This course supported students' understanding of course learning objectives and expectations by i) stating them clearly at the start of class & sharing the slides/handout for each class at the end of the lecture (previously I have tried sharing them before class, but found students were less likely to listen!); ii) posting on Manaba News (esp. upcoming deadline reminders etc); iii) having TAs introduce specific learning objectives and assignments; iv) using TAs or student role models to provide case study examples for specific learning goals.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class. Please feel free to attach a photo, link or file.

- Example Groupwork assignment from Flipgrid.
- 1) Referring to Excel Onedrive, choose 1 of the 4 Pollution themes:-
 - i) Land; ii) Air; iii) Water; iv) Waste.
- 2) by July 7th (Wednesday) finalize your selected issue & share References; fix the role-sharing among different Groupmates
- 3) by July 11th (Sunday) finalize the PPT slides & preparations, (pre-record &) post your Group's 5 min video here to Flipgrid in the correct topic (select ONE from Land / Air / Water / Waste)
- (✖Make sure it is labelled with the Group Number & Keyword, e.g. GROUP 1_Mercury pollution etc)

The screenshot shows a Flipgrid poll interface. At the top, it says 'RM PWM 2021' with 'Show' and 'Edit' buttons. Below that, it indicates '47 responses • 162 views • 2 comments • 53.2 hours of engagement' and provides a 'View as student' link with code '05626c4'. There is a 'Meet on your Camera' button. The main area shows a list of 6 topics under the heading '6 Topics'. Each topic has a title, a 'Last Response' date, and an 'Active' status. The topics are: WASTE (post 5 min videos here), WATER (post 5 min videos here), AIR (post 5 min videos here), and LAND (post 5 min videos here). Each topic has a '5 Responses' count.

The screenshot shows a presentation slide titled 'Brief Introduction'. The slide features a background image of a river and a city. A large dark blue circle contains the following text:

- Pasig River is about 25 km long and falls right in Manila, Philippines
- It passes through 5 cities and has 4 major tributaries and 43 minor tributaries
- The river connects the two large bodies of water, Manila Bay and Laguna de Bay
- Used to be important for transportation and was the center of trade
- Also used to be for food and recreation
- In 1990, the river was officially pronounced biologically dead by ecologist

On the right side of the slide, there are several small video thumbnails showing participants in a virtual meeting.

The screenshot shows a presentation slide titled 'Subjects'. The slide features a background image of a person wearing a face mask. The text on the slide is as follows:

Subjects

AGE: 0-90
GENDER: Male & Female
LOCATION: Ulaanbaatar, Mongolia

Children
Pneumonia
40% lower lung function

In 10 years: 2.7-fold increase in respiratory infections
10,000 population
Peak: Winter

Highly-damaging-to-children diseases: bronchitis and asthma
Pregnant women: pre-term birth and spontaneous abortion

On the right side of the slide, there are several small video thumbnails showing participants in a virtual meeting.

 **Financial Accounting 1&2, Cost Accounting, Management Accounting**

 **Professor CORTEZ Michael A.**

 **English**

 **90 students**

 **APS**

 **SP 2021, Q2**



Course Overview

In these courses, I taught accounting major subjects to Accounting & Finance students and other APM students who took the courses. Financial Accounting 1 & 2 were offered on the same semester one quarter after the other for continuity. Cost & Management accounting subjects, likewise.

In your opinion, what is inclusive teaching? What is it not?

Inclusive teaching somehow involves my Teaching Assistant who is PhD schooling bound and will become a professor one day. Throughout the courses, we have bonded and I have taught him techniques in class management. On the other hand, my teaching assistant became my extension and was more considerate to students. He dealt with their problems that I would otherwise dismiss and consider as not my problem anymore.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

My students were free to chat in the chat box and were welcome to email my teaching assistant anytime. I personally would not welcome the tiniest and nonsensical question and concerned but having a teaching assistant was really a big relief as he was able to screen and prioritize the importance of student concerns. Along the way, I always asked my TA for his opinion, if he were me, what would be his decision? That's how I somehow passed on some teaching techniques to my TA.

How did you help students understand course learning objectives and expectations?

I constantly reminded students of the grading system from day one until every course requirement. For the second quarter where the courses were more difficult, I delayed the quizzes until after the holiday break so that they have time to absorb the totality of the lesson instead of learning the chapters piecemeal. I normally would solve the problems myself the next day after the exam but due to time constraints, my TA just sent via email the final answers for the students to solve it themselves.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

1. Students were required to have an e-book.
 2. Assignments were given in advance so they have time to read the chapter and solve it.
 3. I solved every assignment plus some seatworks so students learned the lesson.
 4. I chose accounting problems for quizzes that were illustrative of the assignments.
- The high passing rate suggest these were effective.

How did your TA support your practice of inclusive teaching in class?

My TA was an instrumental part of class management. He was an extension of my character. Although he was not an accounting major, I passed on some teaching techniques which he could use in his future career. My TA was very considerate of every student's situation as long as they were valid.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

Every session, students recited their homework and shared their screen for their classmates. Then they give me a random number and I counted left or right, up or down until it finds the next student to recite. This fostered fun and excitement as to who will be reciting next. I told students that it is better to commit a mistake in their assignments because that is how they learn.



New Media and Society/Technology and New Media



Professor MANTELLO Peter A.



English



61 students



APS



FA2021 Q1



Course Overview

By the 21st century, the emergence of new media technology has fundamentally transformed not only the means through which contemporary war is waged but also, and more importantly, war's visual representation through digital reporting, blogs and web 2.0 social networks. Citizen journalists, independent journalists, terrorists, and activists are using personal blogs, chat rooms, YouTube, WikiLeaks, LiveLeak, Flickr, and Twitter to sidestep the censorship barriers of traditional 'big' media (newspapers, TV, radio) and the increasingly restrictive and controlled 'embedded system of reporting' for mainstream journalists. Contemporary war has a new frontline, one where war is no longer fought physically but virtually and where the actors involved on both sides have replaced bombs and bullets with weapons in the form of blogs and bandwidths.

In your opinion, what is inclusive teaching? What is it not?

Inclusive teaching means encouraging students to think out of the box, learn from different cultures of ways of seeing and thinking and then applying it to the core lessons that are taught in the class. Critically, it strives to be inclusive of all students regardless of background. Inclusive teaching is about embracing diversity – not simply in terms of gender, age and culture but also diversity in terms of values and beliefs. Inclusive teaching is tolerant of ways of thinking but promotes the most basic of values of human rights. Inclusive teaching does not prioritize one culture or background, gender over another.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

Creating a positive environment is accomplished by showing passion as a teacher in what you teach. Striving to make each lesson interesting and compelling. Being sensitive to the needs of students and ensuring that they have a 'voice' in the class. Balancing seriousness with humor is also important to maintain a student's interest and creating a very positive classroom environment. Importantly, break out sessions that use the TA as a guide as well as my own presence to stimulate group discussion and to encourage students from all cultures to discuss things from their cultural point of view.

How did you help students understand course learning objectives and expectations?

Students were able to understand the course learning objectives through constant reinforcement of what each lesson would bring to the intellectual table – in other words, each lesson begins with an introduction to the main parts of the lecture and ideas covered and then a recap/review of the lesson by highlighting the main points and ideas covered. These learning objectives would then be translated into group assignments where students would be tasked with engaging in the lecture discussion in a critical fashion.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

Students engaged in the course material in several different ways. First, each session would have a lecture on a various aspect covered in the course content. Second, student would be assigned to break groups to participate in various assignments related to the readings or lecture. Third, students would be assigned various readings for homework. Four, students would be have to engage into two reading quizzes per week.

How did you make group work more inclusive in your class?

There were many assignments as previously mentioned that involved group work. Some of the assignments were designed to promote the exchange of ideas and opinions related to key questions or concepts in the lecture. Or students would be tasked in groups to review and discuss key readings related to the bi-weekly quizzes. Finally, students were organized into groups in which they were responsible for making a video essay on one selected topic from the course.

How did your TA support your practice of inclusive teaching in class?

The TA was invaluable. Besides helping with the logistics and organization of the break out sessions, he was in constant contact with students, in mentoring them with advice on their projects. Well-organized and with great communication skills the TA was a wonderful bridge between the students and myself. His cordial and amicable manner was extremely popular with the students and they found him very accessible and helpful.



Business Case Analysis and Communication EA



Associate Professor ACKARADEJRUANGSRI P.



English



142 students



APM



FA2021



Course Overview

In this course, students will apply the basic business knowledge and strategic frameworks/concepts that you have learned in the core and specialized business subjects to aid business/organization identifying the problems or opportunities and developing the solutions. The course provides student with opportunities to refine the essential skills, such as analytical and critical thinking, quantitative analysis, problem solving, system thinking, creative thinking, interpersonal skill, presentation and business communication, and collaborative teamwork. The course also covers various topics in business and management, including but not limited to market development, transformation strategy, profitability and growth, international business, crisis management, leadership, responsible management, and others.

In your opinion, what is inclusive teaching? What is it not?

All students are enabled to learn and experience the class equally. Diversity, different in ideas are always welcomed. The teaching methods and class materials also encourage student participation, discussion and remove barriers. The class design also considers differences in student backgrounds.

For what could not be considered as inclusive teaching is the teaching that focused on the instructor (teacher focused learning). The class is designed based on the instructor's preference with less consideration on student background and learning pace. Different ideas or opinions are not welcome to discuss during the class. The course design does not well plan and align with learning objective as well as does not encourage the diversity.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

Students raised questions and participated in discussion throughout the class. This means the students can contact instructor/TA/DITA via e-mail for class related matter during pre and post class. While during the class, there were several mini class activities to encourage student discussion and participation. Students used different functions of Zoom to express and share their ideas/questions to the class. For example, responded to live survey, raised hand for sharing the questions, shared screen and etc. For the post class, there was weekly group assignment, which students had to work in team. Students shared their understanding about the case and discussed about potential solutions with their peers. In this class, there will be no judgement what is right or wrong as long as the students clarify their rational behind with references. This direction has been highlighted since day 1 to encourage and comfort student participation throughout the class.

No.	Title	Period	Publish / Unpublish	Submitter	Manage
1	Group weekly assignment #1	2021-10-07 14:00-2021-10-12 18:00	Unpublished	26 teams	
2	Group Case Analysis and Presentation	Closed 2021-10-07 14:00-2021-10-09 18:00	Published	26 teams	
7	Group weekly assignment #2	Closed 2021-10-13 13:30-2021-10-19 18:00	Published	26 teams	
8	Group weekly assignment #3	Closed 2021-10-19 14:10-2021-10-26 18:00	Published	25 teams	
9	Group weekly assignment #4	Closed 2021-10-26 14:10-2021-11-02 18:45	Published	26 teams	
10	Final Group Case Analysis and Presentat...	Closed 2021-11-02 14:00-2021-11-13 18:00	Published	26 teams	
11	Group weekly assignment #5	Closed 2021-11-09 14:00-2021-11-09 18:10	Published	26 teams	

How did you help students understand course learning objectives and expectations?

Providing explicit class materials (including ppts in details, assignment instructions and rubrics, assignment feedbacks) on class Manaba with the support from TA and DITA. Students were required to study the materials before joining the class. The class assessments and learning objectives was explained during the first session and reinforced throughout the class. There was a peer evaluation when there was a group assignment. Good examples of group case analysis and presentation were also provided to set the expectation. In case, students had questions, they can contact instructor team (including TA and DITA) via e-mail or raise the questions during the class.

NO.	Criteria	Average Score (Out of 5)
1	Problems, key issues, and relevant subject knowledge	4.43
2	Qualitative and quantitative analysis of company/organization/ industry (both present consistently with each other and reinforce each other)	4.40
3	Realistic and practical solutions	4.38
4	Strategic orientation and focus	4.33
5	Logical tie-in to analysis	4.35
6	Justification of recommendation	4.28
7	Consideration of cost and control issues	4.03
8	Explanation of impact	4.40
9	Realistic timeline and analysis of unforeseen problems	4.18
10	Ability to defend position convincingly, and consistent with presentation	4.33
11	Ability to answer questions effectively and with confidence	4.53
12	Ability to defend position convincingly, and consistent with presentation	4.37
13	Ability to answer questions effectively and with confidence	4.47
14	Additional Comments: Answers for Q&A session was not on-point. Implementation plan overfocuses on short-term Good job guys! I think your team should work more on financials.	

Excellent job Team 9!

We are impressed by your case analysis presentation, however there is always room for improvements. Therefore, we are sharing the results of the peer judgment survey in regards to your team's presentation performance yesterday.

Please carefully take into consideration the results of this survey and comments your peers may have to improve your analysis for the upcoming weekly assignments!

Please also note that, this is not a final score of your group case analysis and presentation, the peer judgment evaluation will be combined with Instructor's evaluation that makes up the final score of your team's Group Case Analysis and Presentation.

Regards,
BCAC Team

NO.	Criteria	Average Score (Out of 5)
1	Problems, key issues, and relevant subject knowledge	4.43
2	Qualitative and quantitative analysis of company/organization/ industry (both present consistently with each other and reinforce each other)	4.40
3	Realistic and practical solutions	4.38
4	Strategic orientation and focus	4.33
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14	Additional Comments: Answers for Q&A session was not on-point. Implementation plan overfocuses on short-term Good job guys! I think your team should work more on financials.	

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

The following are the multiple ways for students to engage with the course materials and demonstrate their learning:

- Personal contact: contacting via instructor's/TA's/DITA's email (24 hrs response time)
- Class Manaba: using multiple manaba functions, including Resources (sharing class ppts, assignment instructions and rubrics, online class policy, examples of group case analysis and presentation), communication threads, course news, assignment for individual work, project for group work, and comments for providing assignment feedbacks.
 - Note: Since the class materials were posted on class Manaba at least 2-3 days before the class, thus, it allowed students to have enough time to download and study before the class.
- Zoom class: using chat box, live survey, raise hands, thump up, thump down, share screen, to engage with student during the class.
- Zoom recording video: for students who could not attend the normal class time due to different time zone and/or technical issue, the students can contact the instructor team and receive the link to watch the class recording.
- Microsoft form/survey: students was required to participate in peer judgement/evaluation by answering the survey.
In the peer evaluation, there was also the comment section where students could share the descriptive feedbacks to their peers for further improvement.

Peer Judgement (Class 9&10: Elis Semiconductor Manufacturing Corporation – Taiwan Case)

Please puts the executive hats on, listen carefully, and make a critical and constructive evaluation.

Hi, ACKARADEIRUANGSRI P. When you submit this form, the owner will see your name and email address.

* Required

1. Your Student ID *

Enter your answer

Next

How did you make group work more inclusive in your class?

As mentioned in previous section, to enhance MCL and inclusion in group work, the TA and DITA worked very hard to form the teams with good mix of diverse backgrounds (see picture (d)). The following are the criteria:

- With the same time zone (+/2 differences)
- Good mix of business case competition experiences
- Good mix of business case analysis experiences
- Good mix of specialization within a team
- Good mix of strategist, marketer, insights and financial
- Good mix of nationalities

Moreover, to avoid free rider, each member is required to submit the peer evaluation at the end of semester. They can freely write how each member has been performed and contributed to the team.

How did your TA support your practice of inclusive teaching in class?

For this course, I am very thankful to have the 3 TA supports, in which one of the TAs is DITA. The TAs have played an important role in facilitating and managing the hybrid class. They helped forming teams with diverse backgrounds. They recorded and tracked student attendance and participation weekly. They also provided feedbacks to the team's weekly assignment. The DITA also attended the in-person class and helped set up the hybrid system. As a result, we were able to solve many technical issues and group concerns in real time. Example of technical issues are audio system, especially when switching between main room and breakout room, and tried to prevent the students who attended the in-person class not to hear what the other teams discussed in the breakout room. With the help of DITA, we were able to solve the issue from second classes. Free rider and personal conflict in team were the other examples of group related concerns. With these, the TAs worked very hard to investigate the group situation and made necessary action, including motivating the team to overcome the challenges. The TAs also acted as the gatekeeper and coordinator, contacting the inactive student(s) to participate into group work/group activities. Many students also preferred to e-mail the TAs asking for class related questions, thus, the respond rate was very quick, and we were able to answer student's e-mails and solve the concern within 24 hrs. The TAs also served as Zoom and hybrid class's experts, with their helps, I can focus on class delivering, discussion, inclusive teaching and learning, while they managed the system.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

Besides the above-presented examples, 3 out of 6 cases that we discussed in the class are addressing the DEI, sustainability, and social responsibility, you may find these 3 cases as follows:

- Fair employment agency: Eliminating forced labor through ethical business practices (focused on DEI)
- Elis Semiconductor Manufacturing Corporation – Taiwan (focused on ESG)
- IKEA and its new circular initiatives (focused on sustainability and social responsibility)

Student	Case competition experience	Case analysis	Nationality	Major	Competency	Group
	No	No	Japan	Marketing (M)	Neutral	1
	No	No	Canada	Innovation and Econor Analyst		1
	No	No	Filipino	Strategic and Organiz Key Insights		1
	No	No	Indonesian	Strategic and Organiz Strategist		1
	No	Yes	South Korea	Accounting and Financ Reliability		1
	Yes	No	Vietnam	Strategic and Organiz Creativity		1
	No	No	Korea	Innovation and Econor Reliability		2
	No	No	Japan	Marketing (M) Strategist		2
	No	Yes	Vietnamese	Accounting and Financ Analyst		2
	Yes	No	Thai	General Management Creativity		2
	No	No	China	General Management Neutral		2
	No	No	Bangladesh	Innovation and Econor Reliability		3
	No	No	Thai	Marketing (M) Strategist		3
	No	Yes	Indonesian	Strategic and Organiz Analyst		3
	No	No	Indonesia	Marketing (M) Key Insights		3
	No	No	Cypriot/Ukrainian	Accounting and Financ Creativity		3
	No	Yes	Japan	Marketing (M) Key Insights		3
	Yes	Yes	Japan	Marketing (M) Neutral		4
	Yes	No	Uzbekistan	Accounting and Financ Neutral		4
	No	No	Indonesia	Marketing (M) Creativity		4
	No	No	South Korea	General Management Strategist		4



Biodiversity EA



Associate Professor MAHICHI Faezeh



English



56 students



APS



FA2021 Q1



Course Overview

The course is designed to help students to understand the basic concepts and principles of environmental studies and environmental issues covered in the course, and should be able to analyze the causes of various environmental issues.

In your opinion, what is inclusive teaching? What is it not?

The teaching method for this class was “Inclusive Learning and Inclusive Teaching”. We tried to apply active learning methods to encourage every student to participate in their own and other group members’ learning process. In my opinion, inclusive teaching does not include one way transferring of knowledge from the instructor to the students, nor accepts passive role of the students in the learning process.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

- Since our class was conducted online, the instructor and TA always use their cameras to teach and greet the students to create as much as the face-to-face class atmosphere. We also encourage students to turn on their cameras in case they did not have internet connection issues. Meanwhile in the middle of the class, the instructor always interacted with the students by asking multiple questions for individual responses or discussions in Zoom breakout rooms. This situation creates an inclusive environment encouraging the students to share their own opinions and knowledge.
- Besides that, in every beginning and the end of each class, Professor and TA always reminded students that the teaching team is always open to any questions through emails regarding the class materials, group works, assignments, etc. The students also were given exception of attending the class in the cases of experiencing technical problem or health issues.

How did you help students understand course learning objectives and expectations?

- The class syllabus was explained by the instructor in the first day of the class. Also, after the 3rd class, the group division is informed to the students and the group work began. We explained to students in detail during the class on how to do assignment on Manaba. In addition, the assignment submission guidelines were shared in Manaba so the students could read the direction all the time.
- In the middle of the semester, we evaluated the student's group work performance and shared the scores with each individual student in order to encourage the students to keep improving their scores. In addition, the TA frequently has sent emails to the inactive students, encourage them to do their assignments as well as offering extra supports. By publishing students' grades regularly, some inactive students' performance has improved, and they perform better in the second half of the course.

How did you make group work more inclusive in your class?

Students learned from a variety of sources, giving them a realistic view on how protecting biodiversity can be valued on daily bases in real time. The course provided the knowledge from both perspectives of academia, research, and practical implementation. Groups were formed evenly in such a way that promoted the multi-ethnic, multi-lingual and background knowledge of students.

How did your TA support your practice of inclusive teaching in class?

- The role of the TA was one of many hats. In a class with so many students, wearing the correct hat at the right time was one of the many challenges that a TA has to face. A TA played the role of discussion facilitator, logician, guide, and senpai. Listed below were some of the many tasks completed by the TA's:
- Fielding questions from students through Manaba, email, Zoom chat, etc. Since the professor could not focus on every possible problem or question that may come up during the course, the role of a TA was to facilitate the class.
- Zoom flexibility. In the age of corona, the TA must be able to know in the ins and outs of ZOOM and all of its tools. This includes being able to switch groups quickly, full use and knowledge of on-screen annotations, and polls, etc.
- Guide and Senpai. TA's are the senior student for the current students, and a bridge between the Professor and the course students. TA's are students who are role models and lead by example whether or not they know of such. The TA guided the students through the weekly coursework.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

In most of the classes, instructor has asked students to discuss with their group in break out room about the topic that just discussed in the class. A Respon code was provided that every group to submit the name of zoom breakout room-inactive members so that after the class, the TA could email and encourage them to be active in break out room discussion. After coming back from break out room to main room in Zoom, TA was instructed to call random group number or inactive group number to challenge them by answering the questions asked in the class. This activity has increased their sense of responsibility as a student for being active in the class discussions. After calling random groups, the instructor also welcomed any volunteer group to share any interesting answers.

In addition to that, at the end of each class, the class assignments were given to the students in which were lecture assignments and news sharing related to the class topic. The reported cases needed to be from each student's home countries. In this way, the students were instructed to search and get updated about the assigned topics from their home country as pre-lecture readings. On some occasions, students were encouraged to share with the whole class what they found about environmental condition especially in their country.

Finally, in the end of the semester, the students were instructed to work on a group final project of writing a to reflect the topic that invited guest speakers, Ms & Mr Kandori from Kandori Organic Farm. The focus of the talk was on regenerative agriculture utilizing local materials as fertilizer and encouragement to consume locally produced organic products. The final group project was designed in a way that required group inclusive planning and actions, a mixture of researching and writing a report as well as designing logo and one-page infographics. The pedagogical design of the class was teaching the theories and providing the knowledge as well as the practical implementation.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

I have invited guest speakers to the class Ms & Mr Kandori from Kandori Organic Farm, from Kitsuki city, Oita prefecture (<https://www.facebook.com/kandorinouen>). With the Kandori farm's extensive knowledge in the field, they were able to share with the students, what is regenerative organic agriculture. They emphasized the importance of regenerative organic-planting due to its positive impact to the environmental and human health. Then, they showcased the current situation in Kitsuki city that more farmers are adopting their method of utilizing seaweeds as fertilizer, as part of "From Sea to the Mountain, 海から山へ" concept. After explanation regarding the increasing rate of organic plantation in Japan, I invited the class to search for the trend (the percentage of organic plantation) in each student's countries, in ZOOM breakout room to discuss together, as part of having an inclusive practice, and then share in the main room to the whole class. At the end of the presentation of Kandori Farm, students were encouraged to inquire and ask their questions about regenerative organic agriculture.

The banner is divided into several sections. At the top left, it features the CIL logo (Center for Inclusive Leadership) and the APU logo (Ritsumeikan Asia Pacific University) with the tagline "Shape your world". To the right, a white box contains the event details: "Date: Mon. Nov. 8th. 2021, 3rd Period (12:30-14:10 JST), Zoom ID: 960 5323 8818" and a note: "The content of both talks in the case. The lecture will be held in Japanese and English. Everyone is welcome to join." Below this, an orange bar with a seaweed graphic on the left contains the title "Seaweed Fertilizer & Kandori Farm" and the text "Supported by Center for Inclusive Leadership (CIL), APU". The bottom section features a photo of Mr. & Mrs. Kandori in a field, a smaller photo of a beehive, and the text: "Guest Speaker Mr. & Mrs. Kandori Kandori Farm Farmer & Beekeeper" next to a bee icon. At the very bottom, it lists the facilitator: "Facilitator: Professor Faezeh MAHICHI Email: fmahicchi@apu.ac.jp".



MBA HRM



Professor KIM Rebecca ChungHee



English



20 students



APM



FA2021 Q2



Course Overview

The objectives of this course are:

1. To review the theories, patterns, behaviour and experiences of (International) Human Resource Management among various actors in global economy;
2. To develop the capacity to critically reflect on the character of the current (International) HRM; and
3. To be able to debate systematically with multi-sided understanding of HRM in global market.

In your opinion, what is inclusive teaching? What is it not?

I suggest that inclusive teaching is explicit education regarding a wide range of inclusive contexts by creating inclusive environment. I think how to educate “transferable skills” is critical in inclusive teaching. Students, by learning and developing an appetite for reflective, adaptive and collaborative learning, the transferable skill and interpersonal skills for effective listening, negotiating, persuasion and presentation, can be learned.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

I approach students with a variety of real issues or cases of the contemporary capitalist economy, in particular, COVID-19 era. It makes students to feel more inclusive by learning effective qualitative problem solving and decision making skills. It also linked to the improvement of the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of business and other situations.

How did you help students understand course learning objectives and expectations?

In MBA classes, I often give some kind of 'polite' warning at the beginning of the class that the expectation to MBA students is different to UG students – such as “Never forget that you are “reading and working” for a postgraduate qualification.”. Beyond regular lectures, I provided full supplement reading list and selected journal list along with emphasizing the fact that “this is an intellectually challenging subject that requires you to demonstrate the ability to analyse, synthesise and offer critique: for example, you should get into the habit of asking yourself political questions such as ‘in whose interests’, ‘who may loss out if certain course of action is taken’, or ‘who has a voice in a debate or by promoting certain management practice’?...” At the end of the class, I assess about this holistic learning by using many tools including viva examination.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

Beyond contemporary research and case studies, I used kind of 'imaginary' scenario and made role play among students as future managers such as in marketing, finance, HRM or CEOs. By using this role play, students can understand that each one's approach to ONE management problem is different according to each individual's role and background. It makes students to learn professional practical skills of self-awareness, openness and sensitivity to diversity in terms of people, cultures, roles, business and management issues.

How did you make group work more inclusive in your class?

Respect diversity is prerequisite for inclusive group designation. At the first class, I asked each one to introduce their working experience, background and what they want to learn in this HRM class. In addition, my DITA TA asked to each one their nationalities through manaba. All these components were considered in group designation.

How did your TA support your practice of inclusive teaching in class?

I taught main theories, practices and issues by interactive lecture and discussion. As a next step, I usually ask my DITA TA to facilitate case study discussion by using theories that they've learned in the class. The TA should find the issues and “encourage” the intellectual and inclusive debates as possible as she can, not only debates by some big voices – that's my proposal to the DITA TA.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

For instance, I've shown the recruitment-related CD, which I bought in the UK. Students liked it since they can see real technique and potential questions in interviews related process. In the group presentation, students should sign "Group contract", which promises their active contribution during the whole process.

Students also assess each other and should ask critical questions to the other groups. It is important for student to learn how to critically and systematically debate with multi-sided understanding of HRM in global market.

-  **Technology Management**
-  **Professor MIYAZAKI Kumiko**
-  **English**
-  **106 students**
-  **International Management**
-  **FA2021 Q2**



Course Overview

The management of technological innovation is one of the most important challenges of businesses today. Innovation has become the fundamental driver of competitiveness of firms of all sizes in virtually all sectors and nations. This course aims to teach the basic concepts, tools, related to strategic management of technology. Strategic management of technology covers topics such as types of innovation, innovation models, innovation strategy, building an innovative organization, managing technological collaborations, management of research and development, managing globalization, management of innovation in new products and services and managing operations and processes.

In your opinion, what is inclusive teaching? What is it not?

In traditional teaching, the lecturer provides knowledge to the students. In inclusive teaching, the role of the instructor changes to one who is not only a knowledge provider, but a facilitator, guiding the students to learn. This is based on the assumption that we recognize that the cultural background, interests, learning goals, as well as the strengths and weaknesses of students are all different. In inclusive teaching, the students feel welcome and comfortable, they will be encouraged to speak up and actively participate in the classes, so that they can learn from one another. It is important that the students understand that there is no single right answer. They should not be afraid to make mistakes.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

In the first Introduction class, I explained that students could use Chat, or raise their hand to ask questions if they needed further explanation or clarification on what I was saying. Although teaching material for management of technology and innovation is usually based on cases of developed countries and leading edge technologies, the course was designed so that the students from developing countries felt comfortable, by including cases of technological catching up in developing countries, as well as frugal innovation in developing countries such as India. I restated the key points in different ways during the class to make it easier for students to understand.

I started each lecture by discussing 2-3 interesting current news topics and interpreted them using the concepts covered in the course. I think this aroused their interest in technology management.

The DITA would also give a 7-8 minutes talk at the beginning. (explained later in this report). There was a group of students from Europe who were taking the class off line through video recording of my lectures. I was able to assess their performance by asking them a Quiz after they watched the video recording. Depending on the responses, I was able to assess their participation. There was a student who needed special care (I was notified in advance). He was given extra time to submit individual assignments. Anyway, he did very well and got an 'A'. The Zoom function, Live transcript was always set, so that who had difficulty in hearing and understanding could also read the sentences.

How did you help students understand course learning objectives and expectations?

In the first class, I explained what were the course learning objectives, expectations, the course structure and how students will be evaluated. The evaluation would consist of 3 parts, participation, individual assignment and group work. I explained that simply attending classes would not be sufficient, as they were expected to actively participate in class discussions. I also explained clearly how group work will be evaluated. It will be based on a combined assessment of 1. How much they have learned from the course, 2. How much effort they have made towards the group work, 3. The quality of the final presentation including how well they performed in Q and A. In addition to the group work, I emphasized the importance of the 3 individual assignments.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

I gave a copy of the PPT slides one or two days in advance. In Manaba I uploaded all the reading material for each class a few weeks before the class. During the class, breakout sessions took place so that they could work in a group. (A goal was set for each breakout session and afterwards, a member of the groups presented what they discussed). Some breakout sessions took place in random groups.

In others, when students were working on their Group project, the groups were pre assigned. On several occasions a video (lasting about 10 minutes) was shown of interviews of leading professionals engaged in Technology management or social innovation around the world. (UK, USA, Europe, India).

On several occasions, I invited guests (from UK, Thailand, Korea) to give a short presentation so that students would be able to acquire a global perspective.

How did you make group work more inclusive in your class?

In the beginning of the course, the DITA carried out a survey to find out the students' names, nationality, the country of residence and gender. The DITA used the information obtained to assign the groups so that diversity could be maximized and that would facilitate students to do group work by considering where they were located (time differences). Once the students started their group work, attention was paid so that they could work together smoothly. We asked students to contact us if there were any problems. If for example, students could not reach someone in the group, we made sure that they could find one another. When the students submitted their work, they were also asked to submit peer assessment so that my evaluation would be fair.

How did your TA support your practice of inclusive teaching in class?

Each lecture began by the DITA (Vietnamese student, Thai)'s 10 minutes presentation. He would give a wrap up of the key points learned in the previous lecture, and also talk about current news topics of interest. The DITA would take note of all the students who raised a question or made a comment. He noted down the names, the number of comments made in each class. At the end of the course, the data was compiled and sent to me. (I used the data for measuring the participation). The DITA would also check what students were saying in Chat so that I could take action.

Outside the class, when students had a question, they would ask the DITA. If he could not answer, I would answer the questions. When the final group presentations took place, the DITA asked some questions as well as managed time keeping

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

As explained above, by using a combination of the way I taught this course and thanks to the DITA, I think students were able to experience a fruitful learning experience. In one class activity, I asked students to note down, How glass can be used. Then afterwards, I asked them to say what they noted down. When students wrote down what glass could be used for, usually they could only think of 5-6 ways but when they started to say it one after another, the final list was quite long, leading to more than a dozen suggestions, showing that group creativity is greater than individual creativity.

I will attach here the comments from Thai Minh Long, the DITA when the course finished. "I am sincerely grateful to be given the chance to assist your class as a DITA. I think over a just short period of time, I was able to learn so many valuable skills and knowledge. Although the main purpose of the lecture & news recap is to keep students updated, I was able to benefit a lot from it and I really enjoyed that. This TA experience will definitely be one highlight of my student life at APU."

 **Intro. To Env. Studies 環境学入門**

 **Professor JONES Thomas E.**

 **Japanese**

 **120 students**

 **APM**

 **FA2021**



Course Overview

環境と開発の関係、さらに環境と開発の両立を求めるサステナビリティの概念を理解するには、自然科学的な知識とともに、社会科学的な分析が不可欠である。サステナビリティの基礎知識をインターディシプリナリーな視点から学ぶことは本授業のねらいである。

In your opinion, what is inclusive teaching? What is it not?

Based on previous experience with the CIL's projects, and this semester's class one definition of inclusive teaching, is as follows:-

i) encouraging conversations about diversity, equity, and inclusion; ii) encouraging students to be respectful of other students' opinions; and iii) meeting the needs of a diverse student mix in actual and online classrooms.

In the current educational environment the need to recognize the need for inclusive learning is greater than ever. APU is an ongoing experiment to try and establish a more international and genuinely diverse campus by steering students towards more inclusive learning goals.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

Establishing certain guidelines have been useful such as using Chat Box quizzes to encourage pro-active participation, break the ice, gauge concentration and reward sharp students with Bonus Points; requesting cameras ON during breakout rooms; allowing all groupmates to speak and choose different roles for the final assignment; emphasizing the importance of respecting other students' opinions; building trust to keep confidentiality & ask permission to use photos etc. Also arriving a few mins early and staying on after class for Q&A or 1-1 consultation.

How did you help students understand course learning objectives and expectations?

This course supported students' understanding of course learning objectives and expectations by i) stating them clearly at the start of class & sharing the slides/handout for each class at the end of the lecture (previously I have tried sharing them before class, but found students were less likely to listen!); ii) posting on Manaba News (esp. upcoming deadline reminders etc); iii) having TAs introduce specific learning objectives and assignments; iv) using TAs or student role models to provide case study examples for specific learning goals.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

Extra reading and other materials were provided at the end of each class via Notes compiled fresh each time by the TA. Also extra DOIs, video or podcast links or PDFs for interested students to carry on studying in their own time. Also, there was a Flipgrid case study video presentation with several stages (please see final box). The Grade Evaluation Method used a mix of in-class Manaba quiz & Respon assignments, together with periodic review tests taken outside class hours to engage with course materials and demonstrate their learning of fundamentals.

How did you make group work more inclusive in your class?

Mixing up international and domestic students, also 1st & 2nd years etc. Also encouraging groups of students to meet and mix in and out of classroom hours via a Flipgrid case study video presentation contest with several stages; setting thought-provoking assignments so they would continue the conversation on Line or FB outside class. Important information about the lectures were delivered through Manaba, and urgent notices sent through university email, encouraging students to check their Manaba and emails regularly. But sometimes the test would include a question based on the answer of groupwork discussion to foster more active debates. In addition, a One Drive Excel sheet was also used to monitor groupwork output.

How did your TA support your practice of inclusive teaching in class?

- Having TAs introduce our Zemi website including Int & Domestic students
- Having TAs compile example Notes at the end of each class
- Having TAs introduce specific learning objectives and assignments
- Having TAs or students provide model examples for specific learning goals
- Having international students as TAs, together with foreign faculty teaching the class in Nihongo, forces the Japanese students to re-consider their idea of multicultural learning environment. Some of them are quite resistant, which results in occasional complaints, but many also rise to the challenge to develop their "APU spirit" as true global citizens.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

Nov 16, 2021
Moderated topic
アムニティ
8 responses • 702 views • 48 comments • 44.3 hours of discussion

5分以内、下記の内容をかきし、APUにおける特長可能なキャンパスづくりの実現のため、グループ毎のビデオを投稿する

※タイトル必ずグループ番号を忘れないように！
 ・アイズブレイク (※グループのマスコットや初めスットなど)
 ・分野 (エネルギー、アムニティ、レクリエーション、ランドスケープ)
 ・対象地 (例: 本宮、砂浜コース、作楽館など)
 ・課題設定 (例: 食品のストックリスト)
 ・対策・プロポーザル (例: 生ごみの回収など)
 ・参考文献 (APAスタイル)

提出締め切り: 12月5日 23:55 まで

*重要: 4つのTopic (分野) を選択した上で、適切なTopicに投稿してください。

8 Responses

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Name	Date	Comments

環境学入門2021 / アムニティ / TAKEDA SOTA 竹

エコアイデアコンテスト

グループ17
 12220943 河津希音
 11221090 川田由佳
 11221109 高木美子
 12221114 杉本朝美

TAKEDA SOTA 竹
Dec 2, 2021 8:05pm • 85 views
Group 17

Add a comment...

8 comments

Up next

- OHSUKA SAKA 六
- MO YIFEI 四
- SUGIKI RINKA 五
- TANAKA Rina 四
- グループ18
- ONJUE Takumi 五
- GROUP 14
- YOSHITA Imai 四
- エコアイデアコンテスト GROUP 5
- エコアイデアコンテスト



Peer Leader Training I



Associate Professor Petrus Willem ROUX



English



38 students



APM



FA2021



In your opinion, what is inclusive teaching? What is it not?

The opportunity to accommodate diversity in the classroom and use it as an advantage for learning. It means to actively use the power of existing differences to learn about others, explore the politics of difference and utilize the advantages to improve understanding between cultures, genders, ages and status or power.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

Include students in learning design of the course, make sure that each group is balanced in terms of culture, nationality, gender, etc.

Actively design activities that equalize opportunities for exchange, participation and to learn about existing differences.

How did you help students understand course learning objectives and expectations?

We discussed learning objectives & expectations in the first class.

Students did reflection feedback after each class to understand class content.

Students completed a mid-term and final reflection on course contents

Opportunities for questions and discussion were offered after every 3 classes.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

Group discussion.

Q&A sessions with the instructor and TA.

Group projects to apply their learning and understanding.

Groups were responsible for teaching content to their classmates through an innovative learning game.

How did you make group work more inclusive in your class?

Students were divided according to nationality & gender.

Students with special needs were included (in coordination with their needs/requests).

How did your TA support your practice of inclusive teaching in class?

We discussed plans and ways to foster intercultural communication, which the TA actively supported and cultivated to help students understand the power and impact of sharing their diversity and unique background.

We worked together as a team (instructor & TA) to help students understand the need for continued cooperation between one another. The TA was instructed to actively encourage and demonstrate skills such as active listening, allocating roles and support the use and practice of taking leadership in groups.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

Group leaders were chosen at the beginning of the semester, with the understanding that each group member will take a turn to act as a leader for the group. These decisions and schedules were decided by each group freely. Group leaders were responsible for leading discussions, giving feedback and/or collate opinions from the group during short presentations.

観光学特殊講義JA

 久保隆行 教授

 日本語

 19 students

 APS

 秋Q1



Course Overview

・大分合同新聞社『おおいた遺産』（<http://oitaisan.com/>）をメインテーマとし、同書にて選定された有形・無形の地域資源の歴史・文化的価値を深く理解したうえで、「おおいた遺産」を活用した観光地域づくりのあり方について学修する。具体的には、「おおいた遺産」が所在する大分県内の3つの地域を設定し、以下の流れで授業を進める。①座学：地域ごとに、ゲスト講師からの「おおいた遺産」にかかわる講義を受講（第1、3、5週）②フィールドワーク：チャーターバスで、地域を訪問し現地で学ぶ（第2、4、6週）③最終発表会：最終週の授業は、受講生による「おおいた遺産と観光地域づくり」についてのグループワークの成果を発表。J: COMホルトホール大分（大分市）で、一般参加者を招き、Zoomで同時配信。

In your opinion, what is inclusive teaching? What is it not?

私にとってのインクルーシブ教育とは、開講する授業の受講を希望する受講生は全員もれなく授業を聴講するだけでなく、授業内外で設定された活動に参加し、教員も含めてお互いに学ぶ機会があり、それが実現するようなサポートも受けられる状態を意味します。教員からの一方的な情報提供を主とした授業はインクルーシブ教育とは言えないと思います。一方で、受講生本人もインクルーシブ教育を能動的に受講するという意識を持つ必要があり、そのモチベーションを教員は引き出す必要があると思います。

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

- ・初回の授業オリエンテーションの際に、本授業はダイバーシティインクルーシブ授業であることを説明し、すべての学生は教員とDITAによってケアを受けることができることを説明しました。
- ・フィールドワークにて行うグループワークでは、教員とTAが各グループメンバーとコミュニケーションを取り、グループワークから脱落する学生が出ないように注意を払いながら指導しました。
- ・Manabaでの課題提出の際に、提出しなかった学生に個別にTAからメールさせて事情を聞いたうえで、期限後提出を認めました。
- ・教員に対して個別に質問や相談がしやすくなるようにManabaに専用の申告の場を設置しました。

How did you help students understand course learning objectives and expectations?

初回の授業のオリエンテーションの際に授業の到達目標を詳細に説明し、教員の目標は受講生が全員到達目標を達成して良い成績を取ることでであると説明しました。

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

- 講義のPPT教材を授業終了後に電子的に配布することを前提に、受講生は授業中にノートを取り、授業後にPPT教材を使いながら復習するように促しています。また、毎回の授業の終業後に受講生に復習としてショートレポートを提出させ、提出後教員から個別にフィードバックを返して学習内容の定着を促しました。
- 毎回のフィールドワークのあとに学生に現地調査レポートを提出させ、提出後教員から個別にフィードバックを返して学習内容の定着を促しました。

How did you make group work more inclusive in your class?

- グループを作る際に、積極的な学生とそうでない学生がバランスよく各グループに配分されるように、事前に提出させた課題の取り組み状況などから学生をいくつかのタイプに分けて混ぜ合わせるように工夫しました。
- 先に述べましたが、毎回のグループワークではTAと分担して巡回して取り残されている学生がいなくどうか確認しました。
- グループワーク先を訪問する際のバスのなかでもグループごとにまとまって着席させ、仲の良い人同士だけで集まらないように配慮しました。

How did your TA support your practice of inclusive teaching in class?

- 授業中には、受講生からのチャットによる質問を管理してくれました。
- グループワーク中に各グループの巡回を教員と分担して行いました。
- グループワーク発表会では、各グループの発表時間の管理をしてもらいました。
- 授業外では、受講生がManabaに提出した課題の提出状況を確認して教員に報告してくれました。必要に応じて学生と個別の連絡をとって課題提出を促してもらいました。

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

今回採用したDITA学生は、前回採用したDITA学生と同様に、私の他の授業を受講していた障がい支援学生から選びました。私がこれまで見てきた障がい支援学生は、健常学生よりも学習意欲は高く、良い成績を取得する傾向にあります。障がい支援学生はさらに、他人の痛みを感じることができる感性が強いと思います。

今回採用したDITA学生についても、多くの受講生に癒しを与える存在として活躍してくれました。インクルーシブな学修環境を形成していくうえで、障がい支援学生の参画は大変有用であり、今後も積極的にDITAに採用していくべきだと考えています。



Environmental Science EA/ Environmental Chemistry EA



Associate Professor MAHICHI Faezeh



English



87 students



APM



FA2021



Course Overview

Course Overview: The course is designed to help students to understand the basic concepts and principles of environmental studies and environmental issues covered in the course, and should be able to analyze the causes of various environmental issues.

In your opinion, what is inclusive teaching? What is it not?

The teaching method for this class was “Inclusive Learning and Inclusive Teaching”. We tried to apply active learning methods to encourage every student to participate in their own and other group members’ learning process.

In my opinion, inclusive teaching does not include one way transferring of knowledge from the instructor to the students, nor accepts passive role of the students in the learning process.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

Since our class was conducted online, the instructor and TA always use their cameras to teach and greet the students to create as much as the face-to-face class atmosphere. We also encourage students to turn on their cameras in case they did not have internet connection issues. Meanwhile in the middle of the class, the instructor always interacted with the students by asking multiple questions for individual responses or discussions in Zoom breakout rooms. This situation creates an inclusive environment encouraging the students to share their own opinions and knowledge.

Besides that, in every beginning and the end of each class, Professor and TA always reminded students that the teaching team is always open to any questions through emails regarding the class materials, group works, assignments, etc. The students also were given exception of attending the class in the cases of experiencing technical problem or health issues.

How did you help students understand course learning objectives and expectations?

In the middle of the semester, we evaluated the student's group work performance and shared the scores with each individual student in order to encourage the students to keep improving their scores. In addition, the TA frequently has sent emails to the inactive students, encourage them to do their assignments as well as offering extra supports. By publishing students' grades regularly, some inactive students' performance has improved, and they perform better in the second half of the course.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

In most of the classes, instructor has asked students to discuss with their group in break out room about the topic that just discussed in the class. A Responcode was provided that every group to submit the name of zoom breakout room-inactive members so that after the class, the TA could email and encourage them to be active in break out room discussion. After coming back from break out room to main room in Zoom, TA was instructed to call random group number or inactive group number to challenge them by answering the questions asked in the class. This activity has increased their sense of responsibility as a student for being active in the class discussions. After calling random groups, the instructor also welcomed any volunteer group to share any interesting answers.

In addition to that, at the end of each class, the class assignments were given to the students in which were lecture assignments and news sharing related to the class topic. The reported cases needed to be from each student's home countries. In this way, the students were instructed to search and get updated about the assigned topics from their home country as pre-lecture readings. On some occasions, students were encouraged to share with the whole class what they found about environmental condition especially in their country.

Finally, in the end of the semester, the students were instructed to work on a group final project of writing a to reflect the topic that invited guest speakers, Ms & Mr Kandori from Kandori Organic Farm. The focus of the talk was on regenerative agriculture utilizing local materials as fertilizer and encouragement to consume locally produced organic products. The final group project was designed in a way that required group inclusive planning and actions, a mixture of researching and writing a report as well as designing logo and one-page infographics. The pedagogical design of the class was teaching the theories and providing the knowledge as well as the practical implementation.

How did you make group work more inclusive in your class?

Students learned from a variety of sources, giving them a realistic view on how protecting biodiversity can be valued on daily bases in real time. The course provided the knowledge from both perspectives of academia, research, and practical implementation. Groups were formed evenly in such a way that promoted the multi-ethnic, multi-lingual and background knowledge of students.

How did your TA support your practice of inclusive teaching in class?

The role of the TA was one of many hats. In a class with so many students, wearing the correct hat at the right time was one of the many challenges that a TA has to face. A TA played the role of discussion facilitator, logician, guide, and senpai. Listed below were some of the many tasks completed by the TA's:

1. Fielding questions from students through Manaba, email, Zoom chat, etc. Since the professor could not focus on every possible problem or question that may come up during the course, the role of a TA was to facilitate the class.
2. Zoom flexibility. In the age of corona, the TA must be able to know in the ins and outs of ZOOM and all its tools. This includes being able to switch groups quickly, full use and knowledge of on-screen annotations, and polls, etc.
3. Guide and Senpai. TA's are the senior student for the current students, and a bridge between the Professor and the course students. TA's are students who are role models and lead by example whether or not they know of such. The TA guided the students through the weekly coursework.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

I have invited guest speakers to the class Ms & Mr Kandori from Kandori Organic Farm, from Kitsuki city, Oita prefecture (<https://www.facebook.com/kandorinouen>). With the Kandori farm's extensive knowledge in the field, they were able to share with the students, what is regenerative organic agriculture. They emphasized the importance of regenerative organic-planting due to its positive impact to the environmental and human health. Then, they showcased the current situation in Kitsuki city that more farmers are adopting their method of utilizing seaweeds as fertilizer, as part of "From Sea to the Mountain, 海から山へ" concept. After explanation regarding the increasing rate of organic plantation in Japan, I invited the class to search for the trend (the percentage of organic plantation) in each student's countries, in ZOOM breakout room to discuss together, as part of having an inclusive practice, and then share in the main room to the whole class. At the end of the presentation of Kandori Farm, students were encouraged to inquire and ask their questions about regenerative organic agriculture.



New Media and Society/Technology and New Media



Professor MANTELLO Peter A.



English



42 students



APS



FA2021 Q1



Course Overview

Surveillance Studies explores the development of organized observation within society. This course surveys the evolution of surveillance as a mechanism of social control and progress. The course traces an historical arc across various time periods (Ancient Times, the Middle Ages, the Renaissance, the Enlightenment, the Age of Empire, the Industrial Revolution, WWI and WWII, the Cold War, and finally, the post-9/11 era of Global Surveillance). The course will show how surveillance, once a signpost of authoritarian regimes became a crucial pillar of modern liberal democracy, particularly, in the advancement and promotion of life. Conversely, by tracking its expansion of surveillance into other fields (from the health sciences and immigration to online marketing and law enforcement) the course illustrates how this same convergence of social, political and economic forces now threaten the very ideals that liberal regimes purportedly adhere to, namely, an individual's right to privacy and secrecy. The course adopts a historical yet inter-disciplinary approach that draws from the works of notable thinkers such as Foucault, Deleuze and Virilio.

In your opinion, what is inclusive teaching? What is it not?

Inclusive teaching means encouraging students to think out of the box, learn from different cultures of ways of seeing and thinking and then applying it to the core lessons that are taught in the class. Critically, it strives to be inclusive of all students regardless of background. Inclusive teaching is about embracing diversity – not simply in terms of gender, age and culture but also diversity in terms of values and beliefs. Inclusive teaching is tolerant of ways of thinking but promotes the most basic of values of human rights. Inclusive teaching does not prioritize one culture or background, gender over another.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

Creating a positive environment is accomplished by showing passion as a teacher in what you teach. Striving to make each lesson interesting and compelling. Being sensitive to the needs of students and ensuring that they have a 'voice' in the class. Balancing seriousness with humor is also important to maintain a student's interest and

creating a very positive classroom environment. Importantly, break out sessions that use the TA as a guide as well as my own presence to stimulate group discussion and to encourage students from all cultures to discuss things from their cultural point of view.

How did you help students understand course learning objectives and expectations?

Students were able to understand the course learning objectives through constant reinforcement of what each lesson would bring to the intellectual table – in other words, each lesson begins with an introduction to the main parts of the lecture and ideas covered and then a recap/review of the lesson by highlighting the main points and ideas covered. These learning objectives would then be translated into group assignments where students would be tasked with engaging in the lecture discussion in a critical fashion.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

Students engaged in the course material in several different ways. First, each session would have a lecture on a various aspect covered in the course content. Second, student would be assigned to break groups to participate in various assignments related to the readings or lecture. Third, students would be assigned various readings for homework. Four, students would be have to engage into two reading quizzes per week.

How did you make group work more inclusive in your class?

There were many assignments as previously mentioned that involved group work. Some of the assignments were designed to promote the exchange of ideas and opinions related to key questions or concepts in the lecture. Or students would be tasked in groups to review and discuss key readings related to the bi-weekly quizzes. Finally, students were organized into groups in which they were responsible for making a video essay on one selected topic from the course.

How did your TA support your practice of inclusive teaching in class?

The TA was invaluable. Besides helping with the logistics and organization of the break out sessions, he was in constant contact with students, in mentoring them with advice on their projects. Well-organized and with great communication skills the TA was a wonderful bridge between the students and myself. His cordial and amicable manner was extremely popular with the students and they found him very accessible and helpful.



Introduction to Marketing



Associate Professor USREY Bryan Gordon



English



102 students



APU College of International Management



FA2021



Course Overview

This course covered the fundamental components that make up the field of marketing, such as strategy, consumer behavior, segmentation, market research, product management, promotion, pricing, and competitive analysis.

In your opinion, what is inclusive teaching? What is it not?

An inclusive classroom is one where all students can succeed. Success is not based on individual abilities, skills, or access to technology, but instead based on communication and equal opportunities. Indeed, students are presented with diverse examples and discussion topics to ensure that they can learn in and outside of their own contexts. Moreover, through the use of different tasks and technologies, all students have the ability to get involved.

How did you create a positive environment in your classroom so that all students feel welcomed and comfortable participating in class?

Each discussion and example used in class were taken from all over the world. Students in each part of the world would have had the opportunity to examine a given topic from their own context. Moreover, students worked together so that each person had the opportunity to learn from their peers. Thus, regardless of a student's technology, willingness to participate, or knowledge of a given topic, they were presented with the opportunity to learn, share, and grow.

How did you help students understand course learning objectives and expectations?

Learning objectives were shown at the beginning of each class and explained. Students were all given the opportunity to ask questions if they did not understand the objectives. Each lecture was designed around those learning objectives. There were also course learning objectives that were covered and monitored via class assignments. For instance, Quizzes were designed to consider AOL, while class exercises were put together to focus on the specific learning objectives.

In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

Students were able to ask and answers in class, participate in breakout rooms, read course material, post questions online, work on individual and group class exercises that involved many different topics and tasks, take quizzes, or develop reports.

How did you make group work more inclusive in your class?

Group work was a large part of the class. Students from different backgrounds were placed in groups of five or six. However, time zone considerations were considered.

Students worked on tasks each week in their groups. Emphasis was placed on equal participation, and groups that were suffering from inter-group issues were asked to discuss them with the TA and the Instructor. All problems were snuffed out where possible, but issues lingered. However, during a peer evaluation, very few students reported major issues with group work.

How did your TA support your practice of inclusive teaching in class?

The TA was the first point of contact for all groups. The TA insured that all groups were working well together and managed to address any questions that the groups had. In some respects, the TA was the group project managed and she did a wonderful job.

The TA also ensured that all students were participating in class, and in breakout rooms.

Please share and describe any specific activity, groupwork, lecture content or any materials through which you applied inclusive teaching or fostered diversity and inclusion in your class.

The Final Project was a group work project where students were assigned to groups and asked to develop a marketing plan. Students were organized in a way that allowed for different cultures to work together. Student progress was routinely examined through TA communications and a class exercise. Students were finally asked to develop an oral presentation, in which all members were required to get involved.

This group project not only tested their understanding of course material, but also their ability to adapt and work in a new situation. Students had not previously worked together and had to become familiar with each other quickly. However, to build up relationships, breakout rooms were often used in class, and exercises to put forward to help them work on smaller projects. Where possible, global examples were used in class exercises.