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.

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TABLE OF CONTENTS

TABLE OF CONTENTS

TABLE OF CONTENTS

📖 **VR Workplace Inclusive Seminar Program**

👤 **Professor PARDO Phillip Dean**

🗣️ **English**

👤 **Various classes with focus on MBA**

🏫 **APM**

🗓️ **SP 2022**

Course Overview

Mostly Accounting and Auditing classes

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

I believe that inclusive teaching is not just having a diverse group of people within a learning environment, but also to foster an environment that fulfills the needs of everyone, empowers the discussion regarding different perspectives, and encourage everyone to delve deeper into the reasoning behind differing perspective, giving them new insights, they might have not gotten otherwise. In my case this is done differently at every level... For example Graduates because of the 8 week schedule seem to do best when working on weekly mini cases in small teams that stay constant thru ought the semester with weekly feedback by the professor, this work is buttressed by constant practice over the 8 weeks using the Wiley Plus Learning system which gives them complete control, immediate marking and rigorous coverage of the material... Midterm quiz and final individual corporate 10K analysis round out the path to attainment of the class objective. This mix of individual and group projects is assisted by the appointment of group coaches / leaders with a proven background in Accounting or Finance.

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

We researched the technology of virtual reality and now believe we can equalize the physical limitations of everyone, providing for the needs of every participant better if this technology is integrated into the program. In addition, we can both customize and moderate the discussion within such environment in a way that would be suitable for the environment. The so called metaverse is at its beginning but despite costs issues we were able to hold small administrative meetings, participate in a metaverse case competition which the APU team won against heavy competition and establish a close relationship with SMOBLER studios/ SANDBOX who are sponsoring AVENTIS University's Metaverse degree program in Singapore.

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

In the Accounting courses that are under my control the learning objectives and expectations are made clear from the first day... a thorough review of the syllabus as well as making sure that students understand that they must register with Wiley plus to do their homework and mini quizzes, also by including as much material as possible in manaba so that most questions are answered. It's important to cater to all student levels when formulating these methodology's so I assume that all students know little about the subject being taught and that they are initially very confused because of the different teaching styles that available at APU.

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

The course is structured so that the grading is very evenly divided on homework, short assignments, quizzes as well as individual assignments. In this subject it is not necessary to emphasize group projects because most of the information needs to be understood on an individual basis. This is done through the Wiley Plus system, however I do ask for volunteer coaches to assist students as needed and in accounting1, the teaching assistant is normally very well versed in the subject. Midway through the course I review the grading to make sure that everybody understands what they should be focused on it and again in the last class I make sure that they understand that the individual project is very important to their final grade.

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

Most group work in Accounting is done at the MBA level because Accounting 1 and 2 is all about basic knowledge and practice. Albeit it is made clear that I encourage students to assist each other on basic homework on Wiley Plus because it is Algorithmic in Nature and each student receives a different version of the same problem; therefore if a student helps another student it is probable that the work will be done by the student being helped. This view has been confirmed anecdotally by my interviews of students who were having difficult and were helped by their peers. However, when group work is done, the group are chosen by myself and a student with proven ability is included in each group.

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

Through conducting research and a survey (see below) looking into the general interest and viability of virtual reality learning in APU Ritsumeikan, we were able to investigate the possibility of implementing virtual learning and prepare a report that goes in depths on the implementation of virtual learning.

He also researched the current literature and available news and press information. Cost is always a factor and we found that they are falling fast but network connectivity and stability may be a factor in adopting meta learning in classes at APU. One can only imagine what would happen to the mobile network at APU if a large portion of students started using META at the same time. These issues were made clearer by the work done by the TA and they will be the subject of the special report in the weeks ahead.

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.

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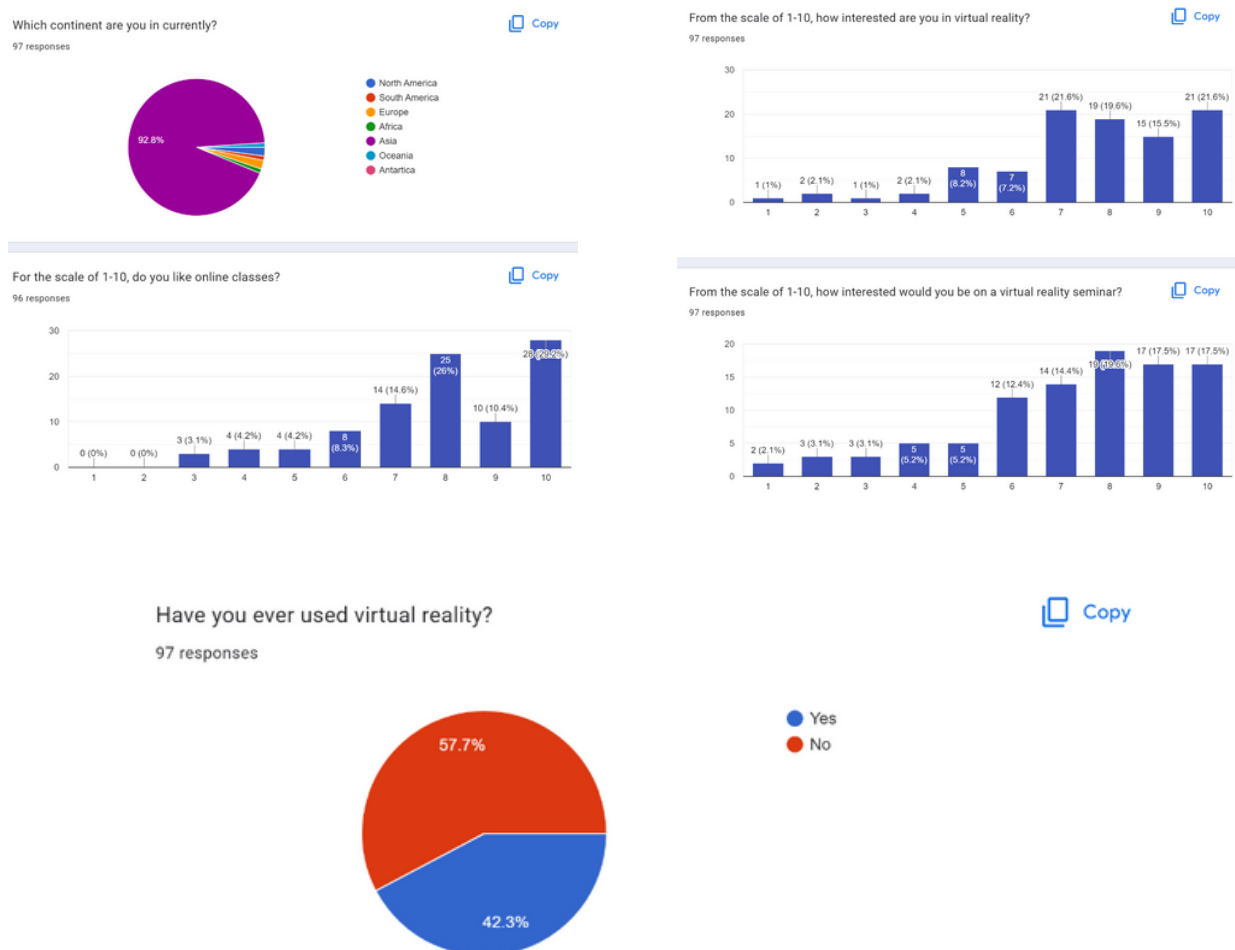
📖 **Introduction to Environmental Studies EA**

👤 **Associate Professor MAHICHI Faezeh**

🗨️ **English**

👥 **50 students**

🏫 **APS**

🗓️ **SP 2022**

Course Overview

The course was designed to help students to understand the basic concepts and principles of environmental studies and environmental issues covered in the course. Upon completion of the course, students were expected to be able to analyze the causes of various environmental issues and preventable measures.

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.

The class had mainly three actors: 1) the instructor, 2) the TA, and 3) the students. The 52 registered students were grouped based on students' international/domestic, English/Japanese by the TA and the instructor in 15 groups composed of 3~4 students (to have a relatively mixed students based on their language skills and background knowledge). The students, with the support of TA and instructor, were instructed and encouraged to work inclusively throughout the course in the following three main course activities:

1. **'Lecture Questions' submission in Manaba**: The lecture questions were follow up assignments for each class. Based on the learning design of the course, these questions have 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.

2. **'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.

3. '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; "Beppu Global Garden Organic Farm to Saving Fireflies and Ourselves", in which was related to the course. As the groups were composed of students from different nationalities and backgrounds, it had the potentiality to learn extensive skills such as research, time management and skills for effective group communication and group work, to create the project about the value, importance, educational role and contribution to biodiversity conservation and sustainability concepts.

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?

1. Since our class was conducted hybrid, the instructor and TA always guided the students to conduct active discussion. The students were encouraged to share the case studies from their own country. Additionally in the middle of the class, the instructor always interacted with the students by asking multiple questions for individual responses or discussions in group, and we connected offline and online students with Zoom breakout rooms. These interactions create an inclusive environment encouraging students to share their own opinions and knowledge.

2. 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. The performance of each student was closely monitored by Professor and TA and extra supports were offered to students with low performance through direct email communications.

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 4th 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 directions all the time.
During the semester, we evaluated the student's group work performance and shared the scores with each individual student to encourage the students to keep improving their scores. In addition, the TA frequently has notified the importance of group work and

encouraged 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 later part 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 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 from the local volunteer group, Kamegawa Environment Protection club (KEPC). The focus of the talk was on the past, present, and future of Kamegawa environment in Beppu in particular fireflies and sea turtle habitats. 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 make a visual report and suggestions for the Beppu Global Garden (BGG) organic farming and organic food production system. The pedagogical design of the class was teaching the theories and providing the knowledge as well as the practical planning and 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 industrial ecology can contribute to the sustainability. The course provided the knowledge and helped to cultivate the perspectives based on the outside of the box thinking. Groups

were formed evenly in such a way that promoted the multi-ethnic, multi-lingual and background knowledge of students. By reading the cases outside of their own country, students could the differences and variety of problems occurring in the world. Moreover, the final group project was designed in a way that required group inclusive collaboration, planning and actions, a mixture of conducting researching and writing the report.

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 must face. The 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 COVID, the TA must be able to know ZOOM and all of its functions. This includes being able to switch groups quickly, full use and knowledge of on-screen annotations, and polls, etc.
3. Guide and Senpai. TA was the senior student for the current students, and a bridge between the Professor and the course students. TA as role model student has guided the course 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 the local volunteer group, Kamegawa Environment Protection club (KEPC). The focus of the talk was on natural environment of Kamegawa area in Beppu in particular, the fireflies and sea turtle habitats. With the extensive knowledge and experience in the field, they have shared with the students, the importance of biodiversity conservation and their 20-years of volunteer works for safeguarding the nature in Kamegawa region. At the end of the talk, they received some questions from the student, and it was translated and explained by the TA.

The students were instructed to inductively work with their group members, utilize the knowledge they have received through the course and KEPC members' talk and implement biodiversity conservation framework in:

(a) producing organic crops in BGG, (b) raising awareness of the value of organic farming in biodiversity conservation in general and protection of fireflies of Hiya River in particular, and (c) recommendations for sustaining the inclusive collaboration among APU students and community.

Saving Fireflies, Saving Ourselves
Building Inclusive Society through Saving Firefies of Beppu, Japan

Supported by Center for Inclusive Leadership (CIL), APU

Speakers: Ms. Nobuko Takahashi (KEPC Leader)
Mr Tsuru Toshihiko (KEPC Member)
Mr Kazuki Osaka (ECOS Leader, APU) & Mr Mahn (BGG Leader, APU)

Date: Mon. July 4th ,2022, 1st period (8:45-10:25), Hybrid format: APU F204 & Zoom ID: 91566777459
Mon. July 4th ,2022, 2nd period (10:35-12:15),Hybrid format: APU F204 & Zoom ID: 97161006550

"Saving Firefly" was the starting point for the local volunteer groups in Beppu, the Kamegawa Environmental Protection Club (KEPC). Since 2005 the group has been actively conducting restoration of fireflies of Hiya River and Sea turtles in sekino beach. From 2012 APU Student Environmental protection club, Symbio and Professor Mahichi have regularly collaborate in the restoration activities. In 2017, the student volunteer group of ECOS (Environmental Community for Sustainability) also joined. Many APU students, staffs and faculties joined the volunteer activities ever since.

In this talk, the members of KEPC, ECOS, BGG and Professor Mahichi will share the collaborative activities for saving fireflies that has started as "Saving Firefly" journey for "Saving Ourselves" and "Sustaining the Nature".

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

📖 **Globalization and Law**

👤 **Associate Professor HIRANO Miharu**

🗨️ **English**

👤 **150 students**

🏫 **APS**

📅 **SP 2022 Q1**

Course Overview

We currently live in a world where a web of interdependence is felt at a global scale. In this era of global governance, international law is no longer exclusively used by diplomats and professionals at international organizations; it has become an essential tool for local administrative officials, business persons, journalists and activists. We, as citizens, also need to understand the fundamentals of international law, in particular the ways in which international institutions function, since much of local public policies or private business activities cannot be separated from influential standards set through the process of global governance. This course is, thus, for anyone who wishes to better understand the increasingly complicated world we live in from a legal lens.

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

- Inclusive teaching includes creating an enabling environment and using methods that foster active engagement of students with knowledge apprehension, critical thinking, and their application.
- Inclusive teaching should be designed in a manner that fits both active students and passive students. The challenge often arises with the latter.
- Inclusive teaching can be ensured by carefully assessing whether any teaching styles or contents have discriminatory impacts on some students.

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

With the support of TAs in the large hybrid classroom, I have implemented group works and maintained dialogues with students by adopting systematic methods.

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

It was elaborated in the detailed syllabus distributed on the first day (also made available on manaba) and explained in the first class.

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

- Students were asked to prepare for the lecture by conducting reading assignments and answer quiz before attending a class.
- Instructor asked students questions time-to-time, which were answered by volunteering students.
- Instructor also collected questions from students. It used chat function, managed by TAs.
- At the end of each class, students were asked to reflect on the class contents and write comments into Respon, to which the instructor provided responses to before the next class.
- Students were asked to write five review assignments in the course. Each assignment required 300 words minimum. Students could submit the assignment as a group if they so wished. The instructor gave feedback by picking one example essay (anonymous)
- The final report was used to measure the attainment of the course objective and took 40% of the overall grade, but students could use Review Assignment when preparing part of it.

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

- I asked students to form groups voluntarily or by assigning students to certain groups based on student ID numbers.
- TAs assisted facilitation of discussions in Zoom breakout rooms.

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

- Group work observation and facilitation (especially in Zoom)
- Sending chat message with instructions or reference
- Collect questions from students via chat and list up for the instructor.

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.

https://miharu-hirano.notion.site/2022-SP-1Q-Globalization-and-Law-74dcd6ddc6614b26b6c1de96cb6599ce

📖 **Major Seminar I**

👤 **Professor PROGLER Joseph**

🗨 **English**

👤 **16 students**

🏫 **APS/CSM**

🗓 **SP 2022**

Course Overview

Students work collaboratively and independently on developing research skills and topics for their graduation thesis, including academic writing, verbal presentations and peer reviewing.

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

Since their inception, schools, colleges and universities have been characterized by a one-size-fits all model of curriculum, teaching and learning. This model, while born of the necessity of industrialized manufacturing of objects, does have some presumed benefits.It suggests, particularly for managers, a system based on interchangeability, predictability and uniformity, in which the parts appear to fit together. But this industrialized model does not fully recognize human diversity. In terms of cultural, economic, physical, social and political differences, people are broadly, almost unimaginably, diverse. Applying a one-size-fits all industrial model to this wondrous diversity, seemingly in the name of equality, has built in unexamined form of discrimination into systems education. Inclusive teaching recognizes human diversity and strives to rise to the challenge of moving beyondthe industrial model.

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

An often overlooked aspect of redressing the one-size-fits-all problem of industrialized teaching is related to class size and teaching context. For example, large lecture courses differ considerably from small seminars. While I would welcome a DITA for any courses in the future, the DITA for SP2022was for a small seminar course. I thought this would be a good opportunity to integrate inclusive teaching into a course in which student inclusivity can be monitored. Large classes may bring other challenges.

Beyond recognizing diversity, what matters most for inclusive teaching is to encourage students to feel welcome and comfortable regardless of differences. In the small seminar course,this was achieved in a number of ways. The course involves both in-class meetings and a significant online component. The latter was developed long before

corona disrupted in-class teaching. For in-class meetings, students are encouraged to ask questions at any time. This enables immediate feedback on learning progress.

For the online component, students complete short assignments in a discussion forum, and then are asked to peer review each other's assignments. This helps students to get to know one another at their own pace, creating an effective balance of immediate in-person feedback and delayed online feedback.

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

The seminar has weekly short assignments, which involve write a paragraph or two and then peer-reviewing one another's assignments. The assignment goals and procedures are clearly explained both in-class and online, and students can ask questions both in-class and online any time, including via an email to the professor. Emails, which include an inquiry specific to a particular student, are answered within 24 hours, usually on the same day. The TA made important contributions in helping students to understand assignment guidelines and procedures by monitoring online as well as in-person questions. After class, we discuss some of these questions and in conversation often find ways to help particular students. This achieves a balance between collective and individualized instruction in the seminar.

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

As noted above, the class has a discussion forum. It is a public forum in the sense that students can read each other's comments and replies. It is not public beyond those enrolled in the course. These assignments are peer-reviewed by the students themselves. This serves multiple purposes. It helps students to get to know one another and their research interests. It also helps them to understand peer review in practice a crucial component of academic research. This is further enhanced by asking students to engage with published research that has gone through a peer-review process, providing a kind of hands-on experience with developing, writing, revising and sharing one another's research.

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

Class meetings, which are considered collective contact time with the professor, resemble TED Talks in that the professor, after having carefully reviewed student assignment and the TA's feedback, further develops the academic qualities and questions that arise from students in each assignment. This is an informative focus of the class meetings and creates an atmosphere of the entire class being part of one group, which I prefer to call a learning community. Beyond the crucial weekly contact time with the professor as a learning community, students work online at their own pace on variousassignments. That also creates a group learning atmosphere, in which students pair up with peer review partners. Students also work together in informal groups based on overlaps between their research interests.

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

The TA attended all the class meetings, and while the professor was reflecting upon and explaining the course content and assignments, the TA would carefully monitor each student reaction. At times, this would lead to advising the professor to temper the lecturing and so I have learned to be more succinct in these talks. The students are also encouraged to participate in discussions after the talks by asking questions and offering thoughts from their own assignments. The TA helped to encourage this type of participation by noting that while some students speak in class often, others are more hesitant. As I am often focused on delivering an informative, well-organized talk based on students assignments I may call on those eager students more frequently. The TA helped me to achieve a more balanced approach.

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.

Much of what could be included here was already described above, so let me reflect further on some of those points. As a third year course, the Major Seminar is focused on encouraging and assisting the students to identify their own individual research interest, and developing that into a viable research topic, which they will pursue in their fourth year as a graduation research project. As this is not simply individualized instruction, close attention is paid to maintaining a learning community atmosphere that helps all students feel included even though they may differ in research interests and learning styles. By definition, like many classes at APU, diversity is the norm and it is a main asset of our university. Yet, we may not always recognize the diversity in how students may approach learning. Having a DITA in the small seminar class provided a microcosm of what may be applied, in different ways, to the larger lecture courses. However, this also helped me to understand that we, as teachers and administrators, have to pay closer attention to the different learning styles among our students and find ways to rise to the challenge of incorporating those into the more complex large lecture course, which emanate from and adhere more closely to the one-size-fits-all model. Strategies like group work can help, in a sense, by recognizing and then working with "many sizes." However, in large lectures the time needed to achieve effective group work detracts from the point of having a professor teach a course by basically relegating the professor to being a facilitator or manager of numerous group interactions. This has the danger of negating the professor's role as someone who has expertise and something offer about a particular topic and, in some cases, pedagogy. This remains a challenge for the larger lecture courses. Having a DITA for the smaller seminar course brought these big issues into clearer focus. If offered the opportunity in Fall 2022 to apply for a DITA I would prefer one for Major Seminar II so that I can further develop the small class dynamics and skills described above. Having received other project related TAs (e.g., for Multicultural Collaborative Learning) I noticed that while the TAs are helpful theirprovision for only one quarteror term does not offer enough time to full develop the sought after outcomes.

Course Overview

Just like in personal relations, countries constantly create, break or rebuild their relations with other countries. It is not because country X has built up once a friendly relationship with country Y that they remain friends forever. Human nature dictates that it is easier to break a relationship than to rebuild a broken one. In other words, it is perhaps easier to hate someone we once loved than to love someone we once hated. However we all have experienced in our life the pain that "division" brings to us. We may know what peace means (or at least how it looks like). But we do not always know how to achieve it. Not everyone is capable of rebuilding a broken relationship. This 200 level course in international relations and peace studies (IRP) invites undergraduate students to think about what Abraham Lincoln once said: "I destroy my enemies when I make them my friends". The course first offers a broad overview of key concepts and ideas in international peace and reconciliation studies. We then explore various actors who contribute to rebuilding a broken relationship across national borders through readings, discussion, pop quizzes, and group work. Finally, the course engages students to reflect upon a fundamental question: "How can I contribute to make a change I wish to see in our world?"

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

In my opinion, inclusive teaching (incl.T hereafter), an art of dialogue between and among instructor and students, refers to, but not limited to, the following three elements: First, in the most basic idea, incl.T refers to pedagogical methods that invite students feel welcomed and comfortable participating in class regardless of their origin, nationality, gender, culture, religion, and political affiliation. Second, in International Relations (IR) classrooms, incl.T encourages students, exposed to various, often conflicting and competitive, national narratives to learn and reflect the issues through the eyes of others. Third, incl.T promotes teaching methods that are interactive and interdisciplinary, using multiple pedagogical tools such as music, visual arts, kinesthetic learning in both lecturing and group activities.

What incl.T is not is the exact opposite: a teaching style that risks making students feel excluded depending on their personal affiliation; that presents a one-sided narrative or

selective part of a whole story; and that makes little efforts in diversifying pedagogical tools to encourage students learn IR in a more passionate and exciting way.

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

Before each class started, I showed a short music video clip related to the course theme. Examples include U2 Ukraine support music live, Heal the world by Michael Jackson, Semina la pace by Gen Rosso etc. It helped students to get interested in the course and concentrate for one koma. I opened a discussion forum on Manaba Threads to invite students to share their idea of music related to the peace theme and selected a couple of them from the mid semester. Besides, DITAs were always present in and outside the classroom to respond to students' inquiries, difficulties, or questions.

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

I clearly stated the course learning objectives and expectations in the detailed syllabus (uploaded on Manaba before the class started) and spend enough time during the first class to explain it one by one. For details, see International Peace Studies (IPS) syllabus 2022SP. I and DITA reminded students of the learning objectives and expectations during the semester: I for example wrapped up today's class and introduced the next class theme by repeating the objectives and expectations. DITA created a re-cap sessions via zoom or on Manaba that allowed students to freely share their idea, concern, or learning point of each classes.

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

[1] While the lecture content was based on book chapters and academic journal articles, I allowed students to read novels (we offered a suggested reading list that include for example The Night by Elie Wiesel, Pachinko by Minjin Lee, Sunflower by Simon Wiesenthal…) that helps students grasp the concept of peace and invited them to present their impression and reflection.

[2] DITA was in charge of managing the discussion forum on Manaba. Every week, we had international news forum where students pick up a news related to the course content and present it, or other week by week theme (e.g. during the visualizing IR week, students could share their visit to gallery, museum etc. that helped them reflect on peace).

[3] During the last week, students formed groups and chose various methods (e.g. street art presentation as story telling method, game play, pre-recorded video for a theatre play) to present what they have learned during the semester.

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

During the very first class, I created a who's who card game on Manaba (Each student briefly present themselves including a nickname and list three points that identify them uniquely). I tried to remember their nickname and called them at least once during the semester. I sometimes read the three points (very fun elements) and asked them to identify themselves, which played like a game. It helped them all to feel relaxed and welcomed and get to know each other better. When the classes were on-campus only, this was not a big problem but now that the course turned to hybrid or online due to the COVID19 situation, it is difficult for students to have a sense of belonging or to motivate them to get to know each other.

To make group work activities more inclusive during the semester, I and DITA made efforts to prepare them in advance (e.g. pre-assigned questions or essays as spending some time to learn about the content help students become more active in sharing their point of view about an issue), found a way to make groups with students from APU and exchange students. We for example distributed national flag card and asked them to find students from the same continent to make a group.

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

DITA was present in class every week and took special care of online students whenever the instructor was concentrated on lecturing. DITA was also in charge of dealing with students email related to the course inquiries. DITA also offered wrap up sessions, tutoring sessions on academic writing, and re-cap sessions for difficult content whenever students asked for help. In addition, we had helpers (two former IPS students volunteered to participate in class) to offer help on academic writing for completing the final research paper or on rehearsing the thematic presentation.

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.

One of the best results for inclusive teaching/fostered diversity is to see students' self-motivated participation in class activities regardless of their background.
In IPS class, I suggested students to express their thought on peace concept via drawing. Several Japanese language based students find it hard to discuss abstract concepts in English. This artistic/non-verbal method motivated them to actively and inclusively participate in the class.

Examples
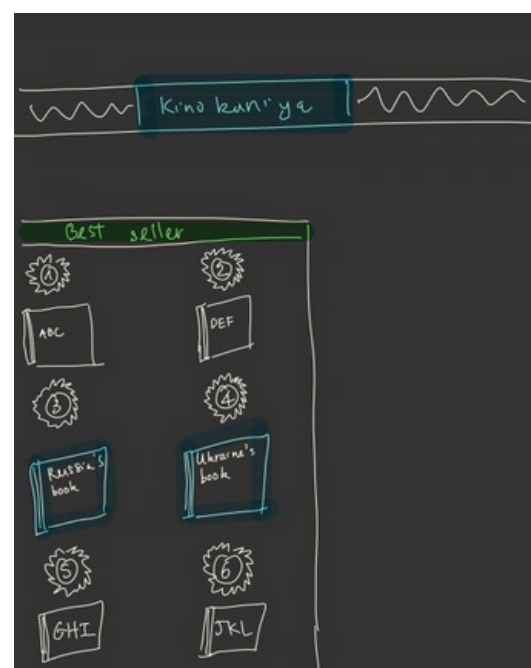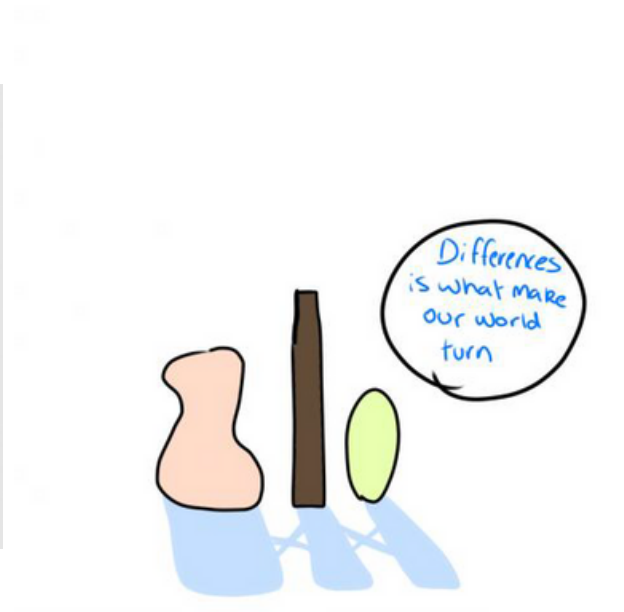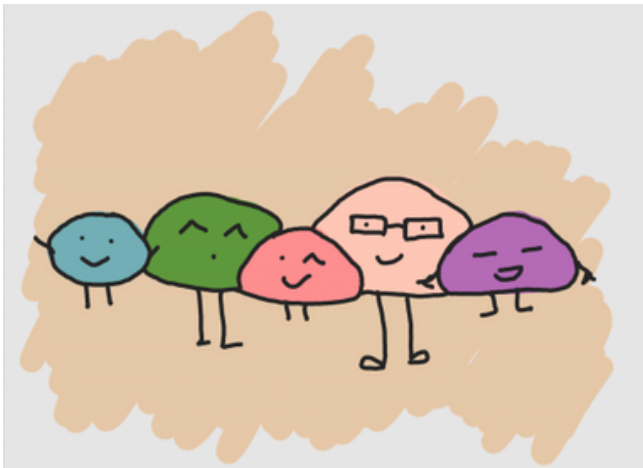
📖 **Peer Leader Training I**

👤 **Associate Professor ROUX Petrus Willem**

🗣 **English**

👤 **40 students**

🏫 **EDLSC**

📅 **SP 2022**

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.

📖 **Intermediate English B (EJ) / Elementary English B (EG)**

👤 **Associate Professor BERGER Maiko**

🗨️ **English**

👥 **Intermediate English B (EJ) : 19 students, Elementary English B (EG) : 20 students**

🏫 **Center for Language Education**

📅 **SP 2022**

Course Overview

Intermediate English B: Students will work to develop reading skills and vocabulary to a B1 level on the Common European Framework of Reference for Languages (CEFR). Elementary English B: Students will work to develop their reading skills and grammar and vocabulary to an A1 to A2 level on the Common European Framework of Reference for Languages (CEFR).

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

Inclusive teaching means creating an environment in which every student feels welcome and comfortable, and feel they can ask questions, voice their ideas or concerns if needed. In an inclusive environment, both online and in-person students, and students with or without special needs can learn as much from the class. It also includes providing students with options that meet their preferred learning styles. This can be achieved by allowing both paper based and digital forms of assignments, or by providing many kinds of communication tools between the students and the instructor. It can also mean that both students with higher and lower competencies can work together and learn from each other.

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

Things I did to create a positive environment include the following: greet each student as they enter classroom; play songs the students like during the break time; always respond to their emails speedily and politely; use ClassNotebook to communicate with each student after each class; offer multiple office hours that suit the students' availability; communicate via Instagram about APU-related posts, announcements, and responding to some DMs, plus celebrate class members' birthdays together. According to a survey I created, most of the students agree that they felt at ease in class.

授業で、安心して勉強することができましたか。1.いいえ、そう思いません。2.いいえ、あまりそう
思いません。3.はい、だいたいそう思います。4.はい、そう思います。

　　💡 Insights

33	3.64
Responses	Average Number

They also agree that the above approaches have been effective.

12. 受講生を受け入れ、サポートする雰囲気を作るために、受講生と多様なコミュニケーション手段を持
    つようにしました。以下の工夫はどの程度有益だと思われますか。

■ 有益でない　■ あまり有益でない　■ 多少は有益である　■ とても有益である
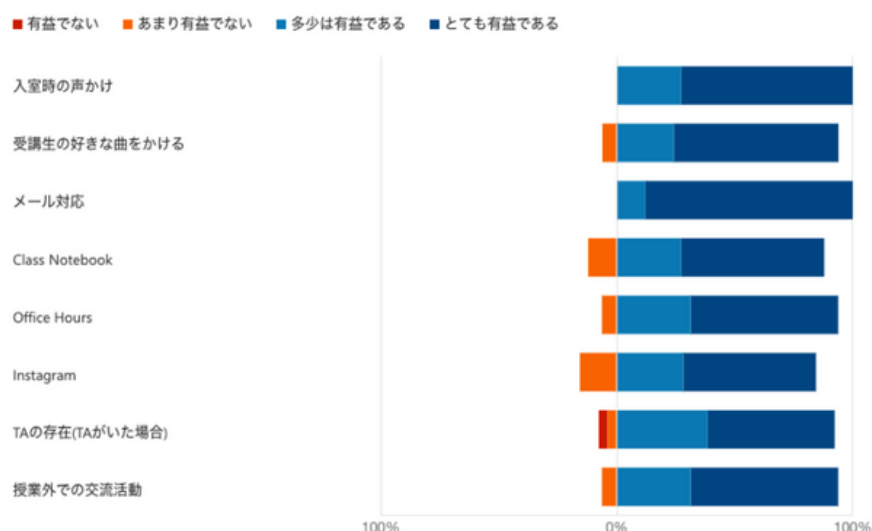
Other comments by students who had DITA include the following:
"The teacher was approachable."; "She praised me a lot."; "I liked it when she and the TA read the textbook together for us."; "After explaining grammar to us in English, looking at our expression, she explained to us in Japanese. It was very easy to understand."

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

For one, students had access to the syllabus via Manaba and ClassNotebook. On ClassNotebook welcome page was the course schedule, which was updated each week, and students are reminded of the quarterly, weekly, and daily tasks, assessments and assignments. To help students on a daily basis, I spent the first minute of each class showing the day's goal, written on the whiteboard, instructing the students to note down their personal objective in the journal section of the ClassNotebook, and asking them to spend a few minutes at the end of the class to reflect on their learning by assessing their own work.

Below we can see that this goal setting was effective.

7. 毎回授業の開始時に、クラスの目標を確認し、個人の目標設定をうながしました。この取り組みについてどう評価していますか。(1.役立っていない 2.あまり役に立っていない 3.多少は役に立った 4.とても役に立った)

More Details   Insights

32
Responses

3.22
Average Number

8. 毎回授業の終了時に、目標の振り返り、コメント記述を行い、教員からコメントを返しました。この取り組みについてどう評価していますか。(1.役立っていない 2.あまり役に立っていない 3.多少は役に立った 4.とても役に立った)

More Details   Insights

33
Responses

3.48
Average Number

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

One thing was to introduce Language Learning Strategies (https://ellsdatabase.weebly.com) and encouraging the students to choose skills they want to improve, and try various learning strategies. This is incorporated as part of the courses in Elementary English B and Intermediate English B. In addition, when assigning independent learning tasks, I gave a new notebook to every student and encouraged them to make use of it in any way they like. As can be seen from the survey result, the above methods are seen favorably by the students. Other methods included making the English lessons as practical, fun and useful as possible for students.

9. 自主学習内容を確認するためにノートを配布し、時々点検しました。これについてどう評価していますか。(1.役立っていない 2.あまり役に立っていない 3.多少は役に立った 4.とても役に立った)

More Details   Insights

32
Responses

3.44
Average Number

10. Study Planや自主学習、英語学習データベース等を通して、自分の勉強の方法がわかるようになりましたか。(1.いいえ、そう思いません。2.いいえ、あまりそう思いません。3.はい、まあまあそう思います。4.はい、そう思います。)

More Details   Insights

33
Responses

3.27
Average Number

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

To start with, I place my students' name cards on the desks before they enter classroom, so students are seated randomly each time. This enables the students to talk to everyone equally and get to know each other quickly. If you do not do this, students choose to sit in the same place each time – on one side of the classroom will be all male and the other side all female students. Pairs are set according to their seating arrangements, and whenever possible, I got my students to work in pairs or small groups. Once in a while, we did a whole class activity, in which students needed to talk to many different people in a short time. For online students, I sometimes asked different students to work with them. For a student with a hearing aid, I sometimes handed my FM microphone to the student's partner so they could talk easily.

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

In Intermediate English B (EJ), we started the semester with several online students, but in the end we had just one student in China, and the TA's support was indispensable. She often served as a partner for the student, who was shy and took some time to warm up.

In Elementary English B (EG), both the students' English level and their motivation can be low. The course is very busy, with a strong focus on learning grammar. In a conventional way, students often find it difficult to connect their English classes with their life. However, thanks to the DITA, students were able to communicate with a native speaker of English, hear her authentic voice and opinions, and were able to connect the grammar knowledge with the practical usage. I think DITA motivated the students to work harder and enjoy learning. In that sense, we can say that through actively engaging with the TA, the students felt they were 'included' as the language user, and not just a foreign language learner.

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 will share an example exchange between the students, myself and the TA, which encouraged reflective learning. I also asked DITA to write occasional reflections, with some notes about students or about lecturers, which helped me reorganize or revise lesson plans. While not all the students made use of the class journal, despite reminders and time to fill it in each time, many students did set a learning objective each time, and noted down their own assessments, reflective comments or questions. Some students used their study plan notebook more as a communication tool. Even though my other class, Intermediate English B (EA), was not part of DITA project, several of its students used the notebook a lot more than the DITA class. Many of the things I attempted also helped non-DITA class since I plan lessons in a similar way but with even more enthusiasm because they do not receive the extra TA support.

Example from Intermediate English B (EJ)

- Write "Today's Goal" before/in the beginning of every class.
- Fill in columns 2 through 5 after/at the end of every class.
- You can write this journal either in English or Japanese.
- Your teacher will check your comments and give you feedback after every class.
- For questions 2 and 3, "strongly agree" = 5, "strongly disagree" = 1. Highlight your answer. Example: 1 - 2 - 3 - 4 - 5

Class #	Date	1. Today's Goal	2. Was I positive today?	3. Did I use English enough?	4. What I learned today	5. Comments	Teacher's Feedback
26	7/19	I will make English brain.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	There are two types which are concentration and are not. When I can concentrate, I can use English brain.	After this class, I will be able to concentrate more time. Then I will want to use English brain every time.	Good job today! See you on Friday. Myze: I hope you have achieved your goal!
27	7/22	I remember Q2 unit contents.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	I cannot memories new vocabularies, so I have to study more.	Today, I realize I need to study hard vocabulary because I felt I could not explain what vocabulary.	Myze: Did you achieve your goals? Maiko: Good job today!
28	7/26	I want to learn how there are methods to study English during summer vacation from other students.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	I think I can speak English better than I thought I could. However, I cannot speak well yet.	I can speak a little English, but I want to speak better and fluently. However, I don't know how I will do it and what I will do.	It comes with a lot of practice. Can you think of ways to speak English on a daily basis? Myze: I sometimes still feel like I cannot speak English as well as I expected. But don't be shy, just keep on practicing. Don't be afraid to make mistakes. Nobody is perfect, so don't worry!
29	7/29	I will get 100%!! And I will enjoy last class!	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5			Myze: Hope you can achieve your goal! Maiko: Thanks for all your hard work. Have a great summer break!

Example from Intermediate English B (EJ) TA Journal

#	Date	Class #	Record / Comments / Questions	Feedback on Students	Teacher's FB
1	April 12th	1	The class is still a bit shy, but it's inevitable since today is the first class. I hope that they are more open once we do face-to-face class.	I think Shokoro-chan and Sunggyu-kun are very active in class!	Thank you for the comments and feedback. It's good to hear about active students – it really helps you are in breakout rooms.
2	April 15th	2	They are still shy, but I think online classes might make interactions harder :(. However, I see quite a few students decided to stay up after class to ask questions, which are great!	Shokoro-chan is still the most active student.	Yes, it's nice to see they stay to ask questions. It was the same with my 4th period class.
3	April 19th	3	The on-campus students seemed to get along with each other really well. However, Koya and Yuhang - the two online students, were a bit shy, especially Yuhang.	The students are still using Japanese a lot; for instance, when they are doing discussions. I would love to see them using more English, even simple English, in future classes!	Thank you for noting these. I heard from their A-class teacher Patrick that Yuhang's attendance is patchy. I hope to talk to him one-on-one to see how we can support him best.
4	April 22nd	4	The last reading was a little bit hard, so the atmosphere was not so lively. On the bright side, I noticed that they loved discussing with each other.	I sat near Ting Wei and Sokoro-chan last period and they discussed mainly in English, which is amazing. Besides, Sunggyu said hi to me after class!	That's great to hear. With a tough reading like U2B, I think it's fine for students to use Japanese to help with comprehension, but we should encourage them to use English for conversations. Let's plan a warm-up so that everyone can talk to you.
5	April 26th	5	I love your warm-up session Professor! As I usually stayed in the corner and joined the class online, getting questions from the students really makes me happy!	As usual, there are some active participants in the class like like Sunggyu, Koya, and Sokoro. But I will try to remember other faces as well!	Thank you Myze! I hope everyone will have a chance to talk with you more.

Example from Elementary English B (EG)

27	7/22	This semester's reflection: I was able to get grammar and vocabulary skills, but I wasn't able to master them. Today's goal: Get good score 90% or more	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	今セメのゴールの振り返り Grammar final testの実施	I was able to get 90% or more in this grammar final test!! I was so happy! I want to get good score in next Read This test, so I review with each chapters and read them many times. Dear Kat: Thank you for texting comments and talk with me a lot!! It was fun and useful for me to improve my English skills. I can't speak English well yet, so I'm going to make international students and practice more for talking with you a lot.(^▽^)/	Kat: Amazing job this quarter! Your test scores kept improving and are very good. Continue using all the skills you learned and you will master them and they will help you in the future! Maiko: Well done in the test Anon!
28	7/26	To get good score 90% or more in the Read This test To do good presentation	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	Read Thisのテスト Study Plan Presentation	I had a last test today, but I wasn't able to get good score. I was sad. However, I could finish presentation of my study plan, so I'm happy.	Well done with the presentation today!

Example from Elementary English B (EG) TA Journal

#	Date	Record / Comments / Questions	Feedback on Students	Teacher's FB
1	04/26	Seems like a lively class when engaged. Takes a little time for them to warm up but eventually are more willing to talk and participate.	Shunsuke was very friendly from the very beginning was a very good discussion partner. Yu S. was also very kind in introducing herself and talking to me.	Thank you Kat for your feedback. I think your presence really livened up the class today. The past few weeks, we were doing grammar exercises, which are easy but tedious. I think I'm moving away from that but we also need to make sure the students are doing their grammar exercises. Let's check in on them.
2	04/29	Most students had completed their homework except for a few who didn't correct it. I did notice quite a few student who forgot their textbooks but I think they are still trying to figure the swing of things. Still a very enjoyable and active class.	Kirari opened up to me as we were partners for some of the discussions. He wasn't super comfortable talking to me at first but he eventually started speaking more. Honoka was a great partner and tried to answer even if she didn't understand.	I agree with you – most are 1st semester students and they are still trying to figure things out. I would like to make sure everyone tries to make use of the class journal. Let's talk to those students who are not filling it in.
3	05/03	I was pleasantly surprised by the amount of 100% there were. Some of the students seem to be getting a better grasp of the material. I think the little quiz before (and the textbook) helped as well.	Takeru and Shunsuke were great groupmates and worked hard to create gestures that showed the adjectives. They had some pretty tough ones that worked well.	Thank you for your feedback on the students! I feel students are warming up with you and me gradually. I was also happy to see some good scores in the quiz.
4	05/06	I think many students were confused initially about what they could do for the self-study but they were able to ask questions and understood the basics of it. I hope to they will be able to use many different types of self-study to help better understand English.	Anon contacted me for a little interview. She did really well in trying to ask me questions and even if she was unsure about what she was asking specifically, she kept trying.	Thank you very much for helping our students with the external task!
5	05/10	During the homework check, it seems like many students still don't correct their work and as a result are losing points. Some students also correct their work in pencil so it can be difficult to tell.	No specific student comments for today.	Thank you for the remark – I think they are still not used to the required amount of task – doing textbook work and checking the answers later. I feel it is too much work but there is no way around it at the moment.

Resort Management/Development JA

Associate Professor YOUN Seung Ho

Japanese

219 Students

APS

SP 2022 Q1

Course Overview

This course provides an understanding of the nature of the resort industry and the process of resort development; introduces the critical concepts of the resort, the definition of resort development and management, its opportunities to revitalize the local community, and the group exercise to achieve a successful resort industry career.

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

Inclusive teaching aims to create a learning community that encourages all students to take part in learning and achieve their academic goals. All students work in a supportive and flexible learning environment and get together with other students regardless of cultural and language differences. Therefore, no matter where they come from and which language they speak as of their first language, all students in a classroom feel advantage and comfortable together in classes. As a consequence, they can develop meaningful social relationships with their classmates. On the other hand, in a non-inclusive learning context, students tend to work separately in a classroom to achieve a personal academic goal only. Due to the inflexible learning environment and non-supportive class structure, students cannot benefit from diversity and inclusion.

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

Inclusive teaching was implemented in the course of Resort Development (1Q in Spring Semester, 230 registered students). In the first week of the course, the instructor explained the importance of team working and what a supportive learning environment is. Team building activities (e.g. self-introduction as a team member, setting up a team name, team goal and objectives) were also conducted. The instructor also provided a range of opportunities for students to learn more about each other in order to help students feel more comfortable and develop a sense of community in the class. During the course, students carried out a range of group activities which helped students develop further meaningful social relationships with their group members. Lecture ppt and materials were also carefully designed to enhance understanding of the lecture contents and to gain accessible benefits.

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

At the beginning of the course (week1), the instructor introduced learning objectives of the course. The teaching philosophy about inclusive teaching methods employed in the course and course guideline were also introduced. The instructor clearly stated common expectations for all students, ground rules, teaching structure, and assignments. The syllabus also included guidelines and detailed information that supported all students learning. As an individual assignment, the instructor asked students: "Why did you resister the course and what do you wish to learn?" to gather information about students' needs and demands. Through student comments and feedback during the course (e.g. review reports submitted by students), the instructor continued to monitor how they understood course learning objectives. Additionally, TA students actively supported all students in and out of the classroom through emails. By understanding different needs and demands, the instructor made specific reasonable adjustments. At the end of the course, the instructor asked students to report how the course affected their learning and their suggestion to make the course even better.

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

Active learning and use of a variety of teaching methods
The course employed active learning methods. The teaching methods include various learning activities that enhance student engagement (e.g. case study, quiz, discussion, student presentation, group activities, guest speakers, etc.). Additionally, lecture contents and information were delivered in various ways (e.g. verbal, visual, written, videos, graphs, etc.).

Group activities and group project
The course of Resort Development was designed as project-based learning, which is more engaging for students than conventional text-based learning. Due to personal differences between group members (e.g. personality, ethnicity, previous educational experience), the group works often generates anxiety and stress. Therefore, at the beginning of the course, the instructor offered an opportunity for students to learn more about each other to help everyone feel comfortable and develop a sense of team and community. Additionally, to foster the spirit of team and community, which creates an inclusive learning environment, the instructor asked students to discuss an idea that makes group members feel like team members and potential problems and ways of handling them. Their contributions to group activities and group projects (e.g. setting a role, ground rules and agreements) were also discussed. The instructor provided snacks every time to create a more comfortable environment during group activities and foster their creative thinking. After each group activity, students were asked to produce a short

report reviewing their group activities. Finally, instructors checked whether all students were achieving the desired learning outcomes at the end of the course.

Setting a goal by students
At the beginning of the course, the instructor asked students to set a goal for their group activities. The goals should be realistic and appropriate as well as achievable. The instructor believes setting a goal gave the students self-regulated learning tools with their group members.

Flexible meeting hours and format
By offering various time options, the instructor tried to remove barriers to students meeting with the instructor. During the course, the instructor invited students by setting up flexible meetings (e.g. meetings on zoom), meeting structures (e.g. individual meetings, group meetings), and meeting schedules.

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

During the course, TA students offered invaluable support to students and positively impacted inclusive learning. In this course, TA students played two prominent roles in inclusive learning: setting up a flexible and active learning environment and supporting students registered. Firstly, TA students were responsible for organizing teaching materials that were essential to the smooth running of group activities in the classroom. TA students set up equipment, including whiteboards, papers, pens, and post-it, and tidied up afterwards. Secondly, they helped students and groups who required additional support during the course. During the group activities in the classroom, TA students supported learning activities by floating and acting as a mentor. TA listened to students' concerns and shared their opinions.

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.
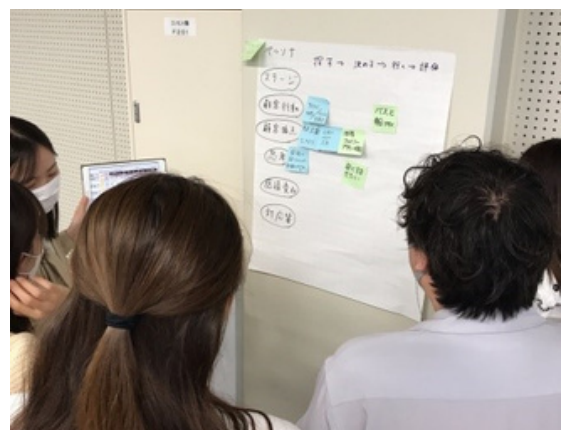
📖 **Introduction to Environmental Studies EB**

👤 **Associate Professor MAHICHI Faezeh**

🗣 **English**

👥 **50 students**

🏫 **APS**

📅 **SP 2022**

Course Overview

The course was designed to help students to understand the basic concepts and principles of environmental studies and environmental issues covered in the course. Upon completion of the course, students were expected to be able to analyze the causes of various environmental issues and preventable measures.

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.

The class had mainly three actors: 1) the instructor, 2) the TA, and 3) the students. The 52 registered students were grouped based on students' international/domestic, English/Japanese by the TA and the instructor in 15 groups composed of 3~4 students (to have a relatively mixed students based on their language skills and background knowledge). The students, with the support of TA and instructor, were instructed and encouraged to work inclusively throughout the course in the following three main course activities:

1. **'Lecture Questions' submission in Manaba**: The lecture questions were follow up assignments for each class. Based on the learning design of the course, these questions have 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.

2. **'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.

3. '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; "Beppu Global Garden Organic Farm to Saving Fireflies and Ourselves", in which was related to the course. As the groups were composed of students from different nationalities and backgrounds, it had the potentiality to learn extensive skills such as research, time management and skills for effective group communication and group work, to create the project about the value, importance, educational role and contribution to biodiversity conservation and sustainability concepts.

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?

1. Since our class was conducted hybrid, the instructor and TA always guided the students to conduct active discussion. The students were encouraged to share the case studies from their own country. Additionally in the middle of the class, the instructor always interacted with the students by asking multiple questions for individual responses or discussions in group, and we connected offline and online students with Zoom breakout rooms. These interactions create an inclusive environment encouraging students to share their own opinions and knowledge.

2. 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. The performance of each student was closely monitored by Professor and TA and extra supports were offered to students with low performance through direct email communications.

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 4th 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 directions all the time.

During the semester, we evaluated the student's group work performance and shared the scores with each individual student to encourage the students to keep improving their scores. In addition, the TA frequently has notified the importance of group work and

encouraged 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 later part 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 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 from the local volunteer group, Kamegawa Environment Protection club (KEPC). The focus of the talk was on the past, present, and future of Kamegawa environment in Beppu in particular fireflies and sea turtle habitats. 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 make a visual report and suggestions for the Beppu Global Garden (BGG) organic farming and organic food production system. The pedagogical design of the class was teaching the theories and providing the knowledge as well as the practical planning and 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 industrial ecology can contribute to the sustainability. The course provided the knowledge and helped to cultivate the perspectives based on the outside of the box thinking. Groups

were formed evenly in such a way that promoted the multi-ethnic, multi-lingual and background knowledge of students. By reading the cases outside of their own country, students could the differences and variety of problems occurring in the world. Moreover, the final group project was designed in a way that required group inclusive collaboration, planning and actions, a mixture of conducting researching and writing the report.

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 must face. The 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 COVID, the TA must be able to know ZOOM and all of its functions. This includes being able to switch groups quickly, full use and knowledge of on-screen annotations, and polls, etc.
3. Guide and Senpai. TA was the senior student for the current students, and a bridge between the Professor and the course students. TA as role model student has guided the course 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 the local volunteer group, Kamegawa Environment Protection club (KEPC). The focus of the talk was on natural environment of Kamegawa area in Beppu in particular, the fireflies and sea turtle habitats. With the extensive knowledge and experience in the field, they have shared with the students, the importance of biodiversity conservation and their 20-years of volunteer works for safeguarding the nature in Kamegawa region. At the end of the talk, they received some questions from the student, and it was translated and explained by the TA.

The students were instructed to inductively work with their group members, utilize the knowledge they have received through the course and KEPC members' talk and implement biodiversity conservation framework in:

(a) producing organic crops in BGG, (b) raising awareness of the value of organic farming in biodiversity conservation in general and protection of fireflies of Hiya River in particular, and (c) recommendations for sustaining the inclusive collaboration among APU students and community.

📖 **Tourism Policy and Planning SA**

👤 **Professor KUBO Takayuki**

🗨 **English**

👤 **17 students**

🏫 **GSA**

📅 **SP 2022 Q1**

Course Overview

This course is designed to respond to the following questions on Tourism Development:
- What is Tourism? What is Tourism Policy?
- Why Tourism Policy is necessary?
- What should be planned under Tourism Policy?
- How to conduct survey for Tourism Planning?
- How to create a Plan for Tourism?

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

- Inclusive education means that all students who wish to take a class would not only simply attend the class but also participate in activities set up inside and outside the classroom, and have the opportunity to learn from each other, including instructors. Students can always receive support for inclusive learning.
- I don't think classes that focus on one-sided information provision from instructors as inclusive education. On the other hand, it is necessary for the students themselves to have an awareness of actively participating in inclusive education, and I think that instructors need to draw out their motivation.

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

- During the orientation for the first class, I explained that this class is an inclusive learning class and explained that all students would be cared by the instructor and DITA.
- During the group work, instructor and TA communicated with each group member and gave guidance to avoid students to drop out of the group work.
- I have set up a reporting space in Manaba to make students easy to ask questions and consult individually to the instructor.

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

During the orientation for the first class, I explained the goals of the class in detail and explained that the instructor's goal is for all students to achieve the goals and get good grades.

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

- Assuming that the lecture PPT materials will be distributed electronically the after class, students were encouraged to take notes during the class and review using the PPT materials after the class.
- At the end of each class, students were asked to submit a short report for their review work.

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

- When forming groups, students are divided into several types based on how well they are working on assignments submitted in advance so that active students and non-active students can be distributed to each group in a well-balanced manner.
- In each group work, I and the TA walked around to check if there were any students left behind.

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

- During the group work, my TA walked around the groups to support their work.
- At the group work presentation, my TA managed the presentation time of each group.
- Outside of classroom, my TA checked the submission status of assignments submitted to Manaba and reported to the me. If necessary, I asked my TA to contact the students individually and assist their difficulties.
- My TA gave the students brief feedback comments on their learning declarations to Manaba.

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 this course, I assigned students to analyze and make a tourism policy plan for Beppu Kitahama area for their group work subject since many of them live at AP House 4 near Kitahama area. They did not only work inside the classroom but also outside the classroom at the project site, walking around the site discussing each other.
- Since many of the group work presentations were excellent, I selected two outstanding groups and created an opportunity to present to the local tourism stakeholders such as B-Biz Link, Beppu City Hall, Toyonokuni millennium tourism area (DMO), and other organizations.
- I hope the linkage between APU graduate students and the local stakeholders become stronger taking this opportunity.
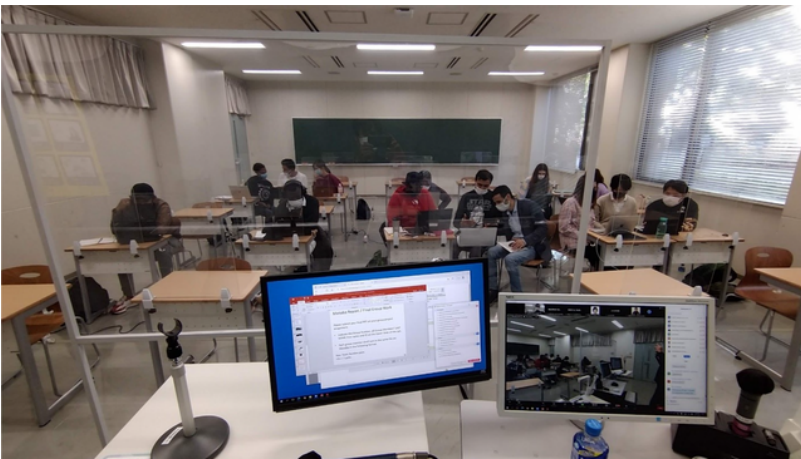
↑ Group work inside the classroom including online students

↑ Specialty set presentation to the local tourism stakeholders in Beppu (at AP House 4 conference room)

📖 **Conflict Resolution**

👤 **Associate Professor HEO Seunghoon Emilia**

🗣 **English**

👤 **6 students**

🏫 **Graduate Program**

📅 **SP 2022 Q1**

Course Overview

This IR major course invites graduate students to critically think about the rationale of conflict resolution and peace building as a political concept as well as a social phenomenon in international relations. After a brief overview of basic concepts in the field, we first examine traditional methods to conflict resolution such as negotiation, mediation or international organization. We then explore twenty-first century approaches ranging from nonofficial diplomacy, soft power, reconciliation, and peace education. Particular attention is given to who and how, in other words, actors involved (e.g. policy makers, state leaders, civil society, international or regional organizations, NGOs, youth, historians, teachers, artists) and methods used to facilitate the crafting of conflict resolution and sustainable peace

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

Inclusive teaching (incl.T hereafter), an art of dialogue between and among instructor and students, refers to, but not limited to, the following three elements: First, in the most basic idea, incl.T refers to pedagogical methods that invite students feel welcomed and comfortable participating in class regardless of their origin, nationality, gender, culture, religion, and political affiliation. Second, in International Relations (IR) classrooms, incl.T encourages students, exposed to various, often conflicting and competitive, national narratives to learn and reflect the issues through the eyes of others. Third, incl.T promotes teaching methods that are interactive and interdisciplinary, using multiple pedagogical tools such as music, visual arts, kinesthetic learning in both lecturing and group activities.

What incl.T is not is the exact opposite: a teaching style that risks making students feel excluded depending on their personal affiliation; that presents a one-sided narrative or selective part of a whole story; and that makes little efforts in diversifying pedagogical tools to encourage students learn IR in a more passionate and exciting way.

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

For graduate students course (small number, online only), it is important to spend some time for ice breaking at the very first class. Instead of starting right away with the course syllabus explanation or course content, I allowed myself to spend some time to introduce myself and invited each of them to talk about their own research interest, why joining this class or their newly started life in Beppu. It helped them to feel comfortable and welcomed.

Before each class started, I showed a short music video clip related to the course theme. Examples include U2 Ukraine support music live, Heal the world by Michael Jackson, Semina la pace by Gen Rosso etc. It helped students to get interested in the course and concentrate for one koma. I opened a discussion forum on Manaba Threads to invite students to share their idea of music related to the peace theme and selected a couple of them from the mid semester.

Besides, our DITA was always present in and outside the classroom to respond to students' inquiries, difficulties, or questions.

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

I clearly stated the course learning objectives and expectations in the detailed syllabus (uploaded on Manaba before the class started) and spend enough time during the first class to explain it one by one. For details, see Conflict Resolution (CR) syllabus 2022SP. I and DITA reminded students of the learning objectives and expectations during the semester: I for example wrapped up today's class and introduced the next class theme by repeating the objectives and expectations. DITA created a re-cap sessions via zoom or on Manaba that allowed students to freely share their idea, concern, or learning point of each classes

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

[1] I created weekly pop quizzes and essay assignment, suitable for graduate level. DITA created a potential pop quiz question list on Manaba threads so that students could type their own suggestion of pop quizzes (based on the weekly reading). If well made, I selected some of them and made them as the real pop quiz questions, which motivated them to do the readings before coming to the class. We also randomly chose pop quizzes to provide feedback in the following week or essays to provide writing review.

[2] While IR subject courses in undergraduate program are often filled with IR major students, the graduate level course in IR is often formed with students who are not majored in IR, and who have never taken any introductory courses in political sciences and international relations previously. I therefore invited them to watch a movie during

the semester (Freedom Writers) to discuss racial discrimination, how to bring peace back, and the role of individual agency. I prepared a list of reflection question sheet to complete and invited students to fill it out before engaging in a group discussion.

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

[1] While the lecture content was based on book chapters and academic journal articles, I allowed students to read novels (we offered a suggested reading list that include for example Blood Brothers by Elias Chacour, All the Light We Cannot See by Anthony Doerr, An Artist of the Floating World by Kazuo Ishiguro...) that helps students grasp the process of conflict resolution and invited them to present their impression and reflection.
[2] DITA was in charge of managing the discussion forum on Manaba. Every week, we had international news forum where students pick up a news related to the course content and present it, or other week by week theme (e.g. during the visualizing IR week, students could share their visit to gallery, museum etc. that helped them reflect on peace).
[3] Instead of individual research project (frequently practiced for graduate level courses), I suggested students to work in pair on a paper to present. Since the theme is conflict resolution each student in a group was assigned to work for the opposing view of a conflicting issue and come up with a solution.

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

DITA was present in class every week to deal with any unexpected technical problem and was in charge of dealing with students email related to the course inquiries. DITA also offered wrap up sessions, tutoring sessions on academic writing, and re-cap sessions for difficult content whenever students asked for help. Due to the fact that most students were non IR major, DITA's role in constantly motivating students to participate in the class and listen to their difficulties was crucial.

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 CR class, I designed the course content, topic, and readings in a way that encourages students, exposed to conflicting and competitive national narratives to learn and reflect the issues through the eyes of others. Few examples are as follows:

Example 1. "Moral or money?" Is it more important to "sincerely" apologize or to materially compensate after a war/colonial experience/ethnic conflict? (e.g. Willy Brandt's kneeling down versus Nicholas Sarkozy's speech) Readings supporting narratives from both sides were provided as well as the opportunity to discuss under the instructor and DITA's guidance.

Example 2: "Remember or forget?" Does remembering lead to reconciliation? Isn't it better sometimes just to simply forget? Students were invited to conduct a mini research on a case from both former aggressor and victim side (e.g. Katyn massacre in Polish-Russian relations, Mao Mao rebellion in UK-Kenya relations, bi-national museum construction in Franco-German relations, Armenian genocide in Turkey-Armenia relations, Nanjing massacre in Japanese-Chinese relations...) and share the conflicting narrative in class under the instructor and DITA's guidance.

📖 **Community Development**

👤 **Professor KIMURA Rikio**

🗨️ **English**

👤 **49 students**

🏫 **APS**

🗓️ **SP 2022 Q1**

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, TAs 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 TAs approachable and available by using a positive welcoming tone and practicing prompt and sincere feedback to students' inquiries. TAs 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 verbally explained what I wrote for the first question in the classroom so that students would be cognitively aware of the expectations of the class. Additionally, TAs 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 consolidate what they learned in the classroom. 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 TAs 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 TAs so that they 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 TAs approachable and available by using a positive welcoming tone and practicing prompt and sincere feedback to students' inquiries. TAs 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.

📖 **Research Methods and Academic Writing**

👤 **Professor GHOTBI Nader**

🗨️ **English**

👤 **20 students**

🏫 **APS**

🗓️ **SP 2022 Q1**

Course Overview

Teaching the structure of master's dissertation and the standards of academic writing and research methodology.

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

Teaching that allows all students to get engaged with the process and not feel as being left alone.

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

By treating all students equally, with respect, and encouraging them to speak up whenever they need teaching support.

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

By both explanations in the classroom and through Manaba assignmengts.

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

Provision of feedback on all their assignments, answering their questions, and discussion of issues and examples.

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

I used the TA to form smaller groups of students with special needs.

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

My TA answered every question respectfully and provided his own time to answer questions outside of class to the students. He properly used the relevant pronouns when discussing questions or topics with the individual students. Nicholas gave each student the time and space to feel comfortable asking their questions and stating their findings regardless of the situation, interruption or not to the class. He was attentive to details that each student required in each circumstance and was patient with every pupil in the course. In return the students were respectful to my TA and everyone got along swimmingly along the course of the class.

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.

We had a lot of discussions, engaging students to make comments on one another and providing their input. They have been able to feel privacy and sacredness of our talks.

📖 **Tourism Development and Planning EA**

👤 **Assistant Professor BOUKAMBA Kimo H.**

🗣 **English**

👤 **33 students**

🏫 **APS**

🗓 **SP 2022 Q1**

Course Overview

This course is designed to introduce the students to the importance, principles, and processes of planning in tourism, as a response to the consequences of unplanned tourism development. By employing theory frameworks and concepts from development, planning, policy and governance, the course also explores the sustainable imperative as well as the role of various stakeholders and the challenges involved in planning tourism development. The course is designed to comply with Articles 1, 3, and 6 of the UNWTO's Global Code of Ethics for Tourism.

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

Inclusive teaching is a teaching approach that acknowledges diversity of students and strives to fulfil their learning needs regardless of their identity or background. Accordingly, this teaching approach promotes the inclusion of diverse perspectives as well as a classroom climate which stimulates students' participation.

On the other hand, inclusive teaching is not a teaching style that is rigid and unidimensional in its focus. For instance, basing all of the course content and case study examples upon a dominant cultural context. This may potentially (1) undermine the need for representation, hence negatively affecting class participation; and (2) deny key opportunities for all students to expand and broaden their horizons based on the opinion of others.

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

- After session 2, subsequent classes started with a review of content previously covered. This encouraged the students to feel more relaxed and willing to participate.
- After covering the main lecture using PowerPoint presentations, students were given group tasks, which they had to present by the end of the class session.
- New groups were frequently formed in order to provide all students with a fair opportunity to work with different classmates.
- Requirements for longer group presentations stipulated that all group members should have an equal opportunity to present.
- Fellow students were encouraged to ask questions to their classmates during group presentations.

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

- Prior to the course registration period, students were provided with a course syllabus, which gave a brief overview of the objectives and chapters to be covered during the course.
- During the first class session "Course overview", each student was given a more detailed breakdown of the key sections to be covered during each class session. That particular document served the purpose of guiding the learner's pre-class study schedule in order to improve their understanding of the course learning objectives, expectations, attentiveness and the quality of class discussions.
- During each of the subsequent classes, learning objectives which were integrated in PowerPoint slides, were first discussed at the start of the lesson.

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

- A formative assessment style was implemented by designing four (4) graded assessments at various stages of the course. These included two group presentations, one midterm test, and one final exam.
- Aside from graded assessments, all classes (from the second week onwards) were started with a review of previously covered content.
- Students were encouraged to contact the lecturer by email for appointments to get more help on content they found difficult to understand.

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

- New groups were frequently formed in order to provide all students with a fair opportunity to work with different classmates.
- A randomized method was used to pool students within breakout rooms on Zoom.
- At times, students attending in person were required to work in separate groups from those online to expedite the communication process and improve the efficiency of the discussion.
- Roles within groups were sometimes assigned (note taker, timekeeper etc…)

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

- The TA was sometimes tasked to identify conflicts of personality within groups for subsequent improvement.
- The TA also circulated the microphone during the session to encourage students to express their opinions.
- The TA integrated groups during activities to energize the discussions and improve participation.

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.

Class session 3 included a Google image demonstration exercise to illustrate how destinations are represented in terms of the notions of "place" versus "space".

Class session 5 emphasized the importance of inclusion and listening to the voices of marginalized groups.

☐ Place VS Space [Google Image demonstration exercise]

DESTINATION	PLACE	SPACE	MIXED
Japan tourism			
Gabon tourism			
Thailand tourism			
Iran tourism			
Egypt tourism			
Africa tourism			
Asia tourism			

Places VS Spaces

Position determines your behavior and impacts

📖 **観光開発と計画JA**

👤 **久保隆行 教授**

🗣️ **日本語**

👥 **186 students**

🏫 **APS**

📅 **SP 2022 Q2**

Course Overview

本コースは、受講生が観光開発にかかわる以下の課題に応える能力を身に着けることを目標に設計しています。
- 観光・ツーリズムとは何か? 観光開発とは何か?
- 観光開発がなぜ必要なのか?
- 観光開発において何を開発するのか?
- 観光開発のためにどのように調査を進めるのか?
- 観光開発の計画をどのように立案するのか?

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。
- 今回は、ハイブリッド形式で200名近い受講生を2つの教室に配置しながらもインクルーシブな授業を行うという大きなチャレンジを試みました。

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。
- 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。
- 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ました。
- 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、提出後受講生が相互にフィードバックを返して相互学習を促しました。

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いかどうか確認しました。

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に連絡をとって課題提出を促してもらいました。
- Manabaへの学生の学びの申告に対して簡潔なフィードバックコメントを返してもらいました。

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.

- 今セメスターの授業は、原則として受講生全員が対面形式で教室にて受講することが求められた一方で、密を避けるため200名近い受講生を同一の教室に収容することができないため、毎回受講生が教室に来る意義のある教授法について工夫が求められました。
- その方法として、隣接する大教室を２つ同時に使用する方法をとりました。片方の教室にて教員が講義を行い、もう片方の教室にＴＡが隣の講義の内容をZoomで受信して教室のスクリーンとスピーカーを通して講義が行われている教室と同じ環境を作るように工夫しました。さらに、オンラインのみでの受講生も多数いたため、3つの異なる空間での授業を一体的に行うように、それぞれの教室や受講生の部屋からの音声も双方向で授業中にディスカッション等を通じて共有できるように努めました。
- グループワークについては、2つの教室にて各グループに分かれて、各グループがグループワークを行う際には教員とTAがそれぞれのグループを見回って指導し、さらにオンラインのグループに対しても各ブレークアウトルームに入ってＴＡと分担して指導を行うといった複雑なオペレーションを行いました。
- 今回は通常のＴＡとＤＩＴＡの2名と教員の3名体制でしたので何とかこのような授業が出来たと実感しており、受講生の満足度も高かったのではないかと感じています。来セメスター以降もこのような手間のかかるオペレーションを行うために、ＤＩＴＡの配置を強く望むところです。

↑片方の教室にて教室Aと教室Bに対して講義を同時に配信し、双方からの発言も双方にて共有（Zoom受講生も含む）

↑教室Aのグループワークの様子

↑教室Bのグループワークの様子

📖 **Technology Management**

👤 **Professor MIYAZAKI Kumiko**

🗨 **English**

👤 **28 students**

🏫 **GSM**

📅 **SP 2022 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 R&D globalization, management of innovation in new products and services and managing intellectual property.

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 such as India and Thailand.** 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 6-7 minutes talk at the beginning. (explained later in this report).

The Zoom function, **Live transcript was always set**, so that who had difficulty in hearing and understanding could also read the sentences. Before the class started, for about 10 minutes, we played background jazz music so that students could relax.

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 studentsto 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 break out 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) of interviews of leading professionals engaged in Technology management or social innovation around the world was shown and discussions took place. (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.** 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 provided some help so that they could find one another. When the students submitted their group work, they were also asked to submit peer assessment so that the evaluation would be fair. In one group, the peer assessment did not seem to be so fair, so I had a discussion with the members and in the end they revised theirassessment to reflecteach person's contribution.

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

Each lecture began by the DITA (Thinn Nu Soe)'s 6-7 minutes presentation. She 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. She 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 evaluating 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 she could not answer, I would answer the questions. When the final group presentations took place, the DITA asked some questions as well as managing the time keeping.

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

In one lecture on Innovation in Services, group work was carried out. Students in a group were asked to :
Map out the customer experience as a process flow (or cycle)for one of the following services.
Vacation travel, Grocery shopping, Automobile purchase, Dental care

Students were asked to draw a map of the process flow and analyze points for innovation possibilities. Afterwards, each group presented their group work. I think they were able to learn from one another and the process flows for Dental care and Vacation travel showed that they had done the assignment in a creative way.

An International Conference on Management of Technology ASIALICS was held in June. Since some seminar members and I gave presentations, students in my class were encouraged to attend it. I think they were able to broaden their perspective by attending ASIALICS.

Thinn Nu Soe who was the DITA commented as follows

"I am writing this letter to express my gladness at being a DITA in Sensei's class.

I improved my knowledge and skills as a DITA.
I realized that I developed my interpersonal and negotiation skills.I communicated about diversity and inclusion among students who came from different cultures in different countries.
I'm glad I was able to support the student's needs and help them learn more by supporting their lecture assessments according to Sensei's helpful guidance.

Sensei, thank you so much for promoting my knowledge and skills while I was doing DITA in your class.
I learn from you a lot of good habits, such as (1) reading the sophisticated news through the BBC, New York Times, and Japan Times, (2) preparing the PowerPoint with precise information, and (3) sharing valuable knowledge with other people.

Thanks for giving me that opportunity."

Sincerely,
Your student
Thinn

📖 **Human Rights**

👤 **Associate Professor HIRANO Miharu**

🗣 **English**

👤 **150 students**

🏫 **APS**

📅 **SP 2022 Q2**

Course Overview

The protection and promotion of human rights have become one of the key purposes of modern international society. When speaking of human rights, people often make recourse to ethical, moral, or religious grounds. We can also see that the contents of human rights are sometimes shaped through politics or social discourses. In the international society that we live in with diverse historical and cultural backgrounds, international law plays a crucial role in providing a common ground for discussion and seeking accountability by victims.

In this course, students will learn international human rights law, including its history, basic principles, and institutional mechanisms. In addition to understanding the contents of international human rights law, students will acquire basic competency in legal thinking, writing, and research, which will enable them to contribute to making our society respect the inherent dignity and promote freedom of all members of the human family.

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

- Inclusive teaching includes creating an enabling environment and using methods that foster active engagement of students with knowledge apprehension, critical thinking, and their application.
- Inclusive teaching should be designed in a manner that fits both active students and passive students. The challenge often arises with the latter.
- Inclusive teaching can be ensured by carefully assessing whether any teaching styles or contents have discriminatory impacts on some students.

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

With the support of TAs in the large hybrid classroom, I have implemented group works and maintained dialogues with students by adopting systematic methods.

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

It was elaborated in the detailed syllabus distributed on the first day (also made available on manaba) and explained in the first class.

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

- Students were asked to prepare for the lecture by conducting reading assignments and answer quiz before attending a class.
- Instructor asked students questions time-to-time, which were answered by volunteering students.
- Instructor also collected questions from students. It used chat function, managed by TAs.
- At the end of each class, students were asked to reflect on the class contents and write comments into Respon, to which the instructor provided responses to before the next class.
- Students were asked to write five review assignments in the course. Each assignment required 300 words minimum. Students could submit the assignment as a group if they so wished. The instructor gave feedback by picking one example essay (anonymous)
- The final report was used to measure the attainment of the course objective and took 40% of the overall grade, but students could use Review Assignment when preparing part of it.

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

- I asked students to form groups voluntarily or by assigning students to certain groups based on student ID numbers.
- TAs assisted facilitation of discussions in Zoom breakout rooms.

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

- Group work observation and facilitation (especially in Zoom)
- Sending chat message with instructions or reference
- Collect questions from students via chat and list up for the instructor.

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.

https://miharu-hirano.notion.site/2022-SP-Human-Rights-8608dc00959c49f8bf836c9b94f5f7fa

📖 MBA Business Ethics

👤 Professor KIM Rebecca ChungHee

🗨️ English

👤 32 students

🏫 APM

🗓️ SP2022 Q2

Course Overview

The course takes a cross-cultural approach to business ethics and CSR (corporate social responsibility). This subject examines business from an ethical and sustainable perspective. In particular, it explores the existence of corporations in liberal democracies and contemporary capitalist societies; ethical concerns surrounding multinational corporations and globalization; various issues of applied ethics; management of business ethics; and sustainable concerns on business (e.g., CSR, CSV [creating shared value], UN SDGs [UN sustainable development goals], and ESG [environmental, social, and corporate governance]). The main concepts and theories underpinning the business ethics and CSR fields will be introduced, and you will have the opportunity to use these in understanding business related issues. Teaching will consist of a mixture of lectures, class exercises, simulation, group discussions, mock viva, and the use of multi-media. Considerable emphasis will be placed on student participation in class, with the aim of promoting ethical and sustainable reflection on the many important issues that surround business-society relations. Ultimately, the aim of the subject is to enable you to recognize and reflect upon complex ethical problems with a view to enhancing your analytical, decision-making, and managerial skills.

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

To make inclusive environment in teaching and learning is the key. 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've initiated the new occasion to create inclusive and active environment "SDGs for ALL MBA Contest". It's designed for students to ponder REAL issues or cases of the SDGs and share with the other students. It makes students to feel more enjoyable by presenting and discussing the world challenges and opportunities and most importantly, to develop problem-solving skill. Students made the evaluation by themselves. It makes students to critically evaluate and assess a range of proposed options for the global society.
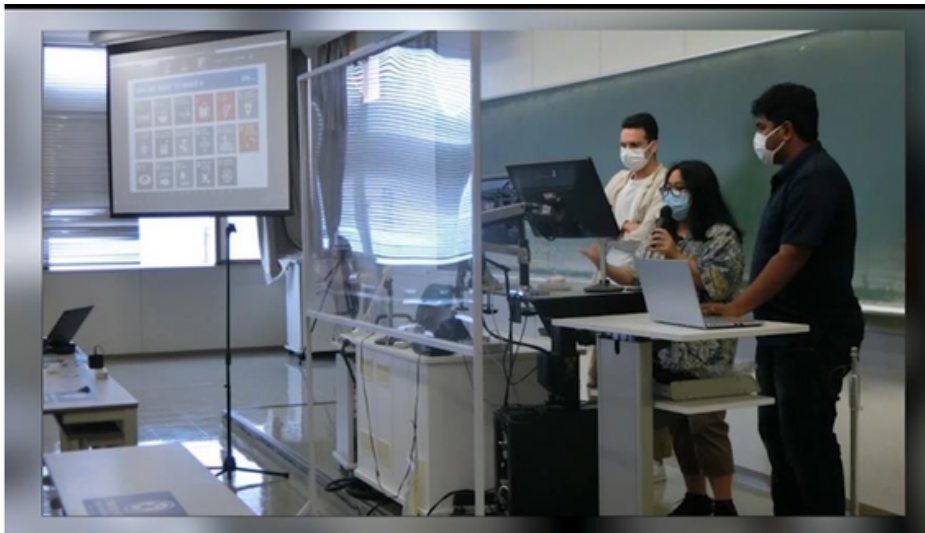
How did you help students understand course learning objectives and expectations?

MBA discussion is different to the UG one. In this regard, I gave some kind of polite but very critical 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 analyze, synthesize and offer critique.

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 story' of business ethics, KAL NUT rage scandal and Viva examination. By researching and experiencing these different tools/methods, students can understand that each one's approach to ONE ethical problem is different according to each nation's institutional context. It makes students to learn professional practical skills of self-awareness, openness and sensitivity to diversity in terms of norms and responsibility.

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

Diversity is the key for group designation. At the first class, I asked each one to introduce their working experience, background and what they want to learn in this Business Ethics 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. After that, 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 he 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.

In the group presentation, students should assess each other and SHOULD ASK CRITICAL QUESTIONS to the other groups. It's not a regular presentation for just listening to it. It is important for student to learn how to critically and systematically debate with multi-sided understanding of business ethics in global market. Mature students were happy to share their experiences and were capable of encouraging each other by asking critical (many times, constructive) questions.

📖 **Marketing Research**
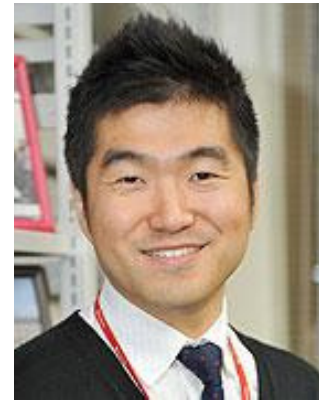
👤 **Professor LEE Geunhee**

🗨 **Japanese**

👥 **82 students**

🏛 **College of International Management**

🗓 **SP 2022 Q2**

Course Overview

マーケティング・リサーチとはマネージメントが意思決定するための情報を組織的な方法に基き開発し供給することである。この科目ではマーケティング・リサーチプロセスの各々の重要な過程を学習することによりリサーチ・メソドロジーの基本を習得する。

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

In my opinion, the inclusive teaching should clear two huge obstacles that students have. 1) To get themselves involved in the classroom more and 2) To be open to different and various ideas.

1. Inclusive teaching should encourage many students to get involved in the class setting as much as possible. Due to the different cultural backgrounds and personalities, students have hesitation to speak up in front of other students, but continuous training can encourage them to be motivated to get involved in many class activities more.
2. Some students are not very open to different and various ideas of others due to the lack of experience to share and listen to variety of ideas and opinions.

By sharing opportunities with students to speak up, share and listen to different ideas, and be more active in discussions, students can understand the true value of the "inclusive class setting".

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

1. Never say "no" to any answers from students. First, you let them know that there are no ultimate and firm answers in the social science. Then, whenever they answer your question, you first start off with "That's a very brilliant idea" and explain what you think about the answer.
2. Try to share opportunities to speak and answer as much as possible. Sometimes, only small portion of students have the courage to speak up. It's great thing that there are those types of students and letting them speak first is a good start of having an interactive class environment. But, later, it is always important that you share the opportunities with other students too.
3. Giving bonus points for sharing their opinions and answering professor's questions is good. It truly encourages students to be engaged more and learn the joy of being active in the classroom.

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

1. It is always important to make it clear about the course learning objectives and expectations in the beginning of the class (orientation).
2. In the middle of the class, you emphasize the learning objectives and expectations again, so students can refresh their memories and understandings about them.
3. When finishing the whole course, you explain them once again by connecting all class contents with those objectives and expectations, so students can relate what they have learned throughout the course with what they were expected to learned from the start.

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

1. For them to engage with my course, I normally give them an opportunity of group works and bonus points for their motivation.
2. They are also asked to use a Facebook group to share their reports and leave comments on others' reports, so they can exchange their knowledge and understanding with others.
3. Students are also asked to deliver a final presentation that can sum up all the class contents that they could have learned throughout the whole quarter.

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

1. Group members are expected to be diverse. By having members with different gender, ages, and nationality, they can understand the importance of inclusiveness.
2. Students also have an opportunity to conduct a peer evaluation, so they can evaluate and judge how other students performed in the group work subjectively and objectively.

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

DITA is asked to observe what happens in the classroom very carefully and have a meeting with the instructor from time to time. As DITA takes other classes as a normal student, he/she shares his/her opinion about the difference of what myself is doing and what other professors are doing in other classes. Then, we discuss how I can improve my own class in more positive and engaging manner.

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.

1. Facebook group page
https://www.facebook.com/groups/gleesmarketingclub

2. Class movie
https://youtu.be/9qzR_dPBw40

3. Final Presentation
https://www.facebook.com/100011742537746/videos/2172885149526753/

📖 **Community Development**

👤 **Professor KIMURA Rikio**

🗨️ **Japanese**

👥 **67 students**

🏫 **APS**

📅 **SP 2022 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.

Standards for Course Completion
1. Students should be able to explain concepts, approaches, and practice of community development.
2. Students should be able to identify epistemologies that underpin theories and practices.
3. Students should be able to analyze a community development project from multifaceted perspectives.
4. Students should be equipped with some practical methods of community development as well as increasingly desirable behaviors as community development worker.

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 verbally explained what I wrote for the first question in the classroom so that students would be cognitively aware of the expectations of the class. Additionally, TAs 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 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.

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.

📖 **Industrial Ecology EA**

👤 **Associate Professor MAHICHI Faezeh**

🗨 **English**

👤 **52 students**

🏫 **APS**

🗓 **SP 2022 Q2**

Course Overview

The focus of the course is on the material and energy cycles that sustain our living "Industrial Ecosystem". As an interdisciplinary field, Industrial Ecology (IE) focuses on the sustainable combination of business sector, technology, environment, and society. The main goal of IE is to transfer industrial processes; as the integrated ecological process from linear systems to a closed loop system, so-called Circular Economy (CE).
Upon completion of the course, students were expected to understand better how we can integrate environmental concerns into our economic activities and maintain the sustainable interactions of industrial activity with the environment.

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.

The class had mainly three actors: 1) the instructor, 2) the TA, and 3) the students. The 52 registered students were grouped based on students' international/domestic, English/Japanese by the TA and the instructor in 15 groups composed of 3~4 students (to have a relatively mixed students based on their language skills and background knowledge). The students, with the support of TA and instructor, were instructed and encouraged to work inclusively throughout the course in the following three main course activities:

1. **'Lecture Questions' submission in Manaba**: The lecture questions were follow up assignments for each class. Based on the learning design of the course, these questions have 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.

2. **'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.

3. **'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 Beppu Global Garden Organic Farming to Sustaining our Community", in which was related to the course. As the groups were composed of students from different nationalities and backgrounds, it had the potentiality to learn extensive skills such as research, time management and skills for effective group communication and group work, to create the project about the value, importance, educational role and contribution to building sustainable communities.

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?

1. Since our class was conducted hybrid, the instructor and TA always guided the students to conduct active discussion. The students were encouraged to share the case studies from their own country. Additionally in the middle of the class, the instructor always interacted with the students by asking multiple questions for individual responses or discussions in group, and we connected offline and online students with Zoom breakout rooms. These interactions create an inclusive environment encouraging students to share their own opinions and knowledge.

2. 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. The performance of each student was closely monitored by Professor and TA and extra supports were offered to students with low performance through direct email communications.

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 4th 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 directions all the time.

During the semester, we evaluated the student's group work performance and shared the scores with each individual student to encourage the students to keep improving their scores. In addition, the TA frequently has notified the importance of group work and encouraged 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 later part 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 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, Mr. Eisuke Kumano, the chairman of AMITA holdings (https://en.amita-hd.co.jp/). The focus of the talk was on waste management and recycling the material cycle contributing to the sustainable societies. 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 make a visual report and suggestions for the Beppu Global Garden (BGG) organic farming to sustaining our community. The pedagogical design of the class was teaching the theories and providing the knowledge as well as the practical planning and 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 industrial ecology can contribute to the sustainability. The course provided the knowledge and helped to cultivate the perspectives based on the outside of the box thinking. Groups were formed evenly in such a way that promoted the multi-ethnic, multi-lingual and background knowledge of students. By reading the cases outside of their own country, students could the differences and variety of problems occurring in the world. Moreover, the final group project was designed in a way that required group inclusive collaboration, planning and actions, a mixture of conducting researching and writing the report.

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 must face. The 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 COVID, the TA must be able to know ZOOM and and all of its functions. This includes being able to switch groups quickly, full use and knowledge of on-screen annotations, and polls, etc.
3. Guide and Senpai. TA was the senior student for the current students, and a bridge between the Professor and the course students. TA as role model student has guided the course 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, Mr. Eisuke Kumano, the chairman of AMITA holdings. The focus of the talk was on waste management and recycling the materials contributing to the sustainable material cycle. With the extensive knowledge and experience in the field, he has shared with the students, the importance of waste management and current development of the field. First, he taught the students a brief history of the waste management and sustainability in Japan. He emphasized the sustainable material cycle and how it can change the industry and society. He introduced some cases that the company AMITA holdings worked on and explained the process around the project. At the end of the session, he received some questions from the student, and it was translated and explained by the TA.

The students were instructed to inductively work with their group members, utilize the knowledge they have received through the course and Mr Kumano's talk and implement circular bioeconomy framework in:

(a) producing organic crops in Beppu Global Garden (BGG), (b) the supply chain from BGG to the markets/shops through transportation, marketing for sales and raising awareness of the value of organic products to customers, and (c) recommendations for sustaining the inclusive collaboration among APU students and community.

📖 **Preliminary Seminar for Environment and DevelopmentEA**

👤 **Professor JONES Thomas E.**

🗣 **English**

👥 **16 students**

🏫 **APS**

🗓 **FA 2022**

Course Overview

The seminar deals with a range of topics according to the students' interests and especially related to protected area management and environmental management. We exchanges ideas to develop analytical thinking while instilling, reviewing and improving core research skills as outlined below. This course also discusses:-
 • What are today's major environmental and social problems?
 • What are the respective responses of citizens, business and government actors?
 • Can overlapping individual and collective concerns be realigned along sustainable channels?
Focusing on hands-on issues such as energy and waste management we seek out examples of global best-practise.

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

APU is an ongoing experiment in inclusive teaching to try and establish a more international learning environment in Japan. In my class, we try to steer students towards inclusive learning by:
- encouraging conversations about diversity, equity, and inclusion
- meeting the needs of a diverse student mix in actual and online classrooms
- encouraging students to be respectful of other students' opinions

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

By establishing ground rules such as:
- Allowing all speakers to say their piece
- Be respectful of other students' opinions
- "Pass the baton" – one speaker at a time
- Keep confidentiality & ask permission to use photos etc.

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

This course aimed to help students understand course learning objectives and expectations by:-

- Stating them clearly at the start of class & sharing the slides to each class at the end of lesson (previously I shared them before class, but found students were less likely to listen!)
- Posting on Manaba News (esp. upcoming deadline reminders etc)
- Having TAs introduce specific learning objectives and assignments
- Having TAs or students provide model 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?

For the Grade Evaluation Method we 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, extra reading material was provided in the form of DOIs, video or podcast links or PDFs for interested students to carry on reading in their own time. Also there was a Flipgrid case study video presentation with several stages.

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

By encouraging students to meet and mix in and out of classroom hours via a Flipgrid case study video presentation with several stages

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, encourages the students (especially Japanese students) to re-consider their idea of multicultural learning environment. Some are quite resistant and we do get some 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.

📖 **Leadership & Organisational Behaviour**

👤 **Associate Professor SAITO Hiroaki**

🗨 **English**

👥 **40 students**

🏛 **College of International Management**

🗓 **FA 2022 Q1**

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

Inclusive Teachingとは、学生の異なる年齢・国籍・背景・スキルなどに関わらず、個人が様々な方法で、Input & Outputをする機会を多く持つことで、学びを深められる学習環境を提供すること。またそうすることで、「講師→『学生』」の一方的な講義ではなく、「講師→『学生』←クラスメイト」というPeer-learningの環境を提供すること。

一方、「そうではない状態」というのは、講師が一方的に「情報伝達系」の講義を行ったり、特定の学生のみがコース内で発言し、それにより講義内容が左右され、マイノリティーの学生の意見・価値観を汲み取れない状態で講義を行ってしまう状態のこと。

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

Session 1をはじめ、Q1の中で以下３つのことを何度か行った。
1. このコースは情報伝達の座学ではなく、ただ受け身で座って聞いていればパスできるコースではないと伝えること。
2. クラスルームを「船」と捉え、乗組員である履修生が自分たちで努力をするように、彼らを「学生」と呼ぶ言い方をせず、「クルー」と呼んだり、講義の始まりには常にテーマソングをかけたりすることで、彼らが主役であることをリマインドすること。
3. 一人一人の意見・姿勢・インプットがこのコースという「学びの旅」を作り上げると伝え続けること。

また、一人一人に自己紹介をする時間を作り、全員が多くのクラスメイトの名前や顔を覚えやすくした。
講義内で学生が質問をした時や意見を述べたときは、講師は必ず「ありがとう」＋「その質問や意見の良い点」を伝えた上で、さらに深く考えていくためにはどうできるかという助言をした。そのように「誰もが発言しやすい環境」を作ることで、Week１に比べると、数多くの学生が自分たちから発信するという姿勢をつけていた。

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

Session 1すべてを「Course Overview」を伝える時間として、アサイメントの内容はもちろん、コースの内容を話す時間に費やした。具体例として、コースのAims & Objectives、Clarification of Expectation、そして履修生がこのコースで果たさなくてはいけない使命に関して伝えた。また、Session 3 & 6にて、このリマインダーも行った。

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

1. 講義１００分を「講義時間」と「グループワーク」に分けた。グループワークの内容としては、その日の講義内容で紹介したものに即したものを行った。こうすることにより、学んだ理論・コンセプトをどのように自分たちの課題や普段の生活に活用したらいいのかということを学んでもらった。
2. 毎週必ず、講義で学んだ様々な理論・コンセプトの中から２つ選び、それについての　Lecture ReviewをResponにて提出してもらった。

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

TAたちをうまく活用することで、グループワークをよりInclusiveなものにするように心がけた。例として、（講師ではなく）TAが履修生の前に立って指揮をすることで、TAが講義に関与する程度が増え、履修生の間で「このコースは先生からだけ学ぶものではなく、TAにもどんどんわからないことは聞いてもいいんだ。頼ってもいいんだ。」という意識を育てた。グループワーク中は必ず講師およびTAがグループを周り、ディスカッションなどをファシリテートした。

また、クラス内でPeer-learningを促進することでInclusive な環境を作った。その例として、Team PresentationをCompetition形式にした。まず、プレゼンテーションを全てのチームに行ってもらうのだが、そこでオーディエンス・チームはプレゼン・チームがプレゼンを終わった後に必ず「よかった点」「改善点」を述べる。そして、ほぼ全てのチームからフィードバックをもらうことで、講師やTAからだけではなく、クラスメイトから意見をもらいながら成長していくというInclusiveな学びの環境づくりをした。

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

今回DITAにて採用したTAは、残念ながらあまり機能しなかった。よって、上記のTAの活動に関しては、正規TAが行ったことである。今回DITAで雇用したTAには、正規で雇用したTAのアシスタントとして働いてもらった。次回の改善点としては、ノミネートする前にしっかりと働けるTAを見つけたい。

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.

📖 **Environment & Society**

👤 **Professor JONES Thomas E.**

🗨 **English**

👤 **158 students**

🏛 **APS**

🗓 **FA 2022**

Course Overview

Development dynamics are posing major challenges for society in terms of managing the adverse environmental impacts of industrialization, urbanization and globalization. This course discusses:

 • What are today's major environmental and social problems?
 • What are the respective responses of citizens, business and government actors?
 • Can overlapping individual and collective concerns be realigned along sustainable channels?

This course examines environmental and social impacts of industrialization, urbanization, and globalization, providing perspectives from within Japan and around the world. Focusing on hands-on issues such as energy and waste management we will seek out examples of global best-practise.

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

APU is an ongoing experiment in inclusive teaching to try and establish a more international learning environment in Japan. In my class, we try to steer students towards inclusive learning by:

- encouraging conversations about diversity, equity, and inclusion
- meeting the needs of a diverse student mix in actual and online classrooms
- encouraging students to be respectful of other students' opinions

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

By establishing ground rules such as:

- Allowing all speakers to say their piece
- Be respectful of other students' opinions
- "Pass the baton" – one speaker at a time
- Keep confidentiality & ask permission to use photos etc.

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

This course aimed to help students understand course learning objectives and expectations by:
- Stating them clearly at the start of class & sharing the slides to each class at the end of lesson (previously I shared them before class, but found students were less likely to listen!)
- Posting on Manaba News (esp. upcoming deadline reminders etc)
- Having TAs introduce specific learning objectives and assignments
- Having TAs or students provide model 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?

For the Grade Evaluation Method we 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, extra reading material was provided in the form of DOIs, video or podcast links or PDFs for interested students to carry on reading in their own time. Also there was a Flipgrid case study video presentation with several stages.

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

By encouraging students to meet and mix in and out of classroom hours via a Flipgrid case study video presentation with several stages

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, encourages the students (especially Japanese students) to re-consider their idea of multicultural learning environment. Some are quite resistant and we do get some 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.

📖 **Major Seminar II**

👤 **Professor PROGLER Joseph**

🗨 **English**

👤 **25 students**

🏫 **APS**

📅 **FA 2022**

Course Overview

Major Seminar II instructs students on how to conduct academic research in the Humanities and Social Sciences. Students complete exercises and assignments and submit a semester report that will be developed into their graduation thesis in 2023. The course also includes a significant participation component, including discussions in class and online and peer reviewing each other's work

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

Inclusive teaching takes into account the different learning styles of students from diverse socio-cultural backgrounds and tries to strike a balance between that diversity teaching the course content. The major seminar is an open-ended course in the sense that there are certain general goals, such as learning how to design and carry out a research, but the specific content for each semester varies depending on the interests and backgrounds of the students. In this way, the course content remains while the approach to delivering that content is customized according to the diversity of students.

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

For the first time since before corona moved classes online, the seminar met fully in person on campus. In the classroom, now that barriers were removed, we arranged chairs in a circle to discuss the course content. This assures that students all have an equal opportunity to contribute to class discussions. It was remarkable to watch students arrive to class early to help arrange the desks, and sit facing one another while sharing their research interests and program. We also ran the class on Zoom, as there was one student who was doing study abroad but still wanted to join, and there were a couple of students who couldn't come to campus due to illness but who also could feel welcome and included.

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

Each week there was an assignment that students complete individually and then post on the course discussion forum. These included working with primary sources, reading some material and sharing their views, and practicing to do a literature review for their own research. Once the assignments are completed, classmates are asked to peer review two assignments and in the next meeting we discuss and reflect on the peer review. The goal is twofold: to get to know one another's work and to improve.

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

There are three main ways for students to engage in the course content. First, they complete and post an assignment individually; second, they review one another's assignments on the course forum: and third, we discuss the reviews and the professor adds commentary to improve student work. This semester there was another component, in which students participated in a college-wide seminar conference to present a draft or early version of their research in progress. Some worked in teams.

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

Seminar classwork takes into consideration the different topics that students are interested in and the professor, working with the DITA, rises to that challenge tries to find a common ground among them to help foster communication and sharing of one another's works in progress. The overall goal to create a learning community in which all members participate and with which students share their experiences.

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

The DITA was crucial in the success of the seminar. She went above and beyond the normal duties of a TA. As a PhD student at APU who also completed her MA at APU, the DITA was able to offer insights on research from her own direct experiences. Students greatly respected her work and the approaches that she shared. Most importantly, the DITA contributed to offering individual feedback to students. She replied in detail to drafts of the semester report, which I then collated to offer general guidance to the entire group, and then advising students how to revise their drafts into the final version of the semester report. The DITA also moderated the college-wide seminar conference and made students feel welcome, both online and in the classroom. We also had an activity off campus in which some students attended and/or participated in live cultural events and the DITA was involved with both.

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 high points of the semester were in the seminar conference and the live music events. For the conference, all students worked on a presentation to deliver at the conference. The presentations were based on preliminary research for their graduation thesis. Students were very enthusiastic about about working together and learning about one another's research in a practical way. The group is diverse in many ways, so their research reflects this inherent diversity and students felt included in the group while also gaining confidence about their own research. The second high point involved music performances, two on campus and one off campus, in which students who sang or played instruments performed for their peers and/or members of the larger community. Those who did not play or sing at these events noted in particular that they felt very welcome as spectators. We hope to do these again.

📖 **Peer Leader Training I**

👤 **Associate Professor ROUX Petrus Willem**

🗨 **English**

👤 **40 students**

🏫 **EDLSC**

📅 **FA 2022**

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

Inclusive teaching allows everyone in class to feel at ease in terms of their identity, for them to feel free to express and join the learning process and slowly find their way toward a feeling of belonging in the classroom and making their learning personal.

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

Explained the philosophy behind the course and identified the roles of everyone in class. Also explained my own position and stance regarding inclusivity & diversity management.
Employed a DITA, who explained his purpose in class.

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
- Post presentations
- Online survey & feedback (weekly)

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)
We created different ways in which participation and assessment could be administered and joined. This really helped to speak to the diversity of learning in our class.

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.
The TA was invited to prepare a short lecture, on a leadership topic & experience, followed by Q&A. In this way, student perspectives could be brought into the class content.

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.

📖 **Sociology of Tourism**

👤 **Associate Professor BOUKAMBA Kimo H.**

🗨️ **English**

👥 **98 students**

🏫 **APS**

🗓️ **FA 2022**

Course Overview

This course provides students with the opportunity to develop their knowledge of Sociology issues in the field of Tourism. Part 1 of the course introduces tourism as a sociological phenomenon before introducing sociology as a discipline as well as its various perspective. This part concludes with an introduction to methods used in sociological research. Part 2 presents culture, sex, and gender as important drivers of tourist behavior before extending this perspective into the themes of typologies, motivation, consumption and authenticity within the tourism context. The final part (Part 3) focuses on the tourist destination with particular attention paid to the societal dimension of sustainability within the context of tourism development and its impacts on host-guest relationships.

*This course is designed to comply with Articles 1, 2, 7 and 8 of the Global Code of Ethics for Tourism by UNWTO

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

Inclusive teaching is a form of teaching that recognizes that learning experiences are subjected to a wide range of situational factors which need to be accounted for. It therefore promotes respect for diversity, enables participation as well as the anticipation of diverse learning needs and preferences. Inclusive teaching is centered on the learners needs. It is more flexible as compared to traditional teaching approaches.

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

A positive classroom environment was created by having clearly defined guidelines which were developed prior to the start of the course, and revised during the first day of classes with the participation of all students. This power-sharing method allowed students to feel involved. Also, I constantly reminded the students that "it's by falling that a baby learns how to walk". Hence, it's by not being not being afraid to answer/ask questions that they will learn more.

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

The course structure was clearly broken down on the first day. Each class included the lesson's objectives and how it fitted within the overall objectives. These were constantly reviewed at the beginning of each class. Student's expectations were communicated through a transparent assignment design which included the purpose as well as the sections of the work covered.

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

Teaching included lectures supported by PowerPoint presentations and group discussions. A range of evaluations allow students to demonstrate their learning. These included class quizzes, group assignments and group presentations. Accordingly, students had the opportunity to learn from the teacher also from their peers.

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

Students were asked to form groups cased on a number of predetermined factors. These included a balance between genders (40/60 or 30/70 if possible), seniority levels (having a combination of first year students together with seniors), and country of origin (at least 5 different nationalities per group).

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

My TA was crucial in understanding the individual needs of students during the lesson. The TA was very helpful in collecting and managed students' feedback during group discussions and assignments.

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.
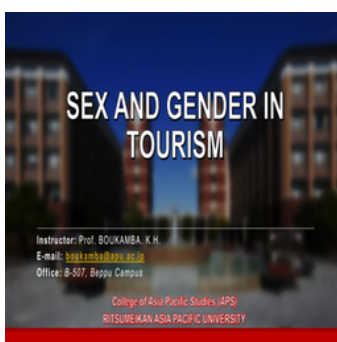
📖 **Special Studies (Development Economics)**

👤 **Professor KIM Sangho**

🗣 **English**

👤 **13 students**

🏫 **GSA**

🗓 **FA 2022 Q1**

Course Overview

This course introduces the practice of econometrics. It deals with applications of statistical methods to testing and estimating economic relationships. The main topics cover a review of statistical inference, the linear regression model, extensions of the basic linear regression model, and problems that arise when analyzing panel data by means of regression models. We will use the Stata software in data analysis, and you will become familiar with the program.

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

I think inclusive teaching means providing an opportunity to learn and grow for everyone taking my course, irrespective of their academic background. Even though GSA is graduate school, our student level is widely distributed from someone without economics background to having majored in economics and even practiced it. Also, academic preparation differs greatly from country to country depending on country's educational development. It is hard to find a teaching level to include all of them to attain certain knowledge in this very technical course, which is also essential for quantitative research. I tried to teach not only theory but practice, so every student obtains useful and practical knowledge regardless of student's background. I also explain theories in their practical context intuitively.

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

This is a graduate course, and we are engaged with professional learning. I give enough time for every student to follow teaching material and instruction about software program. I always repeat and review whenever important and difficult concepts come up. I try to get them to follow every step when teaching programming software. I don't assume that they know very much about econometrics even though there are some students with prior knowledge. To those who have prior knowledge, I try to give extra knowledge to inspire them by teaching how we can interpret the theory and model in real world. Because they are given their own individual final report, they can also have an opportunity to learn by applying their learning.

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

My objective is clear: First, teach students how to use econometrics programming software and teach them models that they can apply to their own research. Secondly, give them an opportunity to learn about applied econometrics through econometrics lab classes. I give them an opportunity to learning-by-doing while preparing for the final report. After learning my course, every student starts to use the program, and then they learn econometrics by doing. This is practical way of learning and teaching well fit with students. I know students who passed my course can use econometrics model in their research. I teach them how to swim to survive not kicking and strokes beautifully, which they will be interested in eventually.

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

I gave them homework to collect data by teaching them how to collect and launch their own research in a way to preparing for final report. After teaching each chapter, I followed teaching with computer practice. I introduce Stata by showing them introductory videos I made personally. I show them three videos for three chapters. After I instruct them econometric model, then I teach them how to apply them in practice by using Stata. That is just step-by-step demonstration everyone can follow.

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

I tried to utilize DITA to send her to anyone who has a problem following Stata teaching because she had learned it and used it for a year. I think there are students who asked a lot of questions from her and got help from TA. It helped include some of slow learners in software programming. She also volunteered to give private lesson in using Stata and preparing data and final report. I know some students used her assistance.

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 made videos to teach students Stata software. Because it is done without permission from publishers, I cannot open it publically. I ask students follow the video of three chapters. This will make students familiar with the software. Individual final report helps students to apply learning to actual empirical studies. I give them feedback by asking them to present their project at the final class.

📖 観光地マーケティングJA

👤 久保隆行 教授

🗣 日本語

👥 124 students

🏫 APS

🗓 FA 2022 Q1

Course Overview

本コースは、受講生が観光開発にかかわる以下の課題に応える能力を身に着けることを目標に設計しています。

- 観光・ツーリズムとは何か? 観光開発とは何か?
- 観光開発がなぜ必要なのか?
- 観光開発において何を開発するのか?
- 観光開発のためにどのように調査を進めるのか?
- 観光開発の計画をどのように立案するのか?

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。
- 今回は、ハイブリッド形式で200名近い受講生を2つの教室に配置しながらもインクルーシブな授業を行うという大きなチャレンジを試みました。

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。
- 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。
- 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ました。
- 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、提出後受講生が相互にフィードバックを返して相互学習を促しました。

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いかどうか確認しました。

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に連絡をとって課題提出を促してもらいました。
- Manabaへの学生の学びの申告に対して簡潔なフィードバックコメントを返してもらいました。

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.

・今学期から久々に完全対面形式でのグループワークを行うにあたり、毎回の授業内でグループワークの環境を変える工夫をしました。具体的には、毎回の授業ごとにグループごとに座席の配置を変更しました。授業前にManabaにて座席表（下記）を掲示し、受講生たちはそれを確認しながら座席に着席することにより、毎回気持ちをリフレッシュしながらグループワークに取り組めたのではないかと思います。
・さらに、グループごとに座席を決めることにより、欠席している学生の把握がしやすくなり、DITAによって欠席しがちな学生を個別にサポートしてもらいました。

📖 **Project Management in Development in EA**

👤 **Professor KIMURA Rikio**

🗣 **English**

👤 **17 students**

🏫 **APS**

📅 **FA 2022 Q1**

Course Overview

This course is for students who are interested in administration and management of international development projects. This course aims at helping students understand and experience the whole project cycle of planning, implementation, and evaluation through lectures, workshops, and assignments. In this course students will go through practical-based workshops and assignments where they will operationalize concepts/theories learned from lectures toward the real or pseudo-real problems and situations.

<u>Standards for Course Completion</u>
1. Students will be able to explain the nature of development projects.
2. Students will be able to explain the role of information in project development.
3. Students will increase their abilities to frame projects.
4. Students will increase their understanding on the managerial aspects of projects
5. Students will increase their abilities to evaluate projects
6. Students will acquire multicultural competency

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

Inclusive teaching is where students 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.

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

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/support to students' inquiries/requests, including feedback to their assignments and having enough time to explain about and to receive questions on major assignments.

A TA and I also strived for facilitating mutual help among students in their small groups. As mentioned later, pre-sessions meetings helped us to discuss about how to make students feel comfortable in small group work. We have implemented group interventions based on such discussion, particularly for Japanese students, whose English abilities are weak, to make them feel included.

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

I added the learning objective of inclusiveness—the actual term used was cross 'multicultural competency'—to the course learning objectives in the syllabus. And a TA and I tried to 'walk the talk' (for mutual help and care) in the classroom so that students would feel that we were really trying to meet the expectations. I also implicitly reinforced the expectation for improving multicultural competency by making students go through a class questionnaire survey on mutual help in multicultural group work, a facilitation checklist, peer evaluations, etc.

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

The significant portion of the class time was spent on group work where students discussed and exchanged 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. Related to this, students worked on project-making and decision-making with their group peers as the mid-term and final projects, thereby gaining those practical skills. Basically, students 'learned by doing.' Students also engaged with on-line discussion with other classmates through Manaba's discussion threads as assignments.

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

I had pre-session meetings (30 minutes each) with my TA to particularly discuss group work of the day in a pre-session meeting and to reflect on how group work went in the last session and strategize interventions for group work in the day's session. I have also accumulated the facilitation and intervention tips for TAs through this experience and shared those to my TA so that she would utilize those when working with small groups (Kimura 2020).

In addition, the first two sessions of this class covered cross-cultural management and related activities to heighten students' cross-cultural awareness. These activities not only fostered the understanding of and the respect to the cultural differences of group members, but also functioned as ice breaking for group work. In these two sessions, I provided students with tips for group facilitation as facilitation skills are an effective tool for multicultural group work.

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?

The TA gave directions for group work, reconciling conflicts between members, and making group work inclusive of everyone (particularly Japanese students). Because of her work experience in the international organization, she was instrumental for accomplishing in all these tasks and particularly cared for Japanese students who struggled with language issues. Because of her, group work became more inclusive.

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.

Most of what I have done is documented in Kimura (2020).

📖 **International Law EA**

👤 **Associate Professor HIRANO Miharu**

🗣️ **English**

👤 **90 students**

🏫 **APS**

📅 **FA 2022 Q1**

Course Overview

We currently live in a world where a web of interdependence is felt at an international scale. In this modern era, international law is no longer exclusively used by diplomats and professionals at international organizations; it has become an essential tool for local administrative officials, business persons, journalists and activists. We, as citizens, also need to understand the fundamentals of international law, since our political decisions and the significant portion of any government's policies have international implications. This course is, thus, for anyone who wishes to better understand the increasingly complicated world we live in from a legal lens.

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

- Inclusive teaching includes creating an enabling environment and using methods that foster active engagement of students with knowledge apprehension, critical thinking, and their application.
- Inclusive teaching should be designed in a manner that fits both active students and passive students. The challenge often arises with the latter.
- Inclusive teaching can be ensured by carefully assessing whether any teaching styles or contents have discriminatory impacts on some students.

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

With the support of TAs in the large hybrid classroom, I have implemented group works and maintained dialogues with students by adopting systematic methods.

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

It was elaborated in the detailed syllabus distributed on the first day (also made available on manaba) and explained in the first class.

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

- Students were asked to prepare for the lecture by conducting reading assignments and answer quiz before attending a class.
- Instructor asked students questions time-to-time, which were answered by volunteering students.
- Instructor also collected questions from students. It used chat function, managed by TAs.
- At the end of each class, students were asked to reflect on the class contents and write comments into Respon, to which the instructor provided responses to before the next class.
- Students were asked to write five review assignments in the course. Each assignment required 300 words minimum. Students could submit the assignment as a group if they so wished. The instructor gave feedback by picking one example essay (anonymous)
- The final report was used to measure the attainment of the course objective and took 40% of the overall grade, but students could use Review Assignment when preparing part of it.

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

- I asked students to form groups voluntarily or by assigning students to certain groups based on student ID numbers.
- TAs assisted facilitation of discussions in Zoom breakout rooms.

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

- Group work observation and facilitation (especially in Zoom)
- Sending chat message with instructions or reference
- Collect questions from students via chat and list up for the instructor.

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.

https://miharu-hirano.notion.site/2022-FA-1Q-International-Law-861c2d8250f44554b2aba0936376292a

📖 **Product Development**

👤 **Professor MIYAZAKI Kumiko**

🗨️ **English**

👥 **220 students**

🏛️ **APM**

🗓️ **FA 2022 Q1**

Course Overview

Leading technology based companies need a distinctive product and a powerful product strategy to remain competitive. This course aims to teach the basic concepts, business models, tools, and frameworks for developing new products and services and how they are accepted in the market.

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 are 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 can 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 product development 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 letting students to think of product or service which may be based on local needs in developing countries. 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 product development. The DITA would also give a 7-8 minutes talk at the beginning. (explained later in this report). The Zoom function, Live transcript was always set, so that who had difficulty in hearing and understanding could also read the sentences.

Before the lecture started, we played easy listening jazz.
A discussion board was set up in manaba so that students could write comments, leading to additional discussions outside class

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 assignments 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 the 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 group session including the video they made as well as how well they performed in Q and A.

In the Q and A, they were evaluated both in terms of their ability to raise questions to another group, and their ability to answer questions. In addition to the group work, I emphasized the importance of the 2 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 break out 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) of interviews of leading professionals engaged in new product development around the world was shown.

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

In the first week, the DITA carried out a survey to find out the students' names, nationality, the academic year. The DITA used the information obtained to assign the groups so that diversity could be maximized. Once the students started 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 provided assistance so that they could find one another. When the students submitted their work, they were also asked to submit peer assessment so that the evaluation would be fair. In case, the peer assessment did not seem fair (for example, if one person got 50% and the others only got 10%) we contacted the group members and asked them to reconsider the peer evaluation or asked each person in the group to provide a peer evaluation of other members (excluding his/her score) and we calculated the average score.

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

Each lecture began by the DITA (an MBA student Alfredo from Peru)'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 When the final group sessions took place, the DITA asked some questions as well as managed time keeping. He also talked with the students in groups which had some problems, such as those related to peer evaluation. So overall the DITA did a great job.

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.

For group work, the 37 groups worked on a development plan for a new product or a service....

There were many 'smart' products such as smart bed, smart watch, smart wallet, smart trash collector, smart robot, smart pet collar, smart suitcase. Some products were high tech related, such as a drone hub, holograms, virtual reality fitting room(for clothes). virtual travel goggle. Several products were related to sustainability, such as desk cleaning lamp, shoe cleaner, portable fridge, trash collector, some were unique products related to the needs and seeds in a developing country, such as bamboo made water bottle, edible cutlery. There was also a skin care product made from Onsen in Oita prefecture. The students were able to apply the concepts they learned in the lectures to create an interesting product/service development plan.

I will attach here the comments from Alfredo Kohel, the DITA;

"As a graduate student, I was surprised by the high level of product development projects presented and the participation of undergraduate students during the class. There weremore than 220 students from 35 different countries in the class, and group projects were carefully created based on diversity. Given the number of students, class participation was limited; therefore, the Manaba forum was also available for them to post any discussions or questions they had before and after the class. Both TA and DITA joined the breakout rooms during class to check if all members were included during the assignments' dialogue. If students had issues with their team members, we were always available to be contacted and tried to make things work among them."

📖 **Health and Wellness Tourism**

👤 **Professor MEIRMANOV Serik**

🗨️ **English**

👤 **17 students**

🏫 **APS**

🗓️ **FA 2022 Q1**

Course Overview

This course is a comprehensive introduction to Public health. Much of the course will focus on five questions: What do people get sick, disabled and die from; Why do they suffer from these conditions? Which people are most affected? Why should we care about such concerns? What can be done to address key health issues, hopefully at least cost, as fast as possible, and in sustainable ways? The course will cover not only Asia Pacific area but also global issues with a focus on low- and middle-income countries, the health of the poor, and health disparities. Particular attention will be paid throughout the course to health systems issues, the linkages between health and development, and health matters related to global interdependence. The course will cover key concepts and frameworks but be practical in orientation.

Besides the theoretical learning, this course would support Active learning. One of the forms of which is Project-based learning. Students, after dividing into the group, are supposed to plan and implement the health and wellness tourism-related project. Which should be reported as a group presentation (10-15 min pre-recorded video presentation might be set as an option) and with submission of the project report.

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

Inclusive teaching is education process when classes are designed in a way that students from various backgrounds be able to equally participate in learning process and be able to express their thoughts.

Inclusive teaching also should utilize different ways of teaching like active learning, group discussion and group project.

In my course I intended to utilize inclusive teaching.

First of all, the content of the course including information about Public Health from different Asia Pacific countries and beyond. During the class, students from different nationalities were welcomed to share their experience from their countries, which included Timor-Leste, China, India, Indonesia, Kirgizstan, Thailand, Uganda, Uzbekistan and others.

Students participated in group discussion during the class and each group had mixture of students from various backgrounds such as county of origin and gender.

Each class member was welcomed to express their opinion while other participants were able to provide their arguments in a respectful manner.

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

From the first class I created a Padlet, where everyone provides their names, research interests, hobby and image of their favorite place. So all students were able to see the basic information about classmates. As an icebreaking I asked everyone introduce themselves, so students were happy to know that there are representatives from different countries and regions. Sharing information about their hobbies instantly created a connection between many students with similar hobbies.

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

From the first class the syllabus was explained in detail.
I also asked students what they would like to learn from this course, so they could verbalize their expectation.

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

Students were able to access to all PPT files of lectures and textbook which was available from **APU** library online.
I also listed additional materials available at the library on the syllabus.
Students were able to demonstrate their learning during in class discussions and assignments.

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

All groups were formed in such way so they include members from different backgrounds.
For group discussions students were asked to utilize experience and knowledge from their countries.
The topic of group project was intended to include different destination

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

TA was very helpful during group discussion and following the group projects.
As one student participated online, TA was also helpful to make sure that online student was able to participate in all in class activities.
TA was also helpful to provide students with reminders of the deadlines and activities.

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.

This is the sample of icebreaking activity on Padlet. Students made their self-introduction and shared them.

Self-introduction (Health and Wellness tourism)

1. Please introduce yourself (your full name) and how others can call you (first name or nickname). 2. What is your research interest 3. What is your hobby 4. Please post a photo of your favorite place (your country, place you visited or place you would like to go)
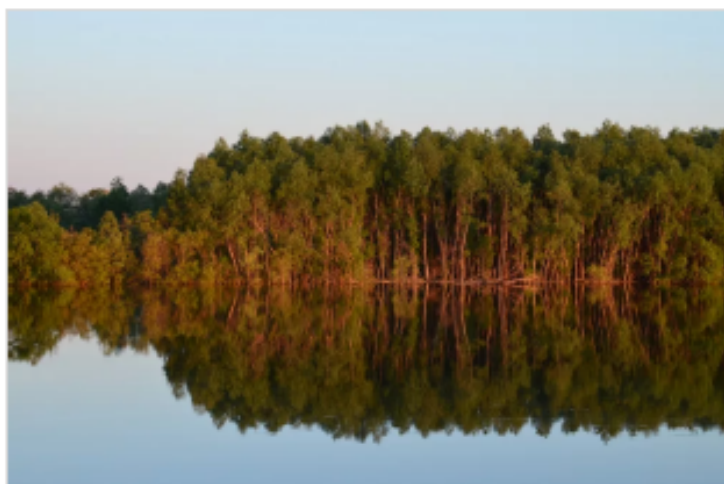
SERIK MEIRMANOV   OCT 02, 2022 06:15AM UTC

1. Meirmanov Serik, you may call me Serik-sensei

2. My research interest is Public Health, International education, Psychology
3. My hobbies: chess and tennis
4. This is the image from the forest of my home city Semey, Kazakhstan

📖 **Human Rights 人権論**

👤 **Assistant Professor HIRANO Miharu**

🗨️ **Japanese**

👤 **113 students**

🏫 **APS**

📅 **FA 2022 Q2**

Course Overview

「人権」は、私たちが生きる現代社会において、もっとも基本的な価値の一つです。人権が語られるとき、その根拠は倫理や宗教に求められたり、あるいは内容が政治的ないし社会的に決められたりします。多種多様な歴史や文化的背景を持つ国際社会の中で、一人ひとりの人権が守られ、その理想を実現するためには、普遍的な人権基準を設定し、共通言語の下で議論できなければなりません。これを可能にするが、国際法として存在する人権です。この授業では、国際人権法の歴史、内容、制度、その背景にある価値観などについて学びます。また、単に頭で人権法を理解するだけでなく、人権に根差した社会を作り上げる一員として必要な、法的に考え主張を展開するための基本的なスキルの修得を目指します。

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

- Inclusive teaching includes creating an enabling environment and using methods that foster active engagement of students with knowledge apprehension, critical thinking, and their application.
- Inclusive teaching should be designed in a manner that fits both active students and passive students. The challenge often arises with the latter.
- Inclusive teaching can be ensured by carefully assessing whether any teaching styles or contents have discriminatory impacts on some students.

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

With the support of TAs in the large hybrid classroom, I have implemented group works and maintained dialogues with students by adopting systematic methods.

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

It was elaborated in the detailed syllabus distributed on the first day (also made available on Manaba) and explained in the first class.

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

- Students were asked to prepare for the lecture by conducting reading assignments and answering quizzes before attending a class.
- Instructor asked students questions time-to-time, which were answered by volunteering students.
- Instructor also collected questions and comments from students.
- At the end of each class, students were asked to reflect on the class contents and write comments into Respon, to which the instructor provided responses to before the next class.
- Students were asked to write five review assignments in the course. Each assignment required 120 characters minimum. Students could submit the assignment as a group if they so wished. The instructor gave feedback by picking one example essay (anonymous)
- The final report was used to measure the attainment of the course objective and took 40% of the overall grade, but students could use Review Assignment when preparing part of it.

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

- I asked students to form groups voluntarily or by assigning students to certain groups based on student ID numbers.
- TAs assisted facilitation of discussions in Zoom breakout rooms.

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

- Group work observation and facilitation (especially in Zoom)
- Sending chat message with instructions or reference
- Collect questions from students by delivering microphones and also via chat.

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.

https://miharu-hirano.notion.site/2022-JA-136b9c68532c4eb58281ffd781c7938d

📖 Consumer Behavior
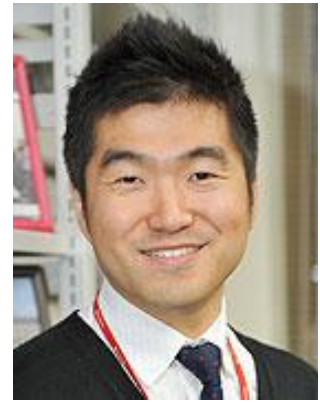
👤 Professor LEE Geunhee

🗨 English

👤 230 students

🏫 College of International Management

📅 FA 2022 Q2

Course Overview

Marketing begins and ends with consumers, from determining consumer needs and wants to provide consumer satisfaction. Thus, the clear understanding of consumers is critical in successfully managing the marketing function.

The purpose of this course is to introduce you to the study of consumer behavior. Usually, we will take the perspective of a marketing manager who needs knowledge of consumer behavior in order to develop, evaluate, and implement effective marketing strategies. We will examine many concepts and theories from behavioral sciences and analyze their usefulness for developing marketing strategies.

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

In my opinion, the inclusive teaching should clear two huge obstacles that students have. 1) To get themselves involved in the classroom more and 2) To be open to different and various ideas.

1. Inclusive teaching should encourage many students to get involved in the class setting as much as possible. Due to the different cultural backgrounds and personalities, students have hesitation to speak up in front of other students, but continuous training can encourage them to be motivated to get involved in many class activities more.
2. Some students are not very open to different and various ideas of others due to the lack of experience to share and listen to variety of ideas and opinions.

By sharing opportunities with students to speak up, share and listen to different ideas, and be more active in discussions, students can understand the true value of the "inclusive class setting".

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

1. Never say "no" to any answers from students. First, you let them know that there are no ultimate and firm answers in the social science. Then, whenever they answer your question, you first start off with "That's a very brilliant idea" and explain what you think about the answer.

1. Try to share opportunities to speak and answer as much as possible. Sometimes, only small portion of students have the courage to speak up. It's great thing that there are those types of students and letting them speak first is a good start of having an interactive class environment. But, later, it is always important that you share the opportunities with other students too.

1. Giving bonus points for sharing their opinions and answering professor's questions is good. It truly encourages students to be engaged more and learn the joy of being active in the classroom.

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

1. It is always important to make it clear about the course learning objectives and expectations in the beginning of the class (orientation).
2. In the middle of the class, you emphasize the learning objectives and expectations again, so students can refresh their memories and understandings about them.
3. When finishing the whole course, you explain them once again by connecting all class contents with those objectives and expectations, so students can relate what they have learned throughout the course with what they were expected to learn from the start.

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

1. For them to engage with my course, I normally give them an opportunity of group works and bonus points for their motivation.
2. They are also asked to use a Facebook group to share their reports and leave comments on others' reports, so they can exchange their knowledge and understanding with others.
3. Students are also asked to deliver a final presentation that can sum up all the class contents that they could have learned throughout the whole quarter.

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

1. Group members are expected to be diverse. By having members with different gender, ages, and nationality, they can understand the importance of inclusiveness.
2. Students also have an opportunity to conduct a peer evaluation, so they can evaluate and judge how other students performed in the group work subjectively and objectively.

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

DITA is asked to observe what happens in the classroom very carefully and have a meeting with the instructor from time to time. As DITA takes other classes as a normal student, he/she shares his/her opinion about the difference of what myself is doing and what other professors are doing in other classes. Then, we discuss how I can improve my own class in more positive and engaging manner.

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.

Facebook group page
https://www.facebook.com/groups/gleesmarketingclub

Class movie
https://youtu.be/B28IFjcoMUQ

📖 **MicroeconomicsEB**

👤 **Professor KIM Sangho**

🗨️ **English**

👤 **86 students**

🏫 **APM**

🗓️ **FA 2022 Q2**

Course Overview

This course will introduce students to microeconomic theory. The course covers the fundamental theories of the consumer, the firm and markets. Lectures will help students to understand how microeconomics can be applied as a practical tool for both managerial and public policy decision-making in the real world. Therefore, special emphasis will be placed on extended applied examples that consist of topics including the analysis of demand, cost and market efficiency, the design of pricing strategies, investment and production decisions, and public policy analysis.

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

Inclusive teaching refers to teaching practices that are designed to accommodate diverse students and create a welcoming and inclusive environment for all students. It recognizes the diversity of student backgrounds, abilities, and learning styles and aims to support student success by creating equitable learning opportunities. Inclusive teaching is not:

1. One-size-fits-all: Inclusive teaching does not rely on a single teaching style or approach that is applied to all students regardless of their individual needs and characteristics.
2. Exclusionary: Inclusive teaching does not exclude or discriminate against any students based on their race, ethnicity, gender, religion, or other personal characteristics.
3. Static: Inclusive teaching is not a one-time initiative, but rather a continuous process of reflection, improvement, and adaptation to changing student populations and needs.
4. Unwelcoming: Inclusive teaching does not create an unwelcoming environment for any students, but instead fosters a sense of community and respect for all students.
5. Inflexible: Inclusive teaching is not rigid and inflexible but is instead responsive to changing student needs and adaptable to different learning styles and backgrounds.

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

To create a positive classroom environment that welcomes and encourages all students to participate:

1. Encourage active participation from all students and provide opportunities for students to engage with course material and each other.
2. Foster a sense of community in the classroom by building rapport with students, encouraging group work, and creating opportunities for students to get to know each other.
3. Be open and approachable and encourage students to ask questions and share their perspectives.
4. Be mindful of cultural differences and ensure that all students feel respected and valued.
5. Offer constructive feedback and be open to receiving feedback from students on ways to improve the classroom environment and their learning experience.

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

To help students understand course learning objectives and expectations:

1. Provide a detailed syllabus that outlines the course schedule, reading materials, assignment due dates, and assessment methods.
2. Provide regular updates and reminders on course content, deadlines, and expectations, and encourage students to ask questions or seek clarification.
3. Encourage students to take an active role in their learning by asking questions, seeking feedback, and participating in discussions and group activities.
4. Offer opportunities for students to review and reinforce their understanding of course objectives and expectations through activities such as quizzes, exercises, or group discussions.
5. Encourage ongoing communication with students throughout the course and provide opportunities for students to provide feedback on their learning experience.

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

To engage students with course materials and allow them to demonstrate their learning:

1. Class discussions: Encourage students to participate in class discussions and share their perspectives and insights on course material.
2. Encourage group work and collaboration through group projects and activities.
3. Encourage students to give presentations on course topics or work on group projects that involve presenting their findings.
4. Use quizzes, exercises, and exams to assess student understanding and recall of course material.

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

To make group work more inclusive in the classroom:

1. Assign group members: Assign group members in a way that encourages diversity and inclusiveness, such as rotating group members or randomly assigning them.
2. Clarify roles and responsibilities: Clearly define each group member's role and responsibilities to ensure that all students are contributing to the group work.
3. Encourage active participation: Encourage active participation from all group members and provide opportunities for all students to share their perspectives and ideas.
4. Foster open communication within the group and encourage all students to feel comfortable sharing their thoughts and opinions.
5. Evaluate group work based on individual contributions as well as the collective efforts of the group to ensure that all students are held accountable for their participation.

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

A teaching assistant (TA) supported inclusive teaching by collaborating with the instructor on designing group presentation and implementing it.

This includes:
- Making groups by considering country background:
- Designing presentation outlines to provide to students as guidelines:
- Assisting group works at the end of lectures by Providing feedback to students on their work, and help students understand course objectives and expectations:
- Encourage active participation from all students:
- And organizing group presentation held during the last two lectures.

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.

In this class I have conducted a group presentation, by dividing in 15 groups each group must present the case study and should link with contents in the lecture. I have instructed them to submit a group presentation plan to ensure students understand what they are going to present. The plan includes a presentation topic, brief explanation about their case study, roles of each member, and way they are going to communicate each other. In addition, I also asked students to do a group report after the presentation to make sure that all members are working together and there is no freerider in the group.

Then, I allotted the last two lectures for group presentation, in which each group presented about 10 minutes followed by two-minute Q&A session. I asked them to submit their presentation files to the designated Manaba project room.

I replaced the final exam with group presentation with 30% grade total.

It was an interesting experience and students liked it.

📖	**MICE産業論**
👤	**久保隆行 教授**
🗣️A	**日本語**
👥	**72 students**
🏫	**APS**
🗓️	**FA 2022 Q2**

Course Overview

観光の目的は、レジャー（余暇）目的とビジネス（業務）目的に大別することができる。本コースは、ビジネスを目的とした観光をとりあげ、まずその実態を把握する。さらに、ビジネス・ツーリズムの具体的な手法としてMICE（Meeting, Incentive, Convention, Exhibition)に焦点をあて、理論と事例によってMICEによるビジネス・ツーリズムの方法論を習得することを目的とする。

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。
- 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。
- 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ました。
- 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、提出後受講生が相互にフィードバックを返して相互学習を促しました。

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いかどうか確認しました。

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に連絡をとって課題提出を促してもらいました。
- Manabaへの学生の学びの申告に対して簡潔なフィードバックコメントを返してもらいました。

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.

・今学期から久々に完全対面形式でのグループワークを行うにあたり、毎回の授業内でグループワークの環境を変える工夫をしました。具体的には、毎回の授業ごとにグループごとに座席の配置を変更しました。授業前にManabaにて座席表（下記）を掲示し、受講生たちはそれを確認しながら座席に着席することにより、毎回気持ちをリフレッシュしながらグループワークに取り組めたのではないかと思います。
・さらに、グループごとに座席を決めることにより、欠席している学生の把握がしやすくなり、DITAによって欠席しがちな学生を個別にサポートしてもらいました。

📖 **Research Methods and Academic Writing**

👤 **Professor GHOTBI Nader**

🗨️ **English**

👤 **25 students**

🏫 **GSA**

🗓️ **FA 2022 Q2**

Course Overview

Practicing academic writing to write up a masters dissertation.

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

Inclusive teaching requires instructors to make well-planned pedagogical choices that would support students' sense of belonging, increase their competence in a subject, and boost their interest in the course material. It would mean creating a learning community, where students are willing to talk and support each other in a learning process. Inclusive teaching is informed by an instructor's value system, beliefs (one has to be flexible, open to students' needs), knowledge (one has to have a preliminary understanding of pedagogy or psychology of student behavior). Most importantly, I believe the quality of inclusive teaching is dependent on an institutional support, available services, and resources. Inclusive teaching is, indeed, joint work between educators and university stakeholders pursuing the common aim in supporting students' learning progress.

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

I implement more inclusive (formative) assessment practices in my Academic Writing course. Particularly, I give students individual feedback on their own research projects so that they can revise their materials each week, progress at their own pace without being graded. I emphasize that the final grade would mirror students' progress and their individual efforts throughout the course. I create a learning community in my class where I encourage students to reflect over their minor/major issues I pointed at when commenting on their assignments. If students are active in discussions, I would validate an individual's contribution and respond to the given comment. I don't impose any burden or pressure on students or force them to speak unless they want to. I ask for their opinion on the preferred pace of the lecture, or the assignment deadlines. I respond to their inquiries by email timely, and I am willing to ensure reasonable accommodations if there are any special circumstances for that.

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

My course learning objectives can be accessed in an online format through the syllabus on campus terminal. I made them clear and as simple as they could be so that students had a good understanding and adequate expectations of the outcome before joining the course.

At the beginning of the course, I would devote a significant amount of time to clarifying the learning goals for students along with my teaching strategy and views.

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

In my class students are free to share their knowledge and demonstrate their academic and communicative abilities in different ways (by completing surveys, written assignments, or by simply raising a hand in a class discussion). Throughout the course, I would emphasize the importance to listen to other group members, respect their ideas, hold each member accountable, etc.

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

Group work, though being an important aspect of inclusive teaching, is not a part of my strategy as an instructor given some inconsistency in offline student attendance and my teaching approach. Despite this, through class discussions (occurring synchronously on Zoom and in class) I would encourage students to think of challenges in academic writing they'd encountered so far in a variety of ways, explain their perspectives, and share those with their peers.

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

TA would support student learning by responding to students' inquiries regarding the syllabus, lecture content, grading system, etc. both in-person and by email. I would instruct her to encourage students to speak out, facilitate class discussions and remind students of different opportunities for class participation (for example, aside from giving a speech in class, student could also provide a comment on Zoom). Also, I would encourage my current TA to collaborate and seek for advice on inclusive assistance from my previous students who have similarly worked with me in class. In addition, I asked TA to update manaba page with course news and provide students with necessary info on resources and services available at APU for student academic growth and mental support (like Counseling Room, Writing Assistance, etc.).

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.

Ensuring accessibility of all course materials, the information on available services and resources is my priority in conducting inclusive teaching. For example, on my manaba page all presentations, reading materials, course information updates are available in online formats and can be accessed at any time of the course. Upon request I might provide a student with a hard copy of the materials. It's the main principle of any inclusive design for teaching. Also, during the class lecture I always enable captions in a Zoom meeting so that students can view subtitles in case if they might have technical issues with sound or have difficulty in hearing.

Introduction to International Relations

Associate Professor HEO Seunghoon Emilia

English

44 students

APS

FA 2022 Q2

Course Overview

This introductory course starts by reflecting on the naissance of International Relations (IR), as an academic discipline and as a field of competing perspectives and stories about our world. It then focuses on actors performing on the international stage before exploring selected sets of historical and contemporary issues. Taking the flipped classroom approach (a self-reliant process of reading and writing before coming to the class), this course aims at spending two months together to deeply think, share, and discuss IR in order to understand better how we would like to shape our world—the symbol of Ritsumeikan Asia Pacific University.

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

Inclusive teaching (incl.T hereafter), an art of dialogue between and among instructor and students, refers to, but not limited to, the following three elements: First, in the most basic idea, incl.T refers to pedagogical methods that invite students feel welcomed and comfortable participating in class regardless of their origin, nationality, gender, culture, religion, and political affiliation. Second, in International Relations (IR) classrooms, incl.T encourages students, exposed to various, often conflicting and competitive, national narratives to learn and reflect the issues through the eyes of others. Third, incl.T promotes teaching methods that are interactive and interdisciplinary, using multiple pedagogical tools such as music, visual arts, kinesthetic learning in both lecturing and group activities.

What incl.T is not is the exact opposite: a teaching style that risks making students feel excluded depending on their personal affiliation; that presents a one-sided narrative or selective part of a whole story; and that makes little efforts in diversifying pedagogical tools to encourage students learn IR in a more passionate and exciting way.

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

As IR issues tend to be heavy and hard to dig into it (e.g. crimes against humanity, war, global climte change, etc.), I tried to start the class with anecdotes, newspaper articles review. I also invited students to share their own interest in each topic. I also tried to remember their name and call upon them as much as I can to create a family-like atmosphere.

Before each class started, I showed a short music video clip related to the course theme. Examples include U2 Ukraine support music live, Heal the world by Michael Jackson, Semina la pace by Gen Rosso etc. It helped students to get interested in the course and concentrate for one koma. I opened a discussion forum on Manaba Threads to invite students to share their idea of music related to the peace theme and selected a couple of them from the mid semester. Besides, DITAs were always present in and outside the classroom to respond to students' inquiries, difficulties, or questions.

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

I clearly stated the course learning objectives and expectations in the detailed syllabus (uploaded on Manaba before the class started) and spend enough time during the first class to explain it one by one. For details, see Introduction to International Relations syllabus 2022FA. I and DITA reminded students of the learning objectives and expectations during the semester: I for example wrapped up today's class and introduced the next class theme by repeating the objectives and expectations. DITA created a re-cap sessions via zoom or on Manaba that allowed students to freely share their idea, concern, or learning point of each classes.

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

While the lecture content was based on book chapters and academic journal articles, I allowed students to read novels (we offered a suggested reading list that include for example The Night by Elie Wiesel, Pachinko by Minjin Lee, Sunflower by Simon Wiesenthal...) that helps students grasp the concept of peace and invited them to present their impression and reflection.

DITA was in charge of managing the discussion forum on Manaba. Every week, we had international news forum where students pick up a news related to the course content and present it, or other week by week theme (e.g. during the visualizing IR week, students could share their visit to gallery, museum etc. that helped them reflect on peace).

During the last week, students formed groups and chose various methods (e.g. street art presentation as story telling method, game play, pre-recorded video for a theatre play) to present what they have learned during the semester

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

During the very first class, I created a who's who card game on Manaba (Each student briefly present themselves including a nickname and list three points that identify them uniquely). I tried to remember their nickname and called them at least once during the semester. I sometimes read the three points (very fun elements) and asked them to identify themselves, which played like a game. It helped them all to feel relaxed and welcomed and get to know each other better.

To make group work activities more inclusive during the semester, I and DITA made efforts to prepare them in advance (e.g. pre-assigned questions or essays as spending some time to learn about the content help students become more active in sharing their point of view about an issue), found a way to make groups with students from APU and exchange students.

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

DITA was present in class every week and took special care of online students whenever the instructor was concentrated on lecturing. DITA was also in charge of dealing with students email related to the course inquiries. DITA also offered wrap up sessions, tutoring sessions on academic writing, and re-cap sessions for difficult content whenever students asked for help. In addition, we had helpers (two former IPS students volunteered to participate in class) to offer help on academic writing for completing the final research paper or on rehearsing the thematic presentation.

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.

THEME 1. IR Post
I suggested students to debate on whether cultural boycotts are constructive and write a short op-ed as a group for a newspaper. Please contact the instructor to have access to the student work file.
THEME 2. Creating an APU museum on contested histories
I asked students to share a specific historical event interpreted differently by two states and suggested them to design a museum on APU campus to help students from all around the world to learn the past from various angles. Please contact the instructor to have access to the museum design created by students.