

ICT & International Communication

国際理解教育／英語・D.R. ボグダン

Course Overview:

This is the fifth year this class has been offered as an elective rather than a requirement for students in the Education for International Understanding (EIU) Course. Of the 15 sophomores in EIU, the number of students taking the class has fluctuated a bit over the years: 8 (2009), 10 (2010), 15 (2011), 8 (2012), and, this year, 10 students. As this is a computer class making heavy use of one-to-one interaction, keeping the number of students relatively low really helps, so having all of the EIU sophomores take the course (as happened two years ago) would probably detract from rather than add to it.

As in past years, the students were asked to accomplish two major goals: to create personal web pages (this year only in English), and to produce JavaScript-based interactive educational material which could be used for language learning and/or cultural awareness. The latter took the form of group projects.

Basic Make-up of the Course:

As in previous years, the course followed the following timeline: Basic Introduction (one class only), Webpage Design (HTML and CSS), and, finally, Interactive Projects with JavaScript.

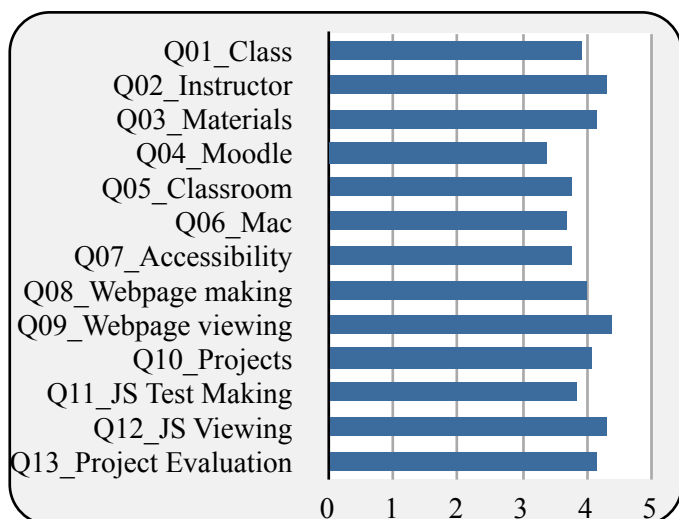
The first half of the course was very nearly evenly divided between HTML and CSS instruction, culminating in a peer evaluation of the individual webpages. One difference from previous iterations was that the requirement to produce a Japanese version of the webpages was waived due to time considerations.

For the second half, the ten students formed five groups of two students each, and each of these groups was supposed to produce interactive web content using JavaScript to present or instruct on some aspect of Japanese culture and/or language.

Student-based Course Evaluation:

The students were asked to complete a short evaluation at the end of the course. The evaluation was conducted using a Moodle

questionnaire module and consisted of two parts: 13 items asking for ratings on a five-point Likert scale followed by three open-ended items. Of the 10 students who finished the class, nine filled out the evaluation.



Likert Scale Ratings:

The students were asked to rate the following: Class, Instructor, Materials, Moodle, Classroom, Accessibility, Webpage making, Webpage viewing, Projects, JS Test, Project Viewing, and Project Evaluation. A

chart with the results of the Likert-rated items is given to the left (or above and to the left).

While they were generally positive--a 3.8 average out of 5.0--the ratings dropped slightly from those given two years before. One explanation might be that the instructor had an extra class suddenly added to his workload and found the demands on his time to be even greater than normal.

In contrast to previous years, "Using Macs" received the lowest rating, and this may reflect the fact that less time was spent acclimating the students to an operating system they had never used before. However, it should be noted the one observation from the students in the Open-ended Questions that mentioned Macs was positive.

"Moodle Use" received a score close to the average, which is a relief, for, from the point of view of the instructor, the course in its present form would be impossible without it.

The two items tied for first with the highest rating were "Instructor Helpfulness" and "Group Projects". The fact that the students appeared to appreciate the instructor's efforts is, of course, gratifying.

Open-ended Questions and Wrap-up:

The comments are given below, translated into English where necessary and marked with a "[original]" when the students answered in English. The positive responses far outweighed the negative, and, in fact, one of the two "Changes Needed" appears to be a positive observation that was inadvertently submitted in the wrong category.

The one actual "Change Needed" observation was the comment that suggested the tasks should be more limited and focused on one webpage. There was a rush at the end to complete the group projects and the instructor actually had to add an extra class meeting, but a lot of that probably stemmed from time management issues.

There was a slight change from previous years in that the instructor intends to send the interactive teaching material from the group projects to an instructor at a US university who teaches Japanese language and culture in the hopes that it can be used in his course(s).

Usefulness:	Changes Needed:	Other Comments
<ul style="list-style-type: none"> ● Being able to gather and use various sources of information to make the webpages. ● tags, javascript ● It was really great being able to learn about HTML and other things. ● Being able to create my own webpage. ● Mastering the basics of making webpages because I had never made one before. Also, learning how to use a Mac. ● I found the useful to learn about webpage or the system. [original] 	<ul style="list-style-type: none"> ● Having learned how to make a webpage. ● We should focus on making one webpage! Because it will have us concentrate to make a webpage. [original] 	<ul style="list-style-type: none"> ● Making webpages in groups was fun! ● I enjoyed this class! Thank you very much! [original] ● The class let us increase our knowledge in an interesting manner. ● Thank you for your consideration to us! [original]