

(Report) 2023.04.10 Academic Affairs Committee Meeting  
(Proposed by: APU Division of Academic Affairs)

Self Check and Self-Evaluation in the AY 2022 Fall Semester Course “Special Lecture  
(Common Liberal Arts)” and the AY 2023 Course “Information Literacy”

1. Background to the Implementation of Self-Check and Self-Evaluation

The government’s “AI Strategy 2019 ~ AI for all People / Industries / Regions / Government (Resolved 2019.06.11, Integrated Innovation Strategy Promotion Council) set as a major goal “basic knowledge required for a digital society (reading, writing, and abacus) as well as knowledge and skills related to mathematics, data science, and AI, basic skills necessary to design new ways of society and products and services for a sustainable society, and for human resources to play an active role in all fields of society.”

In response to this, as part of our “APU Data Science Program (Fundamentals),” in the AY 2022 fall semester we began offering an On-Demand-style Special Lecture (Liberal Arts Course) (“Opening a Special Lecture (Liberal Arts Course),” 2022.04.06 University Senate Meeting).

To ensure the quality of this educational program, and to further improve the program in the following year onward, we herein report and analyze the results of the class evaluation surveys and course-original surveys for these courses, and carry out self-check and self-evaluation as shown below.

2. Self-Check and Self-Evaluation in “APU Data Science Program (Fundamental)”

(1) Course Overview

Subject Name	Special Lecture (Common Liberal Arts Course) JI Special Lecture (Common Liberal Arts Course) EI
Field	Common Liberal Arts (Societal Needs / Fundamental Skills)
Grade Level	100 Level
Language	J / E
Class Size	65 students
Format	On-Demand
Grading	P/F
Semester Held	Fall Semester, Quarter 2
Course Description (from syllabus)	This course will discuss introductory topics of internet and data science in terms of basic concepts, data processing skills, entry level knowledge to data science, and awareness on business applications and information ethics, in real-world context. (1) Internet, information and changes happening in society (2) collecting, reading, processing and utilizing data (3) technology trends in AI in data science (4) state of the art business trends in AI and data science applications

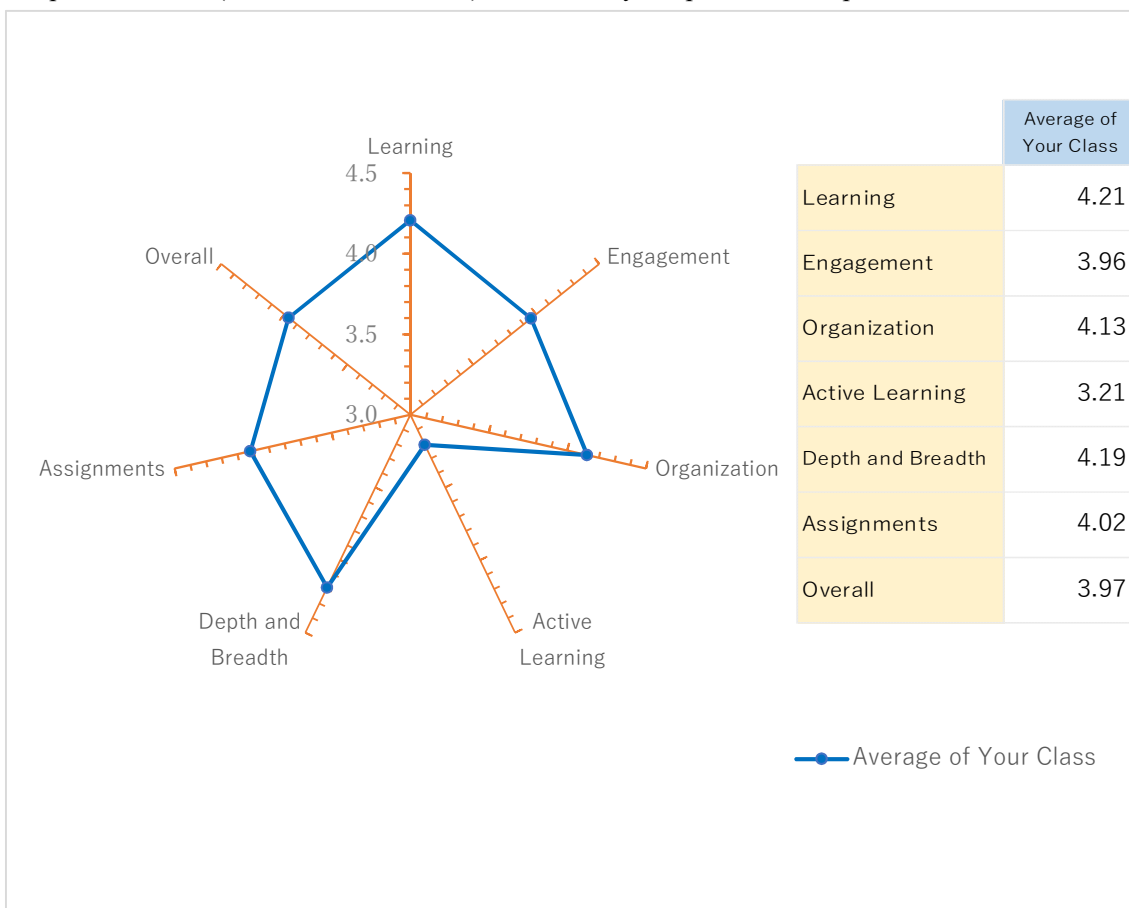
	and information ethics.
Instructor in Charge of Grading	NISHANTHA Giguruwa APS Professor

(2) No. of Students and Credits Earned

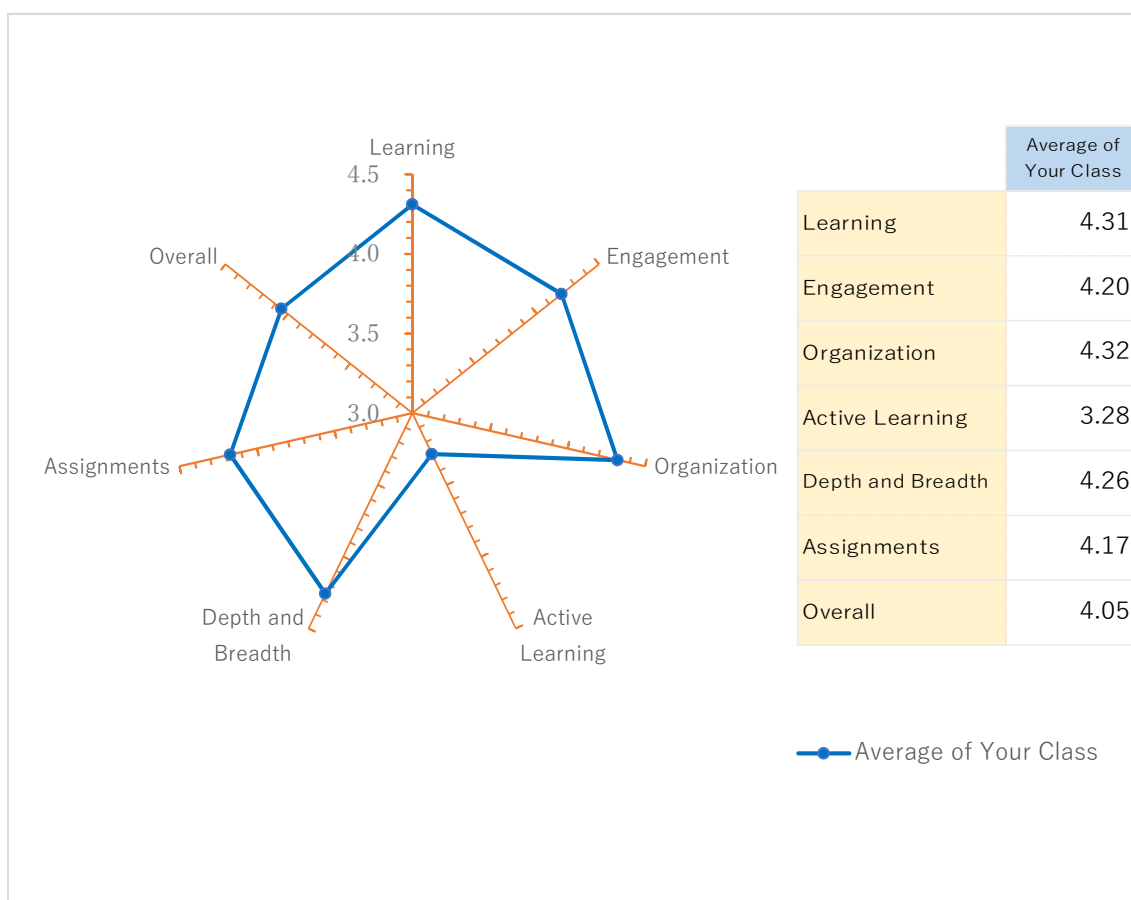
Subject Name	No. of Students	Passed	Pass Rate
Special Lecture (Common Liberal Arts) JI	65	60	92%
Special Lecture (Common Liberal Arts) EI	65	61	94%

(3) Class Evaluation Survey

- Special Lecture (Common Liberal Arts) JI: 29 Survey Respondents, Response Rate – 44.6%



- Special Lecture (Common Liberal Arts) EI: 29 Survey Respondents, Response Rate – 44.6%



• Comparison to Other Common Liberal Arts Courses

Question Type	Overall Avg. for Common Liberal Arts	Special Lecture JI	Special Lecture EI
Leaning	4.19	4.21	4.31
Engagement	4.23	3.96	4.20
Organization	4.19	4.13	4.32
Active Learning	4.06	3.21	3.28
Depth and Breadth	4.25	4.19	4.26
Assignments	4.09	4.02	4.17
Overall	4.07	3.97	4.05

• Check / Evaluation

Thanks to the requests for responses sent by faculty members via manaba, we were able to get a response rate of 44.6% for both Japanese and English classes, higher than the average 33.89% response rate for other Common Liberal Arts courses in the AY 2021 fall semester. Overall the English class received a higher evaluation than the Japanese classes, but the responses tended to be similar in both

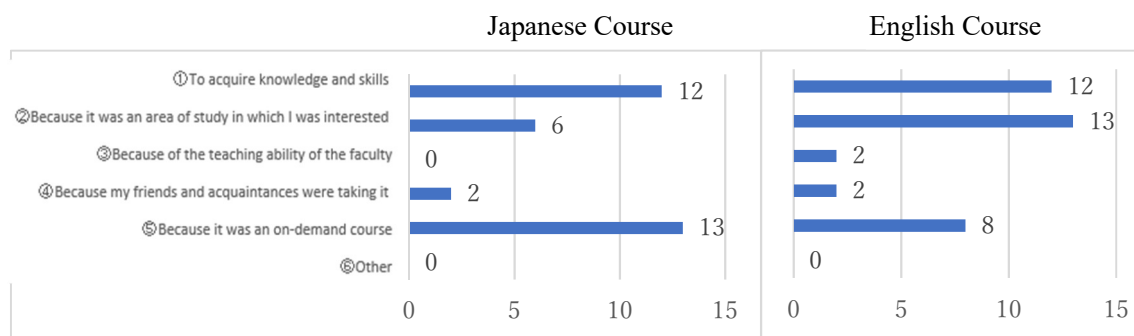
classes, and the responses to Active Learning questions tended to be lower compared to those given in other Common Liberal Arts Courses. Even though this course was On-Demand, we were still able to provide students with the opportunity to have discussions with each other and ask the instructor questions using the LMS discussion function, but going forward when managing such classes we will have to consider further ways to improve this, such as how instructors can better answer questions from students. Since Learning received a high evaluation, we can consider that students were able to acquire a basic knowledge of mathematics, data science, and AI. Overall, the evaluation was about the same as other undergraduate courses (average – 4.06 for all undergraduate courses in AY 2021).

#### (4) Original Survey only for “Special Lecture (Common Liberal Arts Course)”

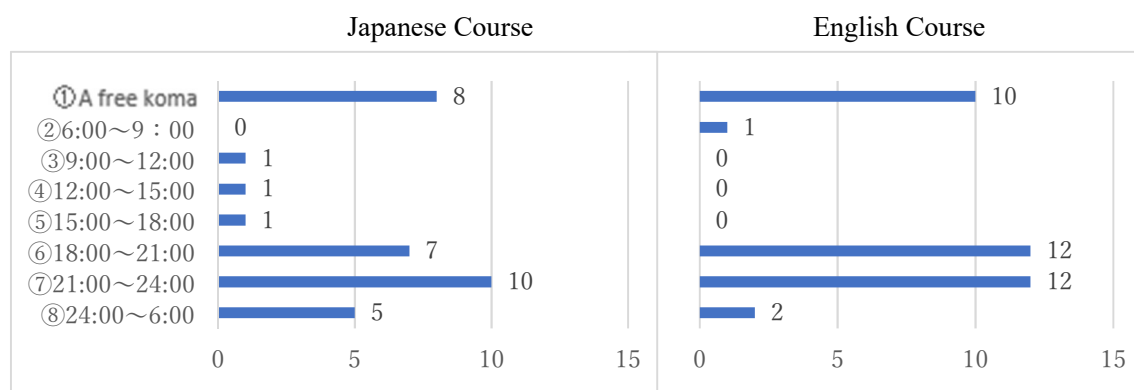
Since this course is different from other regular courses, in addition to the regular class evaluation survey we held an additional survey with questions just for the On-Demand course.

- Special Lecture (Common Liberal Arts Course) JI: 33 Survey Respondents, Response Rate – 50%
- Special Lecture (Common Liberal Arts Course) EI: 38 Survey Respondents, Response Rate – 58.4%

Q1: What were your reasons for taking this course?



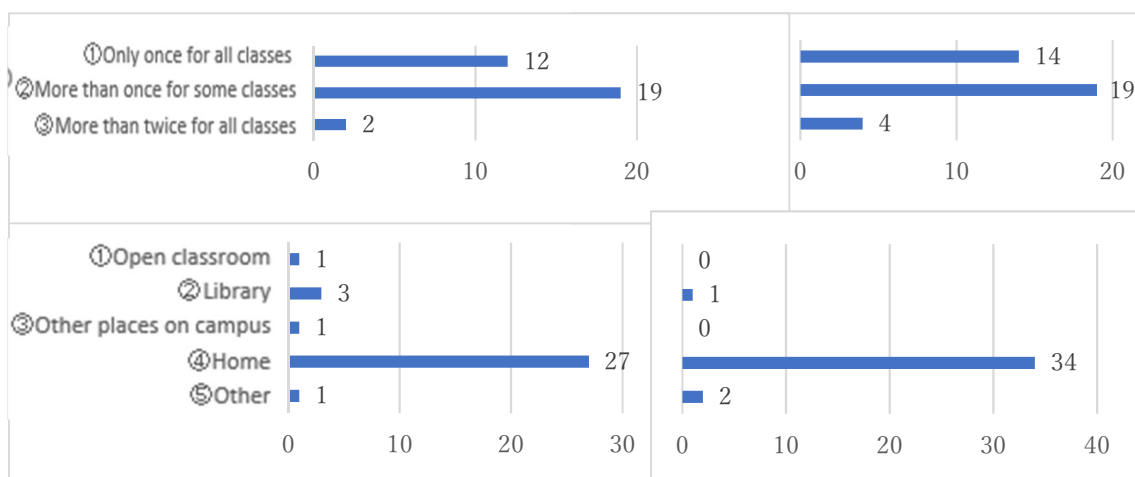
Q2: Please indicate the main time period when you watched this course.



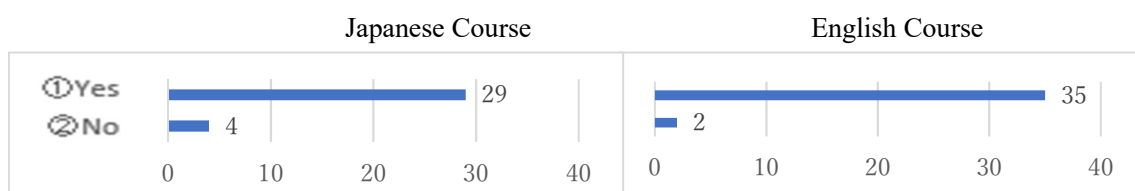
Q3: How many times did you watch the classes?

Japanese Course

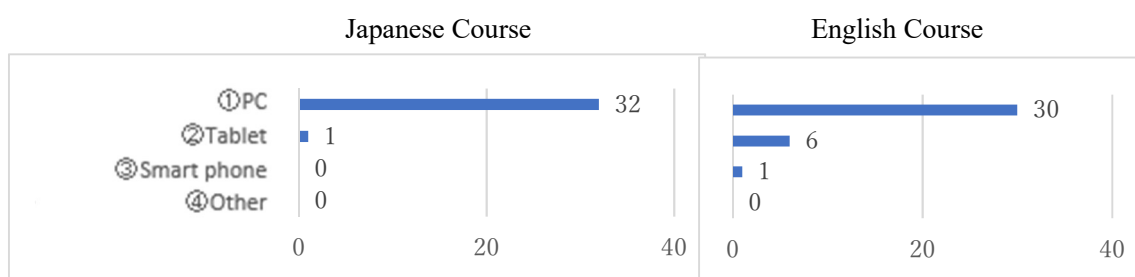
English Course



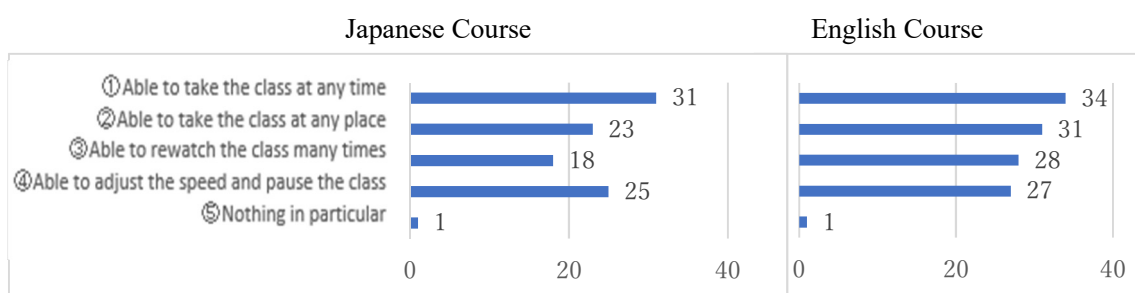
Q5: Did you ever pause, adjust the speed, or rewind?



Q6: What devices did you use to watch the classes?



Q7: Please tell us what you liked about the on-demand courses. (Multiple answers)



Q8: Please tell us if you had any bad experiences with on-demand courses. (Free description)

※ Copied directly, partial excerpts (translated)

- Couldn't ask the instructor questions
- Had to manage myself

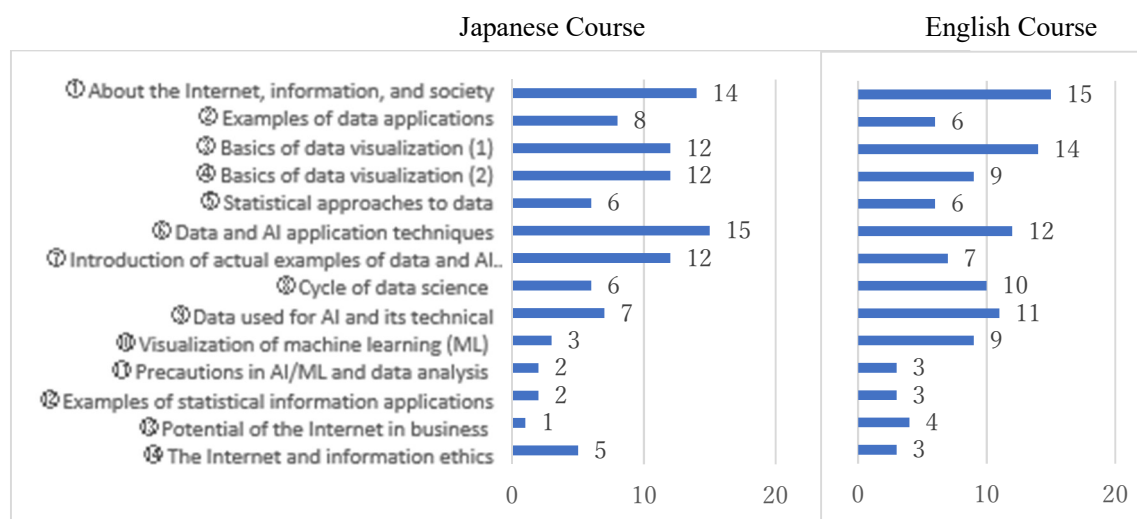
- Didn't know the answers to the quizzes immediately
- Quiz format varied by instructor
- Eyes got tired
- If I didn't understand something it was hard to ask questions
- There was no pressure, so I got lazy
- I didn't understand the system well at first

Q9: Please tell us if there were any difficulties in doing on-demand courses. (Free description)

※ Copied directly, partial excerpts (translated)

- Couldn't talk with the instructor
- Hard on my eyes to focus on the screen
- When my internet connection was bad
- Sometimes the parts you can do in your own time piled up
- You have to send emails individually, so it's hard to ask questions
- It's hard to watch for a long time

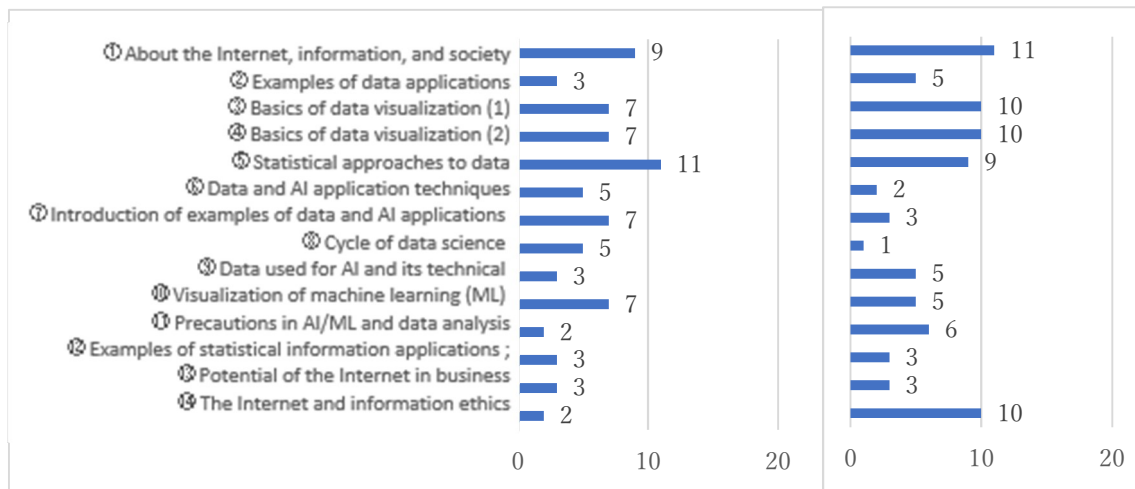
Q10: Please list the three best themes of the on-demand courses and give reasons for each (e.g., it led to the acquisition of knowledge and skills). (multiple answers)



Q11: Please list the three worst themes of the on-demand courses and give reasons (e.g., content was too difficult, content was too easy, etc.) for each. (Multiple answers)

Japanese Course

English Course



Q12: Do you have any ideas to promote further learning among faculty, TAs, and students? (Free description) ※ Copied directly, partial excerpts (translated)

- Could offer more assignments which ask students to make their own software
- Encourage discussion using forums
- Make something like an open chat where everyone can ask questions?
- I think it would be good if there was a system where we asked questions at the end of each lecture and they were answered on manaba the following week
- I personally felt that On Demand classes were very easy to do, so I think it would be great if APU continued to offer this as an option for style of class going forward
- Some of the lessons included quizzes, but it felt like too much. Instead of a quiz, it might be more engaging if the instructor asked students for their opinion on a topic and gave an option on the screen for students to leave comments
- Overall, this course was very good. It was a new experience, and it was very convenient because I could decide when I wanted to take the course. These types of courses should be promoted more at APU.

#### • Self-Check / Self-Evaluation

In Q1, many of the respondents stated their reason for taking the course was “to gain knowledge and skills,” “because it was in an academic field I was interested in,” and “because it was an on-demand course.” The high rate of “to gain knowledge and skills” and “because it was in an academic field I was interested in” shows the high demand for gaining information processing skills. Many other students answered “because it was an on-demand course.” Looking at the responses to Q3 onwards, this may be due to the fact that they were able to watch the classes more than once, they could pause and rewind parts with difficult content, and they could take the classes when and where they wanted.

There were many students who watched the classes more than once or paused or rewound the videos, indicating that students were taking advantage of the benefits offered by on-demand classes.

Regarding Q7's responses about the good points of on-demand courses, many students responded that they could take classes whenever they wanted, but we should note that most of the students tended to watch the videos late at night.

Regarding the bad points and difficulties of on-demand courses as asked in Q8 and Q9, many students answered that there were no problems in particular, but some students mentioned that it was difficult to communicate with the course instructor. For the promotion of Active Learning asked in Q12, multiple students responded that it would be better to use the LMS discussion function more actively, so we will try to improve this going forward.

### 3. "Information Literacy" from AY 2023

As successor to the AY 2022 Fall Semester "Special Lecture (Common Liberal Arts Course)," from the AY 2023 spring semester we will hold "Information Literacy" as shown below.

Subject Name	AY 2023 Spring Semester Course Name Information Literacy JA Information Literacy JB Information Literacy JC Information Literacy EA
Field	Common Liberal Arts Course (Global Citizenship Field)
Grade Level	100-level
Target Students	All 2023 Curriculum 1 <sup>st</sup> Semester Students
Course Registration Method	Registered by the university ahead of time as an automatically registered 1st semester course. If students decide they do not want to take the course, they can drop it during Course Registration Period B or Course Correction Period 1. After dropping the course, they can re-register it themselves as well. Students in their 2nd semester or higher, or transfer students in their 2nd year or higher, cannot take the course.
Language	J / E
Class Size	245 students
Format	On-Demand
Grading	P/F
Semester Held	Fall / Spring Semesters
Course Description (from Syllabus)	This course will discuss introductory topics of internet and data science in terms of basic concepts, data processing skills, entry level knowledge to data science, and awareness on business applications and information ethics, in real-world context. (1) Internet, information and changes happening in society (2) collecting, reading, processing and utilizing data (3) technology trends in AI in data science



	(4) state of the art business trends in AI and data science applications and information ethics.
Course Instructor	AY 2023 Spring Semester Instructors NISHANTHA Giguruwa APS Professor (JA, EA) DAHLAN Nariman EDLSC Associate Professor (JB) NGUYEN Chung Huu EDLSC Part Time Lecturer (JC)
TA	This course is aimed at all 1 <sup>st</sup> semester students, and it is expected that some of them will have questions about the course or need technical support. As such, in the AY 2023 spring semester based on the Course TA Policy (2023.01.23 Academic Affairs Committee Mtg.), as a course designated by the Dean of Academic Affairs (Policy A-3) it was decided to assign two TAs per class. The TA assignments will be limited to the AY 2023 spring semester, and fall semester assignments will be decided separately based on the usage of TAs in the spring semester.

-End-