



Subject: Business Ethics,
Consumer Behaviour,
Introduction to
Management,
Strategic Management

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Research Field: Organizational Management, Business Strategy

3 Tips:

1. Lecture during the first half of the class and have the remaining half be activities that make students think
2. Increase students' motivation through pre-class assignments
3. Make the best out of the advantages of Online Classes (such as having students share easily through Word use and the chat function)

Q: How do you prepare to conduct your classes?

A: I spend about an hour or two updating the contents of my classes from last year with the latest information. I don't usually spend much time preparing, but for new classes, I spend around 10 hours on each lesson.

As for how I conduct my classes, I do not spend the entire 95 minutes giving a lecture. Instead, I will explain the theories in the first 45 minutes, have a 5-minute break, and then prepare activities that

students can actively participate in for the remaining 45 minutes. For the activities, I use cases which let students use and consider the theories they have learned in the first half of class. Also, I give out pre-class and after-class assignments. I make sure that I conduct my class in the cycle of pre-class assignment /lecture /review (post-class assignment). The pre-class assignment is usually a quiz, and the post-class assignment is a short report of about 300-500 words.

Q: I think there are times when explaining the theories in merely 45 minutes is challenging due to the time constraint. What do you do to make sure that you finish your lecture on time?

A: In the in-person classes, I talk faster to finish my lecture. However, it can be difficult to speak quickly during online classes due to unstable internet connections. Thus, I focus more on explaining the important parts during the lecture. The quiz I give as the pre-class

assignment also covers the contents of the class, so I will briefly talk about it during the lecture and take time to explain the important theories.

Q: I have taken your Business Ethics class before, and I realized that there were more case studies than other classes in APU. What is the reason you include these case studies in your classes?

A: Business Ethics is a class in which people's values are related to their way

of thinking, so I think that the most important thing is for students to think rather than just learn the concepts. I use cases every time in this class because cases are good materials to make students think. Although this class is in Japanese, most of the cases are in English. I use English cases in other classes too, but I prepare cases of about 1000 words for first-year student classes and a maximum of 4000 words for third-year classes. During the case study discussion, I understand that each student has different opinions, so I try

not to deny anybody. Therefore, I listen to students' opinions, add a little background and explanation to that opinion, and discuss if there are disagreements with these opinions. I also try to enable students to exchange opinions with their peers in a discussion. In addition to the case study, I also conduct games in my organizational behaviour class, such as a negotiation game in which students have to maximize their profits within set rules. Through performing these various activities, students are able to experience, even

indirectly, how the contents they have studied will be useful in real life.

Q: What do you do to increase students' motivation for learning?

A: I don't think a person can be motivated by another person. Motivation comes from within a person naturally when they are working on something. For instance, even if they are reluctant to do a task, once they have started working on it they will become immersed and eventually be motivated to continue. For this reason, I

I give out the pre-class assignment. With the pre-class assignment, I am providing a chance for students to become interested in the content of the next class. In contrast, the most demotivating thing for students is ignoring their opinions. Thus, I always pay attention to the chatbox during online classes.

Regarding group work, there will be peer reviews to ensure that everyone in the group contributes. However, there have always been moments when group work does not go well each semester. In this

Question

- 日本企業のCSR活動として具体的にどのようなものがあるだろうか？
企業名とその企業が行っている具体的な活動を示しなさい。



Japanese: What specific CSR activities do Japanese companies have?
Give the name of the company and the specific activities it does.

case, I will hear out students who are eager to learn but are not doing well with group work (as a result of free riders), and ask “What would you like to do?” rather than instruct them. If the student says “I would like to join another group,” I will introduce them to another group and encourage them in this new group, or if they say “I would like to have an individual assignment,” I will transfer them to an individual assignment and demonstrate flexibility towards requests.

Q: What changes have you made to online classes?

A: I have divided the break time into more pieces than before. I know that some students have a few classes consecutively and that makes it easier for them to lose concentration during class. Specifically, I have added an extra break time in the first half of the 45-minute lecture. On top of that, with the chat function in online classes, I can pick up students' opinions much faster than in an in-person class. During in-person classes, students'

opinions were collected on the blackboard, but in online classes, they can be shared on the screen. Students will also write down their opinions in a Word file, which will then be uploaded to Manaba. Also, I think online classes have made it easier for students to review as I can record the lectures and share them. As for PowerPoint slides, I did not make many changes, but I avoid showing videos which I used before due to connection problems.

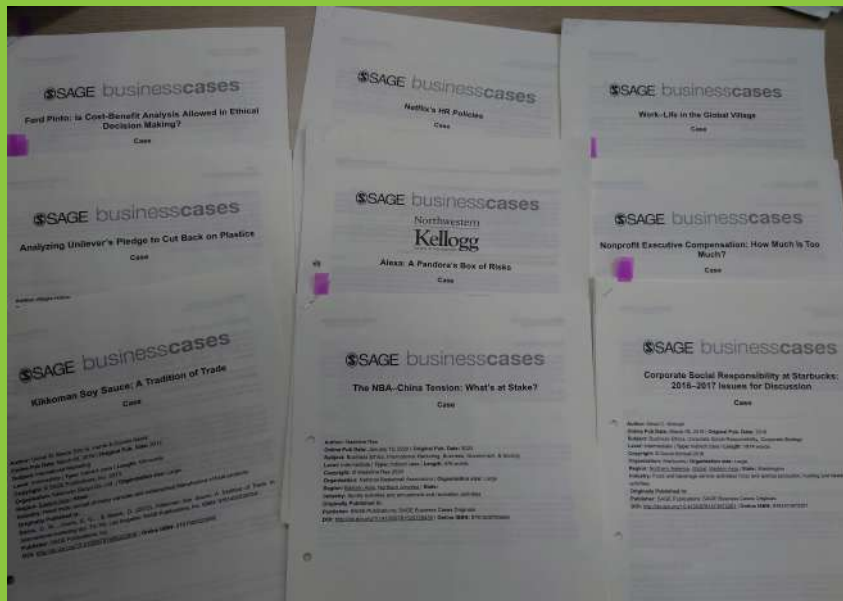
Q: What steps do you take to

improve class content?

A. I change the class content based on student feedback from the class evaluation survey. I don't often change the explanation of the theories or concepts, but I will change cases or examples if I think they are out of date. When I change the content of my classes, I pay attention to whether it fits the cycle of pre-class assignment/today's class/review. When looking up cases, I search in Japanese and English. I also refer to management TV programs.

Interviewer Impressions

I was a TA in Professor Shinohara's classes before, and I think the class structure was very good. The first half of the class will be the professor giving a lecture on theories, and the second half will be activities that enable students to think. I think it's a good idea for the students to use the whiteboards in group discussions, share their opinions in class, and play the negotiation game. Also, as for the case studies, I think having English learning materials in Japanese-based classes shows the strength of APU.



Case Studies for use in Business Ethics classes to “make students think”

What is [Q]?

At APU there are many professors who put together wonderful classes, and if we could get to know how these classes are planned, it would contribute to the improvement of other professors' classes. For that purpose, we have begun doing interviews in order to learn about class planning. These articles have been entitled [Q], comprising a variety of meanings such as: increasing the [Q]uality of classes, answering [Q]uestions to increase quality, and forming a [Q]ueue, or line, of class improvements. We would be very happy if these articles could contribute to the [Q]uest of APU professors' class quality improvement.