

# Diversity & Inclusion Teaching Assistants (DITA) Notes

# INCLUSIVE TEACHING

AS PRACTICED BY INSTRUCTORS



# Preface

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

## DITA Purpose

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

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



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



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

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**Destination Marketing and Management JA**



**Professor Takayuki KUBO**



**Japanese**



**174 students**



**APS**



**FA2020 Q1**



## Course Overview

In the field of tourism, “destination” means the area where tourists visit and stay. In recent years, the number of foreign visitors to Japan has been increasing steadily, and it might seem that the tourism-oriented national policy promoted by the Japanese government has been successful. However, foreign visitors to Japan are concentrated in limited leading destinations, such as Tokyo and Kyoto, and there is a large gap with destinations in rural areas. In the future, it will be necessary to scientifically attract tourists while adopting marketing methods, even to rural areas where inbound tourism has not always been actively promoted. This course focuses on each region that can become a destination and aims to study the theories and methods to capture tourism demand from a marketing perspective.

This course is designed based on the spirit of the "World Tourism Ethics Charter (Articles 1 and 3)" by the United Nations World Tourism Organization (UNWTO).

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

In my opinion, inclusive education is not only about classes being accessible to every student who wishes to take them, but it also means a status where they participate in activities set up in and out of class, everyone (instructors included) has a chance to learn from each other, and there is available support to make them happen. I think that having classes in which teachers mainly provide one-way information is not inclusive education.

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

- During orientation time in the first class, I explained that this course is a diversity-and-inclusive class, and every student can receive support from the instructor and DITA.
- In each class's group work, instructor and TA roamed around breakout rooms, asking if “Is there anybody who can't catch up with the group work?”, and told those who need support to write email or report on Manaba later.
- When we had a Quiz on Respon, we announced that even some students might be a little bit late, we would wait so that everyone could submit their answers.
- We set up an exclusive space on Manaba to make it easier for students to ask questions or have individual consultation with the instructor.



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



- During orientation time in the first class, I explained the course's goal in detail, and explained that the instructor's goal is that all students achieve the goals and get good grades.
- At the beginning of each lesson, I explained the goals of that lesson.

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

- Each lesson consists of a lecture from instructor, group discussion, and group work. Lectures were delivered using PPTs and PPT teaching materials were distributed electronically after class. Students are then encouraged to take notes during class and review the content after class using the PPT materials. We also encouraged mutual learning by having students write a short report to review each lesson and after submitting it, they were also required to write feedback on other students' reports. In that way, they could learn from each other.
- In each class, we asked students questions and let them have group discussion, and had everyone share their answer or discussion content by sending comments to the chat box. In addition, we encouraged the students to rearrange the comments they shared in the chat box and submit it to Manaba after class. By giving bonus points to submitters, we had 70-80% of students voluntarily submitting each time, which can be viewed as a way to encourage students to review after class.

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

- When forming groups, we tried to have a good mix of active students and those who are not so active in each group. In order to do so, based on the status of assignments submitted in advance, etc. we divided the students into several types and then tried to mix them into groups in a well-balanced manner.
- As I mentioned earlier, every time we had group work, my TA and I shared the work to go around the breakout rooms to see if there were any students left behind.

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

- During the class, when we had Respon quiz, the TA copied the number or the question(s) of the quiz and sent it in the chat box. When I asked questions to the class, the TA typed and sent them to the chat box.
- The TA helped manage the deadlines on Respon.
- During group work time, the TA shared the task of going around breakout rooms with me.
- On the group presentation day, the TA helped with time keeping.
- Outside of the class, the TA addressed each and every report submitted on Manaba (summary of the content they commented in class). (I think it was hard work because each time we had about 100 students submit their works. I decided to use fixed phrases for that, but it seems that the TA often took time to carefully write in their own words.)
- In addition, the TA helped with collecting Respon and Manaba assignments, and peer reviews of group work.

## 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 utilized various methods related to active learning that are accumulated so far. For details, please refer to the following document available on the "APU Faculty and Staff Page".

Achievement Disclosure of Award Recipients> 2019 Activity Performance Assessment

[https://secure.apu.ac.jp/secure\\_staff-all/administration/uploads/fckeditor/faculty/assessment/AY2019\\_teaching.pdf](https://secure.apu.ac.jp/secure_staff-all/administration/uploads/fckeditor/faculty/assessment/AY2019_teaching.pdf)



**MICE Tourism Industry JA**



**Professor Takayuki KUBO**



**Japanese**



**124 students**



**APM**



**FA2020 Q2**



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## Course Overview

The purposes of tourism can be roughly divided into leisure purpose and business purpose. This course picks up tourism for business purpose and first grasps its actual situation. Furthermore, it focuses on MICE (Meeting, Incentive, Convention, Exhibition) as concrete methods of business tourism, and aims to study the methodology of business tourism by MICE through theories and cases.

This course is designed based on the spirit of the "World Tourism Ethics Charter (Articles 1 and 3)" established by the United Nations World Tourism Organization (UNWTO).

**See Pages 1-3 for Professor Kubo's detailed explanations.**



**Agricultural Heritage**



**Professor Vafadari Kazem**



**English**



**200 students**



**APS**



**FA2020 Q1**



## Course Overview

This course is about the agricultural heritage of humanities and conservation and revitalization of agricultural heritage through tourism. Students will develop knowledge and expertise in the field of agricultural heritage landscape and agricultural heritage societies. The course focuses on tourism as a tool for contribution to the social-cultural economic and natural resources of such landscapes through case studies from around the world. The course concludes that tourism, if well managed, can sustain the agricultural heritage of humanity.

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

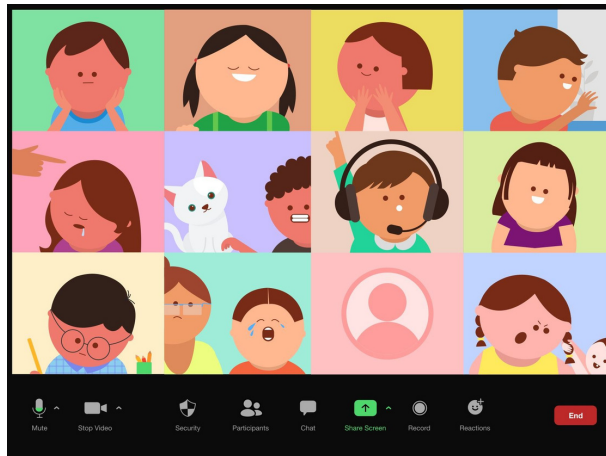
Inclusive teaching is about bringing all resources and opportunities for learning into teaching an educational environment and inviting all participants to contribute to the development of the teaching process and learning experiences together. Inclusivity in teaching is not all about engaging students in the course assignment and readings etc., but also is to include all learning materials from real society and practical environment in order to provide the chance for students to be part of the problem and solution itself. Depending on the subject, inclusive teaching can be represented by different activities and different approaches. In this course, inclusivity is guaranteed by providing real case studies from the most familiar environment for each student through a number of examples and providing the chance for students to think about their own society and country to learn from and share with other students. Inclusive teaching in this course helped with linking theory and practice in the field.

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

Making the course objectives and study materials easy enough to understand with different backgrounds and different levels of understanding as well as creating interest in learning more about what participants already know at a higher level. Students were encouraged to find the practical examples relevant to the course from their own hometown or country and to compare with the case study in Japan, especially the case of the agricultural heritage system in Aomori prefecture. There are 11 cases of agricultural heritage in Japan and more than 60 cases of agricultural heritage sites around the world that include the students' countries in discussions for this course. Tourism and hospitality concepts are designed in a very easy way to support the development and revitalization of agricultural heritage through tourism. This environment encourages all students to feel welcomed and comfortable to participate in class.

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

To help students with the goal mentioned above, we used audio and visual materials such as videos produced by the United Nations Food and Agriculture Organization along with other materials related to agricultural heritage sites provided by local communities. Tourism activities in such environments were discussed and students were able to design tourism activities for a number of selected sites together in class, and make their own tourism plan and itinerary for other agricultural heritage sites. Theoretical backgrounds in the class were well discussed early in the first few lessons. Practical assignments were designed in small scale and several occasions to make sure that students do not need to be loaded with large amount of materials at once. The majority of students found the small assignments educative and easy to connect with the learning objectives and expectations.



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

A number of opportunities were provided for students during the course each time they participate online and between the online meetings. Using Respon and Manaba forum with other educational software and platforms such as the electronic whiteboard (miro) provided a chance for all students to engage in learning and to find the result of their engagement quickly and efficiently in a transparent sharing system. Students were given chance to talk. They had the opportunity to participate in online forums. They were also given a chance to criticize and discuss visual materials such as videos and bring up any relevant subjects that they thought they want to share with the rest of the class each time.

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

Yes, by using breakout sessions in Zoom, we made many group activities. Each time, students were asked to produce specific and very short production that could be shared on Manaba and provide a platform for learning in the class. In many cases, students were commenting on the concept on Menti in the form of a word cloud that could show their feedback immediately to all of them. They could see how similar or different they are thinking individually compared with the crowd. Students were also asked to conduct peer evaluation to make the efficiency and quality of group activities as high as possible. The peer evaluation resolves were calculated carefully in the evaluation in order to make sure the efficiency of group activities on maximum contribution of each student in the work.



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

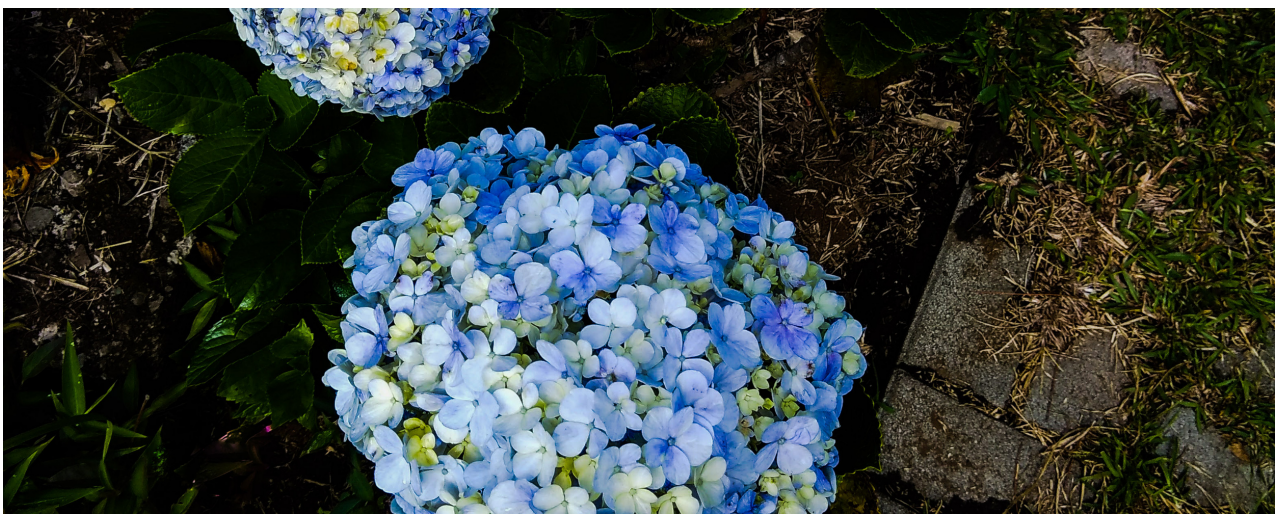


Yes, my TA was very helpful, especially in supporting me with their country, with Respon, Menti, Manaba, and taking quick actions when necessary during and between online classes. TA work was quite necessary and important in the efficiency of delivering materials and punctuality of students in class activities.

With serious TA activities, students were also encouraged to be more responsible members of the educational environment and to do their best in active participation. Large online classes demand a lot of time to answer questions that come in the chat. The TA was trained to answer some questions that they already know the answers from the teacher.

## 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 assignments in this class was to produce a video for educational and promotional purpose about agricultural heritage in Kunisaki Peninsula (Oita). In groups, several students made videos about the agricultural heritage systems of Oita and shared them with other students in the class. This activity helped students to conduct the study in small groups while social distancing. It brought visual images of outdoor education to the online environment, which was quite necessary in a time of continued routinely and less attractive online educational environment.





**Environmental Science/Chemistry**



**Professor Faezeh MAHICHI**



**English**



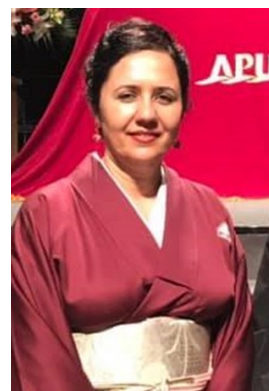
**139 students**



**APS**



**FA2020 Q1**



## Course Overview

This course aims to provide students with a good knowledge of the science of the Earth's natural processes in the environment (air, water and soil), an understanding of the source and impact of organic and inorganic pollutants in the environment specially the toxic agricultural and industrial waste chemicals which enter the ecosystem, and the resultant environmental problems.

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

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

The 139 registered students were grouped based on students' nationality, class stand, by the TA and faculty in groups composed of 5~6 students (in order to have a relatively mixed students based on their language and background knowledge). These three actors were all invited and encouraged to work inclusively throughout the course in the following three main course activities:

#### ① Lecture Questions

The lecture questions were the follow up assignments for each class, which required the students to review the contents discussed during the class. Each group members were encouraged to read the other members' assignment and comment on them, as a part of the inclusive learning process.

Such assignments may seem mandatory and oppressing, yet it is a necessary procedure for the course since it is likely to guide the students to study more. As the students' input have indicated, many students have done this assignment and had a very high participation rate.

#### ② News Sharing

Since the groups were formed based on their nationality, it was possible to encourage the students to share t Such assignments may seem mandatory and oppressing, yet it is a necessary procedure for the course since it is likely to guide the students to study more. As the students' input have indicated, many students have done this assignment and had a very high participation rate.

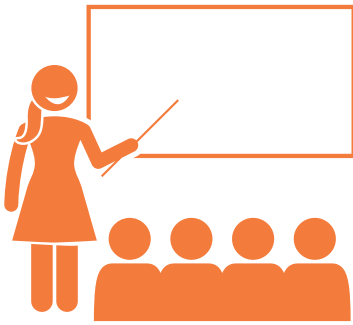
#### ③ Final Group Project

All group members had to join in and work on a final group project which was writing a report on the assigned theme related to the course; “designing the mircobiotic menu for APU cafeteria”. As the groups were composed by different nationalities and students are from different backgrounds, the members had the potentiality to learn extensive skills such as research, collecting relevant and updates information, as a team writing the final project and design the menu for APU cafeteria.

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

1. The class always started with a bright tone from the instructor and the TA. TA wrote greetings to the class in the Zoom chat.
2. The TA always announced and asked the students to share their problems via pm or personal emails.
3. It is possible for all students to speak freely during class. Zoom provided a hand raising function where the students could express themselves if they had something to say.
4. We frequently used Zoom breakout room function in order to provide the chance for group members to communicate and discuss the assigned topics during class time.

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



The course syllabus including the course objectives was shared and discussed with the students in the first class. During the course, the instructor tried to share the learning objective of each course activity with the students. The TA also played the role of a counter actor by monitoring students who did not participate well and ran the protocol of taking notes reporting to the supervisor. The students failing to participate actively in the course were approached in some cases and were offered extra support by the TA.

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

As mentioned on the first question, there were two assignments throughout the course that has supported the students to engage to the course materials; **'Lecture Questions'** and **'News Sharing'**. Residing from these two, another encouraging factors could be listed as:

First, the TA making announcement on deadlines and helping students to conduct the final group project. Since the class had sum number of groups, the TA has supported the students to prevent confusions and disputes. Due to the differences from the group members, some groups were suffering 'free-riders' and 'lack of participation' from certain few group members. The responsibility of the TA was to find the troubled groups in early stage of group works, take a deep look in the situation and make alternations or suggest solutions. If the problem was not solved, the TA reported the problem to me and I ran the protocol for taking note and offering extra support to some of these students. This note later influenced the grading scale between the students and continuous monitoring was held to see if there were any improvement with those particular students.

Secondly, we held in-class discussions. As a method for having the students to share their own learnings and different perspective, I had assigned the students into groups to discuss about in-class materials. By using the advantages of zoom breakout room function, it was possible for the students to straightly start with the discussion immediately. Despite these measures, yet some students had lack of participation. This has led the TA to patrol the breakout rooms to see if the group was conducting the discussion well or not.

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

The group works has given the class a small spark for initiating academic search, reading and sharing with their group members. Each of the group works were highly based on to the personal level of understanding and application on daily life. This has given the students to think within their own frame and as well share their opinions with other students.



Furthermore, I as the instructor, the TA and outside actors in the field have shared personal experiences as active learning method of “**sticky examples**” in which have helped the students to understand the field in a more personal level with compassion and similarity.

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

The TA supported the class by four ways: First, answering student's questions as a medium between the students and the instructor. Since it would be impossible for the instructor to answer all questions and inquiries from students, the TA were the ones to help the students to clear out the protocols of the class. Second, monitoring students by giving a right amount of monitoring and sending reminder to the students. This has given some motivation for the students to participate actively in the course assignments. Third, supporting administration work for reading and taking note for the students and instructor. Fourth, supporting administration work for reading and taking note for the students and 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.

Through the inclusive teaching method of the course, I have invited an expert from the local community (Oita city) to share her experience from the traditional Japanese healthy diet with the students. The guest speaker, Ms Mickiko Shinriki, is an expert in the microbiotic diet.

Her talk was received well by the students. The final group project was designed based on Ms Shinriki's talk and the course content; “APU's macrobiotic menu”. The students were instructed to work with their group members to propose a macrobiotic menu to APU cafeteria by stating the issues of unhealthy lifestyles and unhealthy diets, the purpose and objectives of their proposal, to justify the need for APU's macrobiotic menu from the point of view of the course; the environmental science (such as oil health protection, regenerative agriculture, pollution prevention of soil, water, air, biodiversity conservation, environmental health, human health and wellbeing, ...).

Most group of the students have performed amazingly in their finally project (which was designed based on the guest speaker's talk) as they have realized the course content from the basic environmental science content to their daily life application along with the impact of healthy diet on their own health and environmental health holistically.



## Project Management in Development in EA



Professor Rikio Kimura



English



109 students



APS



FA2020 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.

#### Standards for Course Completion

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 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. Inclusive teaching is not predominantly didactic teaching where an instructor keep lecturing and treat students as empty containers, 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.

My TA and I also strived for facilitating mutual help among students in their small groups. As mentioned later, pre- and post-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 to the syllabus what I wrote (1) and (2) above or explained verbally about them so that students would be cognitively aware of the expectations of the class. This included adding the learning objective of inclusiveness - the actual term used was 'cross multicultural competency' - to the course learning objectives in the syllabus. And my TA and I tried to 'walk the talk' in the classroom so that students would feel that we were really trying to meet the expectations. 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, a survey questionnaire related to the CIL grant, 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- and post-session meetings (30 minutes each) with my TA to particularly discuss group work of the day and to reflect on how group work went and strategize interventions for group work in the next session. I also had TAs fill in the monitoring form of their responsible groups as it would help them think about intervention strategies for subsequent group work. I have done these practices when I was doing MCL for this course back in 2017 and 2018. 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?



As hinted, TAs were the ones who directly worked with and facilitated small groups. I have recruited TAs from my last year's Project Management in Development course and so they were familiar with the course contents. I interviewed top-notch students from the course and selected the best four among the candidates in terms of their potential to become dynamic yet sensible TAs. They had their responsible groups and developed rapport with them. Based on such rapport building, they facilitated small group work. This included giving directions for group work, reconciling conflicts between members, and making group work inclusive of everyone (particularly Japanese students).

As they were the ones who were most familiar with each group's situation through their regular interactions and keeping record in monitoring forms, overall they have been able to effectively assist their responsible groups towards inclusive group work.

They had their responsible groups and developed rapport with them. Based on such rapport building, they facilitated small group work. This included giving directions for group work, reconciling conflicts between members, and making group work inclusive of everyone (particularly Japanese students). As they were the ones who were most familiar with each group's situation through their regular interactions and keeping record in monitoring forms, overall they have been able to effectively assist their responsible groups towards inclusive group work.

## 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 the what I have done is documented, including various kinds of forms (e.g., TAs' monitoring forms), in Kimura (2020) attached.





**International Law EA**



**Assistant Professor Miharu Hirano**



**English**



**173 students**



**APS**



**FA2020 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?

- I tried my best with the support of TAs in the large hybrid classroom. See in particular the use of “end-of-class Respon” and Word Online described below.
- This class had a few students who participated by watching the recorded videos. These students were treated in the same manner in preparation Quiz, but were asked to send an e-mail to the instructor with comments or questions so that their learning is acknowledged and voices are heard.

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

- Course learning objectives and expectations were indicated 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 answer “Quiz” on Manaba test before each class, which incentivized them to prepare for the lecture.
- 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 and integrated with Work Online (see below for details). Students taking the recorded version of the course could send the instructor an e-mail.
- 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 wished so. 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?

In the first place, it was hard to arrange group work in a large hybrid class. Also, in the hybrid classroom, it is technically difficult for the teacher to move from one breakout room to another. Hence, TAs’ assistance in observing and facilitating discussion was very helpful.

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

- Group work observation and facilitation
- Sending chat message with instructions or reference
- Record student participation
- Collect questions from students via chat and list up for the instructor.

With DITA, we developed a simple system using Word Online shared with TAs (opened on the second screen in the classroom)

The screenshot shows a Word Online document titled "Class 8 Questions". The document content includes a list of questions and instructions for group work. Three blue callout boxes provide context for the TA's role:

- Instructions for TAs: Texts to be copied and pasted on chat** (points to the list of questions)
- TAs recorded names and student IDs of students contributing to the class by answering questions** (points to the "Student participation" section)
- TAs collect questions from students and list them up following the order (outline) of the class** (points to the "Introduction & basic principles" section)

The document content includes:

- (Copy of the slide)
- Individual time
- Group (3-4 students)
- Discuss and draft the conclusion
- Q. What is the legal status of Okinotorishima?
- UNCLOS Art. 121(1)
- Does Okinotorishima meet the requirements?
- UNCLOS Art. 121(2)
- If so, which marine zones does it provide to Japan?
- UNCLOS Art. 121(3)
- Does this exception apply to Okinotorishima?
- Conclusion
- Manaba 875 089 138
- Groups are expected to draft the conclusion statement together. One person should submit one behalf of the group.
- 1. Student participation
- 2. Introduction & basic principles
- 3. Attribution of conduct
  - Does the national state have to protect "ultra vires" even if the nation does action?
- 4. Circumstance precluding wrongfulness
- 5. Consequences of wrongful conduct
  - Who has the authority to impose such punishments on the country doing the illegal acts?
- 6. Invoking a breach of international law
- 7. Others
  - What's the full mark for the review assignment 10

## 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.

- Handout: It enables students to prepare in advance and allow students to have the hard copies of materials (which help to reduce the stress of look at the screen for a long period of time)
- End-of-class Respon: Respon is used to collect short summary, comment and/or questions from students and provide feedbacks or answers to some in the next class.
- Group discussion: TAs go to observe and facilitate if necessary
- Collection of questions: (1) Collect questions from students who “raised hand”; (2) Collect questions via chat sent to TAs (see above)

Header: International Law · AY2020 (Fall, Q2)

**Class 11: The international regulation of the use of force**

**Introduction**  
 “the international rules and principles governing force constitute a vital component of the international law of coexistence.” (Hessbach, 2012: 254)



**The UN Charter and the prohibition on the use of force**  
 The Covenant of the League of Nations (1919), art. 12

**The General Treaty for Renunciation of War as an Instrument of National Policy (1928)**  
 Known as the Kellogg-Briand Pact, art. 1

The High Contracting Parties solemnly declare in the names of their respective peoples that they condemn recourse to war for the solution of international controversies, and renounce it, as an instrument of national policy in their relations with one another.

**The UN Charter (1945), art. 2(4)**

- “force”
- “against the territorial integrity and political independence ... or any other manner inconsistent with the Purposes of the United Nations”

**The use of force on the basis of valid consent (exception)**

- In case of civil war

© Miharu HIRANO, Translation APU

### Reflection

What was the new things you **learned**?  
 Do you have any **questions**?

851 186 384



Do you have a question?  
 Select “1”

I am writing my reflections only.  
 Select “2”

☐ 1

☐ 2

コメント

### End-of-class Respon

Does a judge who comes from country A participate in the ICJ court ruling of the case which involves country A as a party of the dispute?

- ICJ Statute, art. 31(1-3)
- *ad hoc* judge

More elaboration on provisional measures pls

- ICJ Statute, art. 41
- Textbook p. 247-



## Financial Markets and Institutions



Professor Munim Kumar Barai



English



240 students



APM



FA2020 Q1



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### Course Overview

Financial Markets and Institutions (FMI) contents familiarize the students with various markets, institutions, instruments, and participants involved in the financial system. It reviews the functions of mainstream financial institutions, including the central bank and commercial banks, and describes various financial instruments offered by different financial markets. The mainstream markets to be evaluated include the equity, money, bond, futures, options, and exchange rate markets.

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

Inclusive Teaching means:

- The teacher understands the varied backgrounds of the students and the diversity in the class composition.
- Offering a classroom environment where all students have equal access to learn.
- Creating a learning environment where all students feel cared for and valued.

A teaching approach that does not have concerns for students' class compositions, idea of their varied backgrounds, and does not care about their value may not be inclusive in nature.

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

Several measures have been adopted to create a positive environment in my classroom. They included:

- Distribution of class materials early to get students connected with course materials.
- I remained open to ideas and invited questions from the students to create an easy and comfortable classroom environment.
- The students' opinions were heard, and necessary debates or discussions were initiated with the participation of others.
- The students were engaged in inclusive classroom activities that supported their learning and course modalities remaining careful about their backgrounds.



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

To help students understand learning objectives and expectations of the course, the following steps were followed:

- Though the course syllabus is uploaded routinely on the APU site, the students had been familiarized with the contents of the prescribed syllabus of the course at the first hour of the first class.
- In that introductory class, I described in detail the course's learning objectives and how they are related to the module of the course and course contents.
- I also introduced the method of taking online classes, assignments to be given, and exams to be held.
- I also introduced the evaluation method for exams to the students so that they understand how the expectations were linked.

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

In the classroom, multiple ways for students to engage with the course materials and demonstrate their learning included:

- To ask questions and get answers pertinent to questions in the classroom environment.
- Students were put into breaking rooms to solve small cases on a group basis during the class.
- Groups were made and group assignments were distributed.
- The students had to submit assignments by the deadlines.
- There was a Final Exam for all the students, and they had to appear in the exam to secure good grades.

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

Starting from groups formation to assigning the assignments for them, due care was taken so that inclusive characters could be maintained. The steps in this regard were:

- Include students of different backgrounds.
- Ensure multicultural inclusion in the group.
- It was choosing the title of the works that may have cross-country and cross-cultural lineage.
- Students of diverse regions were included in groups so that they could share different perspectives on the work.



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



The TA was involved in conducting the class on ZOOM in various ways.

- He helped me in the distribution of class materials that include everyone.
- He maintained the ZOOM queue so that the students' questions and answers were taken care of and nobody was intentionally ignored.
- He assisted the group formation of the students to keep the inclusive objective I wanted to maintain.
- He was there to bring to my notice anything needed to make the class and teaching inclusively.

## 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.

All have been explained above about how I, with my TA's support, applied inclusive teaching and fostered diversity and inclusion in the ZOOM class.



**Biodiversity EB**



**Professor Faezeh MAHICHI**



**English**



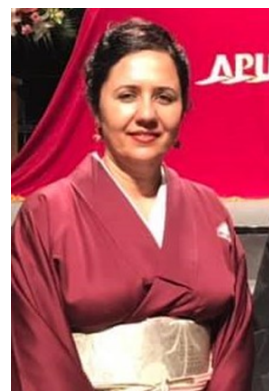
**197 students**



**APS**



**FA2020 Q2**



## Course Overview

Biological diversity, or biodiversity, is a term encompassing the variety of organisms at all levels, from genetic variants belonging to the same species, to species diversity and including the variety of ecosystem (from the Book Ecology by A. MacKenzie). Biodiversity provides both direct and indirect values to our society, however, due to increasing human impact, this diversity is currently under considerable threat. In this course, we examine the spatiotemporal patterns and the functions of biodiversity, as well as the mechanisms that give rise to the diversity.

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

The teaching method for this class was “Inclusive Learning and Inclusive Teaching”. The class had mainly three actors: 1) the instructor, 2) the TA, and 3) the students. The 197 registered students were grouped based on students’ nationality, class stand, by the TA and faculty in groups composed of 4~5 students (in order to have a relatively mixed students based on their language and background knowledge). The three actors (the students, TA and instructor) were all invited and encouraged to work inclusively throughout the course in the following three main course activities:

### ① Lecture Questions

The lecture questions were a follow up assignment for each class. This has given the students to review the class despite their will of studying outside of class. Each group members were encouraged to read the other members’ assignment and comment on them, as a part of the inclusive learning process. Such assignments may seem mandatory and oppressing, yet it is a necessary procedure for the course since it is likely to guide the students to study more. As the students’ input have indicated, many students have done this assignment and had a very high participation rate.

### ② News Sharing

Since the groups were formed based on their nationality, it was possible to encourage the students to share it. Such assignments may seem mandatory and oppressing, yet it is a necessary procedure for the course since it is likely to guide the students to study more. As the students’ input have indicated, many students have done this assignment and had a very high participation rate.

### 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 related to the course. As the groups were composed by different nationalities and students with different backgrounds, it had the potentiality to learn extensive skills such as research, collecting relevant and updates information, as a team writing the final project and design a botanical garden in APU with clearly addressing the issue of biodiversity loss, the purpose, and objectives of the botanical garden.

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

1. The class always started with a bright tone from the instructor and the TA. TA wrote greetings for the class via the chat room in zoom.
2. The TA always announced and asked the students to share their problems via zoom chat or personal emails.
3. The students were encouraged to speak freely during class. Zoom provided a hand raising section where the students could express themselves if they had something to say.
4. We frequently used breakout room function of the zoom in order to provide the change for group members to communicate and discuss on the assigned topics during the class time.

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



The course syllabus including the course objectives were shared and discussed with the students in the first class. During the course, the instructor tried to share learning objective of each course activities with the students.

The TA has also played the role of counter actor by monitoring students who did not participate well and reported to me. The students who failed to participate actively in the course were approached in some cases and were offered extra supports.

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

As mentioned on the first question, there were two assignments throughout the course that has supported the students to engage to the course materials; '**Lecture Questions**' and '**News Sharing**'. Residing from these two, another encouraging factors could be listed as:

First, the TA making announcement on deadlines and helping students to conduct the final group project. Since the class had sum number of groups, the TA has supported the students to prevent confusions and disputes. Due to the differences from the group members, some groups were suffering 'free-riders' and 'lack of participation' from certain few group members. The responsibility of the TA was to find the troubled groups in early stage of group works, take a deep look in the situation and make alternations or suggest solutions. If the problem was not solved, the TA reported the problem to me and I ran the protocol for taking note and offering extra support to some of these students. This note later influenced the grading scale between the students and continuous monitoring was held to see if there were any improvement with those particular students.

Secondly, we held in-class discussions. As a method for having the students to share their own learnings and different perspective, I had assigned the students into groups to discuss about in-class materials. By using the advantages of zoom breakout room function, it was possible for the students to straightly start with the discussion immediately. Despite these measures, yet some students had lack of participation. This has led the TA to patrol the breakout rooms to see if the group was conducting the discussion well or not.

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

The group works has given the class a small spark for initiating academic search, reading and sharing with their group members. Each of the group works were highly based on to the personal level of understanding and application on daily life. This has given the students to think within their own frame and as well share their opinions with other students.

Furthermore, I as the instructor, the TA and outside actors in the field have shared personal experiences as active learning method of “sticky examples” in which have helped the students to understand the field in a more personal level with compassion and similarity.

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

The TA supported the class by three categories:

First, answering student's questions as a medium between the students and the instructor. Since it would be impossible for the instructor to answer all questions and inquiries from students, the TA were the ones to help the students to clear out the protocols of the class.

Second, monitoring students by giving a right amount of monitoring and sending reminder to the students. This has given some motivation for the students to in participate actively in the course assignments.

Third, supporting administration work for reading and taking note for the students and instructor.

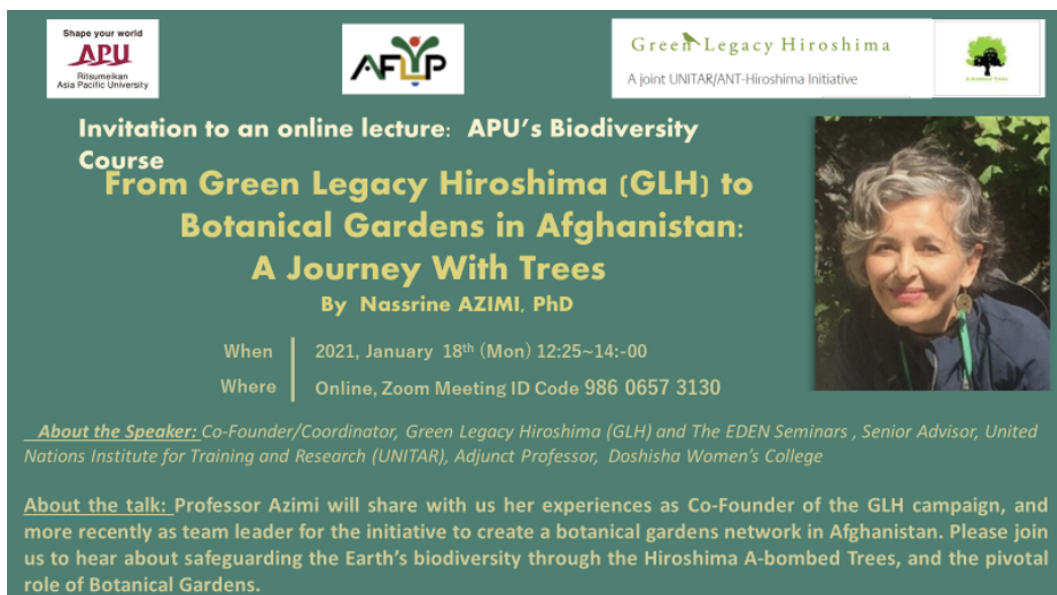
Fourth, supporting administration work for reading and taking note for the students and instructor.

## 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.

Through the inclusive teaching method of the course, I have invited a guest speaker to the class Professor Nassrine Azimi, Professor of Doshisha Women's College, Co-Founder/Coordinator, Green Legacy Hiroshima (GLH), and Senior Advisor to United Nations Institute for Training and Research (UNITAR). Professor Azimi as an expert has shared her experience from the importance of trees not only in biodiversity context but also in promotion peace and prevention of conflicts with the students. The talk was received well by the students.

The final group project was based Professor Azimi's talk and the course content; “From Green Legacy Hiroshima (GLH) to Botanical Gardens in Afghanistan: A Journey With Trees”.

The students were instructed to work with their group members to design a botanical garden in APU with clearly addressing the issue of biodiversity loss, the purpose, and objectives of the botanical garden. Most group of the students have performed amazingly in their finally project and the submitted group reports indicated that the students have realized the course contents from the basic biodiversity content to history of atomic bomb survival trees and their roles in promotion of peace in the world holistically.



The poster is for an online lecture titled "From Green Legacy Hiroshima (GLH) to Botanical Gardens in Afghanistan: A Journey With Trees" by Nassrine Azimi, PhD. It features logos for APU (Asia Pacific University), AFIP, Green Legacy Hiroshima, and UNITAR. The lecture is scheduled for January 18th, 2021, at 12:25-14:00, via Zoom. A portrait of Professor Azimi is shown on the right. The text describes her role as Co-Founder/Coordinator of GLH and Senior Advisor to UNITAR, and outlines the talk's focus on biodiversity, peace, and the role of botanical gardens.

Shape your world  
**APU**  
Ritsumeikan  
Asia Pacific University

**AFIP**

Green Legacy Hiroshima  
A joint UNITAR/ANT-Hiroshima Initiative

**Invitation to an online lecture: APU's Biodiversity Course**  
**From Green Legacy Hiroshima (GLH) to Botanical Gardens in Afghanistan: A Journey With Trees**  
By **Nassrine AZIMI, PhD**

When | 2021, January 18<sup>th</sup> (Mon) 12:25~14:00  
Where | Online, Zoom Meeting ID Code 986 0657 3130

About the Speaker: Co-Founder/Coordinator, Green Legacy Hiroshima (GLH) and The EDEN Seminars, Senior Advisor, United Nations Institute for Training and Research (UNITAR), Adjunct Professor, Doshisha Women's College

About the talk: Professor Azimi will share with us her experiences as Co-Founder of the GLH campaign, and more recently as team leader for the initiative to create a botanical gardens network in Afghanistan. Please join us to hear about safeguarding the Earth's biodiversity through the Hiroshima A-bombed Trees, and the pivotal role of Botanical Gardens.



## Management of Human Resources and Organizational Behavior



Professor Lailani L. Alcantara



English



137 students



APM



FA2020 Semester



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### Course Overview

This course aims to introduce the fundamental concepts of organizational behavior (OB) and human resource (HR), and to discuss issues pertaining to individuals in the organizational setting, with focus on human behavior, group dynamics, and organizational systems.

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

Inclusive teaching is a pedagogy that aims to create an environment that is conducive to learning for all students. It fosters a positive learning environment by making students feel welcomed and valued in class, and a safe learning space where all students feel comfortable expressing themselves.

Inclusive teaching is not about lowering the standards. Rather, it is about clarifying standards so that students can have a good understanding of class expectations, can share common objectives with the instructor and other students in class and can seek for support when needed.

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

I set the following values to guide me in class: respect, curiosity, and connection. Treat all students with respect; not to judge them but to stay curious about what they say or express in class; and communicate and interact with students with the objective of building connection on a personal level whenever possible.

To guide everyone in class, I stated the following Diversity and Inclusion Statement in my syllabus and explained this in class.

"Respect for diversity. The diversity that each student brings to this class is valuable, it is a resource and strength that provides a variety of perspectives for a richer discussion. All class members should communicate in a way that respects, listen attentively, and engage in discussions with an open mind.

I am still learning about diverse cultures, perspectives, and identities. If something was said in class that made you feel uncomfortable, please let me know."



The following were the practices I used in class with the aim of making students feel welcomed and valued in class:

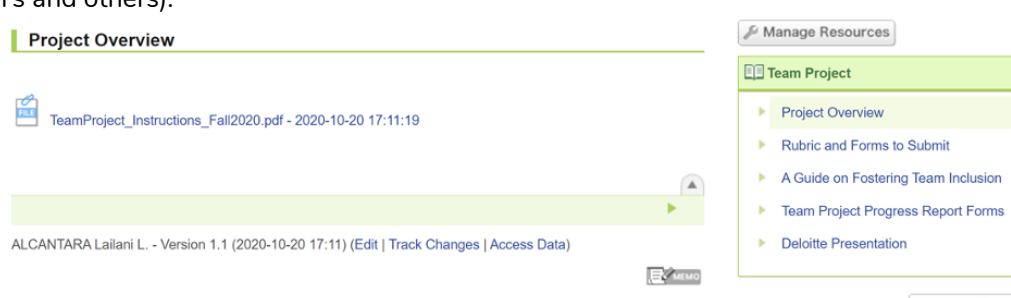
1. Welcome the class in the beginning of each class on a positive note/tone.
2. Recognize students' contributions by saying thank you in class and making an announcement on Manaba, expressing my appreciation for their contributions.
3. Mentioning the names of students during class discussions.
4. Announcing at the end of each class that they can stay if they have any questions or matters they would like to consult with me.
5. Invite students to turn on their video whenever possible because it helps them stay engaged and me see (feel) their presence.
6. Use my personal examples to explain the concepts and theories we discuss in class.

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

I explicitly stated the learning objectives and expectations in the syllabus that were also explained on the first day of class. To make it more attractive students to read the syllabus, I created another version (aside from the one posted on the campus terminal) of the syllabus (see image below) that I posted on our class Manaba page.



I also created a separate folder on Manaba to share all materials related to the class project (instructions, rubric, PPTs and others):



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

Students can engage with course materials through lectures, discussion, and breakout sessions in class. I also utilize Manaba to share course materials (PPTs, journal articles, videos, industry reports and others) and communicate with students.

Students can demonstrate their learning through active participation in class, online quizzes, worksheets where students write their group discussion outcomes, sharing group discussion outcomes in class, homework, reports, and group project.

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

I repeatedly communicated with students that we value inclusion and it is important that each member is treated with respect and given a chance to contribute. I did the following with the aim of fostering inclusion in group work:

1. Share a “Guide on Fostering Team Inclusion”
2. Assign a group activity called “What do we have in common?”. This allows each team to get to know the members of the team and, possibly, establish a common ground, a sense of “belongingness” and “togetherness”.
3. Communicate the Breakout session Oyakusoku: Turn on your video. Listen attentively with an open mind. Each member should contribute. Assign roles: facilitator, note-taker, representative.
4. Assign progress reports that instruct students to manage their team, clarify their work, assign roles and task to each member. See below for a portion of the progress reports:

### Progress

- What have you done/completed so far for your project?

### Action Plan

Action Items to be completed by the submission of progress report on 12/22	Who is responsible?	Due?	Comments/Notes

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

With the help of DITA, I had two TAs. I was able to assign less than 15 teams and 70 students to one TA. TAs were very responsive to emails/inquiries of teams and students. My TAs communicated with students promptly and with respect and showed support for student learning. TAs also offered their feedback, shared their experiences in 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.

“A Guide on Fostering Team Inclusion”

English: [https://ritsumei365-my.sharepoint.com/:b:/g/personal/lanipark\\_apu\\_ac\\_jp/Eesv3NAachVMiwxY5k8SgMgBVkJ6BQu8rOE0iMOGnEoW7g?e=YEnnnl](https://ritsumei365-my.sharepoint.com/:b:/g/personal/lanipark_apu_ac_jp/Eesv3NAachVMiwxY5k8SgMgBVkJ6BQu8rOE0iMOGnEoW7g?e=YEnnnl)

Japanese: [https://ritsumei365-my.sharepoint.com/:b:/g/personal/lanipark\\_apu\\_ac\\_jp/EQIKvCA\\_NcJARzcrY-PjtrgBxzSFgLssAM3qhKzSJ-bTw?e=ewmqvj](https://ritsumei365-my.sharepoint.com/:b:/g/personal/lanipark_apu_ac_jp/EQIKvCA_NcJARzcrY-PjtrgBxzSFgLssAM3qhKzSJ-bTw?e=ewmqvj)



 **Community Development FA**

 **Professor Rikio Kimura**

 **English**

 **16 students**

 **GSAM**

 **FA2020 Q2**



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## Course Overview

### (1) Course Objectives:

This course aims at equipping students to become scholar-practitioners by integrating as well as interrogating both theories and practices of community development. This course discusses the key aspects of community development from the epistemological, critical and practical points of views. Such aspects include community resources, community capacity development, participatory development, participatory governance, and organizational issues of community development organizations. In order to delve into the epistemological and critical issues of these aspects, this course will also employ pertinent sociological theories.

### (2) Standards for Course Completion

- Students should be able to delve into epistemological assumptions behind community development practice.
- Students should be able to critically analyze community development practice.
- Students should increase their abilities to implement community development practices in an epistemologically and critically informed manner.

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

Inclusive teaching is where student feel that they are supported by an instructor, 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 keeps lecturing and treat students 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 TAs approachable and available by using a positive welcoming tone and practicing prompt and sincere feedback/support to students' inquiries/requests.

As an instructor, I often stopped sharing PPT screen and opened up some class time for engaging plenary and free discussion with students. I did not require them to turn on their video, but their inquisitiveness made them turn on their video and actively ask questions and participate in discussion there. I realized that at post-graduate level, this kind of class interaction might be possible.

To make students feel inclusive, I often followed up with students who did not submit weekly assignments, and if they had valid reasons, I gave them opportunity to submit their assignments even after the deadlines. The small size of a post-graduate level course allowed me to do this.

TAs and I also strived for facilitating mutual help among students in their small groups. As mentioned later, pre- and post-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.

I weekly kept personal reflection journaling of how each session went this time, especially as I taught this course on-line, this course was small, and I was mandated to make this course inclusive (by hiring a DITA). This reflection process helped improve a following week's session, particularly in the area of making students feel included.

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

I added to the syllabus what I wrote (1) and (2) above or explained verbally about them so that students would be cognitively aware of the expectations of the class.

TAs and I marked and gave feedback to students' weekly assignments and journaling each week so that they would be aware of what they are expected to do in those assignments.

As for the final paper, I took an ample time to explain about it and show students some exemplary papers from the previous years so that they would understand what is expected in their final paper.

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

As hinted above, students were given weekly assignments, through which they can prepare for the following week's classes. They were also given weekly journaling, through which they can reflect on the previous week's class contents and how they can apply those to their personal and professional life.

The fair 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.

Students were also given a presentation opportunity where they needed to digest assigned readings and effectively present key ideas.

Finally, as mentioned, students were given the task to write a final paper, in which they applied concepts and theories learnt in the course to a real community development project in order to help them consolidate their learning from the course.

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

I had pre- and post-session meetings (20-30 minutes each) with my TAs to particularly discuss group work of the day and to reflect on how group work went and strategize interventions for group work in the next session. I also had TAs fill in the monitoring form of their responsible groups as it would help them think about intervention strategies for subsequent group work. I have done these practices when I was doing MCL for my undergraduate major course back in 2017, 2018 and Fall 2020. 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).

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?

As hinted, TAs were the ones who directly worked with and facilitated small groups. I have recruited TAs from my last year's Community Development FA course and so they were familiar with the course contents. I selected top-notch students from the course in terms of their class performance and their potential to become dynamic yet sensible TAs. They had their responsible groups and developed rapport with them. Based on such rapport building, they facilitated small group work. This included giving directions for group work and making group work inclusive of everyone. As they were the ones who were most familiar with each group's situation through their regular interactions and keeping record in monitoring forms, overall they have been able to effectively assist their responsible groups towards inclusive group work.

## 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 the what I have done is documented, including various kinds of forms (e.g., TAs' monitoring forms), in Kimura (2020) attached.



**E-Commerce EA**



**Professor Pajaree Ackaradejruangsri**



**English**



**239 students**



**APM**



**FA2020 Semester**



## Course Overview

This E-Commerce offers a comprehensive introduction to the theory and practice of E-business and E-Commerce management in the digital era. Thus, the basic knowledge and understanding about business management and a completion of Introduction to Marketing/Principles of Marketing would be a plus and cutting-edge for this course. The following are the specific learning objectives for this course:

- To understand and conceptualize the terms and essences of digital business, e-commerce and internet marketing;
- To identify relevant digital business strategies and its applications;
- To examine the strategic implications of digital business, e-commerce and internet marketing with emphasis on existing companies.

**Upon completion of this course, students are expected:**

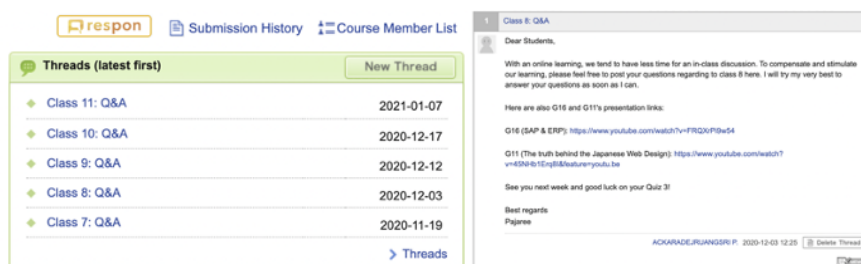
- To gain a comprehensive understanding of the essential concepts and theories of digital business, e-commerce and internet marketing;
- To be able to analyze, develop and apply the right strategies to the practical cases;
- To be able to identify the challenges and opportunities in managing/operating businesses in digital world.

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

Inclusive teaching is enabling all students to have an equal chance to learn by considering the diverse needs and backgrounds of all students to create an inclusive environment, where all students feel valued, comfortable to share ideas and appreciate the differences.

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

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



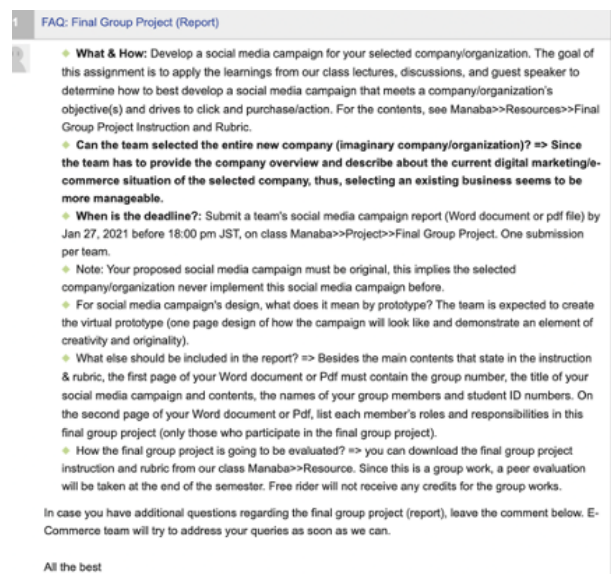
(a)

In the e-commerce class, students can raise questions and participate in discussion throughout the class. For example, the students can contact instructor/TA/DITA via e-mail for class related matter during, pre, and post the class. To be more specific, during the class, there are mini class activities to encourage student discussion and participation. Students can use different Zoom functions to express and share their ideas/questions to the class, such as "raise hand" for sharing the questions, "yes and no" for agree or disagree and etc. In addition, a Zoom's live poll and/or Manaba's Respon, and discussion threads are also utilized to stimulate student's learning (see picture (a)).

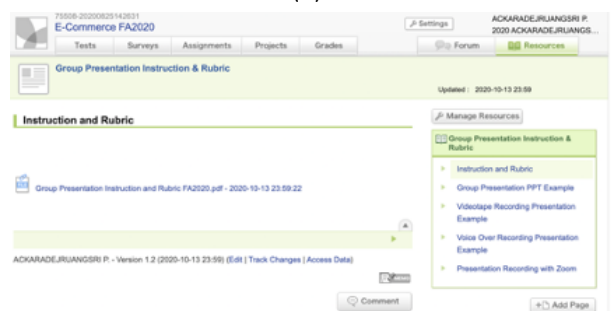
For constructive discussion and learning purpose, we as a class have agreed that there will be no judgement what is (definitely) right or wrong as long as the students clarify their rational behind with references. This direction has been explained and highlighted at the beginning of the semester to encourage and comfort student participation.

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

The explicit class learning materials (including PPTs in details, assignment instructions and rubrics, mini quizzes feedbacks) are provided on class's Manaba prior to each class. Students are encouraged to download and study the materials before joining the class. The class assessments and learning objectives are explained during the first session and reinforced throughout the class. The FAQ page on final group project has been created on Manaba in addition to the final group project's instruction and rubric (see picture (b)). There are also mini quizzes to assess student learning in one every three or four sessions. Good examples of group presentation and final project are also provided to set the expectation (see picture (c)). In case students have questions, they can contact the instructor team via e-mail or raise the questions during the class.



(b)



(c)

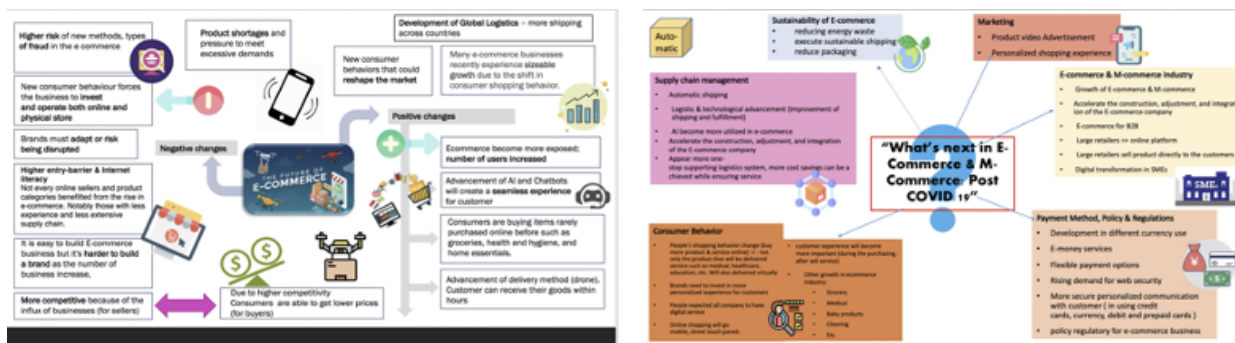
## In your class, what were the multiple ways for students to engage with your course materials and demonstrate their learning?

The following are the multiple ways for students to engage with the E-Commerce 's course materials and demonstrate their learning:

- Personal contact: contacting via instructor's/TA's/DITA's email
- Class's Manaba: using multiple Manaba functions, including Resources (sharing class PPTs, assignment instructions and rubrics, online class policy, examples of group presentation and final project), discussion threads, course news, test for mini quizzes, assignment for individual work, project for group work, grades for providing mini quizzes feedbacks, and Respon.



- Pre-class preparation: Since the class materials would be posted on class's Manaba at least 2-3 days before the class, it allows students to have enough time to download and study before the class.
- Zoom's class: using chat box, live poll, raise hand, thumb up, thumb down, yes, no, shared screen, to engage with student during the class. The live Zoom's poll participation was counted for class attendance while Zoom's chat box and discussion thread on Manaba were used to count class participation point.
- Zoom's recording video: for students who could not attend the normal class time due to different time zone and/or technical issues, they can contact the instructor team and receive the link to watch the class recording.
- Multimedia tools: trending news articles and videos on e-Commerce trends, e-textbook, teammates application for peer evaluation are also utilized in this course.
- In final session (class 14): students have to work together in groups to prepare a mind map on "What's next in E-Commerce & M-Commerce: Post COVID 19" and present it to the class. By having this in class activity, the students were allowed to reflect on what they had learned, see the changes in the market and expect to see in the market! See picture (d) for an example of student's mind map.



(d)

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

To enhance MCL and inclusion in group work/group activity, for grouping itself, the instructor team is carefully designed the group. Based on the online survey results that was conducted during class 1, the instructor team was able to form teams with diversity, considering a good mix of APM/APS, different nationalities, genders, years, and the students' current locations to avoid any big time zone differences. Moreover, to avoid free-rider in group work/group activity, the class applies a peer evaluation at the end of the semester. The results of peer evaluation reflected on each student final grade. Furthermore, each group was also required to submit the statement of contribution, which roles and responsibilities for each group member shall be stated for both of their group presentation and final group project.

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

I am very thankful to have the 2 TA supports, in which one of the TAs is DITA. Since day 1, the TAs have played an important role in facilitating and managing the online learning. They helped in forming teams with diverse backgrounds. They recorded and tracked student attendance and participation weekly. As a result, we were able to identify some of the concerns/issues that a particular student might have. For example, we noticed that Student A experienced an instability of internet connection (the student was on and off during the online class). With this, the TA contacted student directly and asked if the student would like to receive a video recording link for that particular class. The TAs also acted as the gatekeeper and coordinator, contacting the inactive student(s) to participate into group work/group activities. Many students also preferred mailing the TAs asking class-related questions, thus, the response was very quick, and we were able to answer student's e-mails and solve the concerns within 24 hours. The TAs also served as Zoom's experts. With their help, I could focus on class delivering, discussion, inclusive teaching and learning, while they managed the Zoom's system.

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

Besides the above-presented examples, here are additional examples of how practical topics (that the students are interested in rather than purely theories and concepts) are integrated into the E-Commerce's class teaching and learning (see picture (e) for group presentation topics).

Attached link is also the example of student's work on their group presentation:  
<https://youtu.be/n5eiXf6H-Zo>

Presentation	Topic	Presentation	Topic
<b>1</b>	Alibaba vs counterfeiting warning laws	<b>11</b>	SAP and ERP: The fashion retail solutions
<b>2</b>	TikTok faces privacy lawsuit	<b>12</b>	The Truth about Japanese web design
<b>3</b>	The revenue stream of Facebook: How does it change throughout the years?	<b>13</b>	Cookies, privacy policy, and customer's privacy rights (customer's view)
<b>4</b>	Example(s) of customer centric web design	<b>14</b>	Cookies and privacy policy: the business perspective (company's view)
<b>5</b>	Marketing on SNS	<b>15</b>	Unbeatable Amazon: Online to Offline (O2O)
<b>6</b>	User generated content (UGC) on the Web	<b>16</b>	Mercari: What's new (C2C)
<b>7</b>	e-Commerce to M-Commerce: The next big move	<b>17</b>	Blockchain in e-Commerce
<b>8</b>	Virtual & Live Auction: How internet and technologies are shaping online auction?	<b>18</b>	From cash to card to cardless: Digital wallet
<b>9</b>	Poor personalization that drives away traffics & sales	<b>19</b>	E-Commerce Transformation During COVID 19 and Beyond
<b>10</b>	Successful examples of personalization in e-Commerce that boost traffic & sales	<b>20</b>	Airbnb and Economic Sharing: Overcoming the Pandemic and Challenging Ahead

(e)



## Introduction to Env. Studies



Professor T.E. Jones



Japanese



100 students



APS



FA2020



## Course Overview

In order to understand the relationship between environment and development, and the concept of sustainability that seeks to balance environment and development, natural science knowledge and social science analysis are indispensable. The aim of this class is to study the basic knowledge of sustainability from an interdisciplinary perspective.

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

I'm not an expert in inclusive teaching, but I guess APU is an ongoing experiment 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 and 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 and 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 (especially 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 and 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 (※ see next question).



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

Encouraging students to meet and mix in and out of classroom hours via a Flipgrid case study video presentation with several stages (※ see below).

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

- Having TAs introduce specific learning objectives and assignments
- Having TAs or students provide model examples for specific learning goals
- Having international students as TAs, together with foreign faculty teaching the class in Nihongo, forces the Japanese students to re-consider their idea of multicultural learning environment. Unfortunately, many of them 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.**

<https://flipgrid.com/28c06e8f>



**Human Resource Management**



**Professor Rebecca Chunghee Kim**



**English**



**18 students**



**APM**



**FA2020 Q2**



## Course Overview

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

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

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?

In MBA class with mature students, I assume it's nice for teachers to approach students with REAL issues or cases of the world beyond textbooks. It makes students to feel more enjoyable by learning effective qualitative problem solving and decision making skills. It also linked to the improvement of the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of business and other situations.



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

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

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

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

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



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 HRM class. In addition, my DITA TA asked to each one their nationalities through Manaba. All these components were considered in group designation.

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

I taught main theories, practices and issues by interactive lecture and discussion. 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 HRM 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.

