

麻布大学ティーチング・ポートフォリオ

所属 生命・環境科学部共通研究室

職階 講師

氏名 ジョナサン・リンチ

麻布大学では、教育研究活動その他大学の諸活動を恒常的に自己点検・評価し、その結果を検証して改善に結び付けることにより、教育の質保証を行う観点から、各教員が『ティーチング・ポートフォリオ』を作成しています。ティーチング・ポートフォリオの構成及び更新サイクルは以下のとおりです。

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1. 教育の責任

対象期間：2024年4月～2027年3月

更新年月：2024年2月

For the academic year April 2023 to March 2024 I have taught the classes listed above. In addition, for Core I and Core II TOEIC, I am also responsible for liaising with and supporting two part-time teachers. For all of these courses, I prepare original materials, supplementary materials, quizzes, tests and deal with any problems or questions that students may have in connection with the course.

科目名	学科・専攻	単位種別	配当年次	受講者数(単位:人)
Core I TOEIC A	1E	必		24人
Core II TOEIC A	2E	必		22人
Core I TOEIC B	1E	必		24人
Core II TOEIC B	2E	必		22人
英語講読	2F	必		19人
ライティング基礎	2F	必		21人
環境英語	3E	選		23人
医学英語	2M	必		57人
卒業研究	3/4 E/F	必		3人
アカデミック英語コミュニケーション	環境保健学研究科			11人
地球共生論	1 V/A/N/M/F/E	必		～630人

2. 教育の理念

対象期間：2024年4月～2027年3月

更新年月：2024年2月

In my opinion, young adults should make efforts to become active members of society in today's globalized world. Aiming towards this goal, acquiring functional skills and abilities in English is most definitely required. Although these skills and abilities may not be directly needed in daily life or even in the workplace, a good basic English ability in reading, writing, speaking and listening will certainly broaden the horizons of young people and allow them to access information and opinions from around the world. Through this process, young people will be able to participate more fully in any endeavor that they undertake. In the world of scientific endeavor, research is now a globalized activity and scientists in every country must base their own research on the existing knowledge in their field, from both Japan and around the world. Being able to quickly understand and utilize this information is a fundamental requisite for all researchers. And in today's multi-media world, scientific information is not just the written word. Understanding spoken content, for example videos from scientific conferences, is also a basic skill for international researchers. As an English teacher at a scientific-focused university, I hope to be able to help students develop the English skills needed for their careers in science and for their personal growth. In addition, sharing knowledge in person and online is the responsibility of all scientists and to do this at a global level, basic English skills are required. Japanese researchers must be able to announce and share their excellent research and results in English with the wider world. In this way, we can see that English ability is a “two-way” street, in which receiving information and sharing information are equally important.

3. 教育の方法

対象期間：2024年4月～2027年3月

更新年月：2024年2月

To make progress in acquiring English proficiency, students must be motivated. I believe that a fundamental part of our job as a teacher is to motivate students through our teaching efforts AND also help them to find their own sources of motivation. If this can be achieved at a fundamental level, English learners will certainly become able to make big improvements in their language skills, above and beyond simple memorization of grammar and vocabulary for tests and so on.

Given this starting point, it is one of my fundamental goals to try to make each lesson as interesting and accessible as possible for the participants. I believe that there are four important ways to do this:

- ① Preparing interesting and relevant materials;
- ② Establishing a friendly, pleasant and non-threatening environment in the classroom, where students can comfortably study English;
- ③ Creating an interactive classroom in which two-way communication between the students and teacher is encouraged;
- ④ Paying careful attention to the level of the class to try to ensure that weaker participants are not left behind but at the same time stronger participants are challenged to improve their skills.

For my classes, I only use self-prepared materials. By preparing the materials myself I believe that I can have a greater involvement in my students' learning process and directly try to achieve points ① and ④ mentioned above.

Student preparation is also crucial for the class and I also prepare pre-study materials myself and give quizzes at the start of class to make sure that as many students as possible are actively using these materials. I ask students for their answers but always try to encourage students, even if their answer is not correct.

When time allows, I think it is important to include video and audio content or even just 'teacher-talk' that is not necessarily directly related to the content of the lesson, but which expands the students language horizons and also serves to motivate the students to participate in the lesson.

(1) アクティブ・ラーニングについての取組

有

I consider active learning to be an important part of modern education and aim to include at least one active-learning activity in each class that I teach. The activity depends on the course, the class content and the time available but is chosen from the following list:

pairwork, groupwork, language games, role playing, language-based puzzles to be solved cooperatively, questionnaires.

For every course, during one semester, I aim to make sure that each of the activities listed here are implemented at least once.

(2) ICTの教育活用

有

All lesson content is presented by a Powerpoint slideshow. The lesson prints (and listening files if required) are available for students on AzaMoodle. In-class quizzes and homework are implemented via AzaMoodle. Pre-study worksheets are sent by e-mail. Mid-semester tests and end-of-semester tests are paper-based but results are sent by e-mail.

4. 教育の方法の改善・向上を図る取組

対象期間：2024年4月～2027年3月

更新年月：2025年2月

(1) 教育（授業及び実習等）の創意工夫

B

Since I strive to tailor my lessons as much as possible to my students' needs, all of my course materials are self-made. Additionally, I believe that it is important to incorporate lesson content and activities that engage and motivate students. I think that adding a wider selection of materials and activities and also changing the pace of the class is essential to keeping students focused and motivated. To achieve this, I occasionally include pairwork, group activities, and even language games in my lessons.

However, some students have expressed in feedback that they prefer studying independently and do not enjoy working with classmates during lessons. To accommodate this, I always offer a solo study option when implementing group activities.

The biggest challenge in integrating pair and group activities is time, as we must cover a significant amount of core material in each lesson, leaving limited room for additional activities. Currently, I am exploring ways to incorporate shorter group and pairwork activities. In the upcoming academic year, I plan to test some of these shorter formats.

(2) 学生の理解度の把握

B

At the beginning of each semester, I conduct a brief in-class quiz to assess students' proficiency levels. In many classes, placement tests are administered at the start of the academic year to help with student streaming.

The mid-semester and end-of-semester tests in my courses are achievement-based rather than proficiency-based. These assessments are directly aligned with course content, ensuring that students who have studied diligently and mastered the material can achieve strong grades. The mid-semester tests are particularly valuable as they help identify students at risk of falling behind. Based on their results, I provide additional support to these students in the latter half of the course.

I also incorporate regular in-class quizzes, with students submitting their answers through the LMS. This data helps me identify students who may need extra support, but I recognize the need to analyze it more frequently and in greater detail. My goal is to improve this process in the upcoming academic year.

(3) 学生の自学自習を促す工夫

B

I assign my students simple pre-study tasks and weekly homework. The homework is LMS-based, allowing students to receive instant feedback on their answers. Additionally, I dedicate the first 5 to 10 minutes of each class to reviewing the questions, checking the correct answers together, and addressing any difficulties students encountered.

So far, most homework assignments have consisted of multiple-choice questions. However, I believe incorporating a greater variety of tasks would be more engaging and beneficial for skill development. One of my goals for the upcoming academic year is to introduce new types of homework to enhance both motivation and learning outcomes.

(4) 学生とのコミュニケーション

B

(I marked "B" but I think I can mark communication as "B+")

I believe that direct communication with students during class is essential. My goal is to ask each student at least one question over a two-week period and, as much as possible, to remember their names. Students typically contact me via email, and some occasionally visit my office.

However, I recognize that not all students feel comfortable responding to questions in English in front of their peers, as it can be a stressful experience for some. I want to find ways to reduce this stress and make Q&A interactions more engaging and enjoyable, helping to increase students' interest in the lesson.

One idea I have been considering is implementing a form of "training" to help students feel more confident when answering questions. I plan to introduce this approach in the new academic year, particularly at the beginning of the first semester.

(5) 双方向授業への工夫

B

I create a variety of original materials for course content, pairwork, group activities, and language games. I believe that effective scaffolding is essential for these activities, which means providing well-structured materials and clear language that students can practice during the exercise. Naturally, the activity's content should align closely with the lesson objectives. For example, in a TOEIC-focused lesson, an activity might reinforce key vocabulary from the lesson handouts.

However, as mentioned earlier, time constraints remain the biggest challenge to incorporating these activities on a weekly basis.

5. 学生の授業評価アンケート結果に基づく改善・向上の取組

対象期間：2024年4月～2027年3月

更新年月：2025年2月

(1) 授業評価アンケート結果の授業への反映

Personally speaking, the most valuable part of the course evaluation is the written comments from students. I always encourage them to provide written feedback when completing the evaluation form, but unfortunately, most students do not leave comments, which is a missed opportunity. I believe the feedback system should be redesigned to ensure students provide written input rather than just selecting multiple-choice answers.

When students do leave comments, I make a point of addressing specific concerns, especially if multiple students highlight the same issue.

Here are some examples of changes I have implemented based on student feedback:

A student mentioned that my PowerPoint slides needed more example sentences. In response, I have incorporated additional examples, particularly for challenging grammar points and vocabulary-heavy topics.

Several students found the textbooks I used to be "not useful" or "boring." As a result, I have stopped using textbooks and now create all my own materials.

Some students expressed a preference for independent study rather than group activities. To accommodate them, I now offer a solo study option during groupwork sessions.

A few students requested more opportunities to practice course content, so I have developed additional exercises that they can complete voluntarily.

(2) (1) の結果による改善・向上の具体的な成果又は課題

I believe I am addressing student feedback to some extent, but ideally, this should be an ongoing, continuous process. I aim to regularly review my lessons not only from the students' perspective but also based on my own observations of what is effective and what could be improved. I also think that receiving negative feedback from students can be (to some degree) mentally traumatic for teachers, and therefore a peer-network to provide support on this among teachers should be introduced.

(3) (2) を踏まえた次年度の取組

I plan to talk openly with other English teachers about our course feedback, with the aim of comparing our respective feedback to find what points were positive and what points were negative. Then we will all discuss specific points to improve our lessons, with a focus on teaching practice and course content. We will also make a special effort to analyze how we can best deal with students who need extra support or special consideration.

6. 学生の学修成果向上を図る取組

対象期間：2024年4月～2027年3月

更新年月：2025年2月

(1) 現在までの学生の成績向上に資する取組及びその成果並びに今後予定している取組

At Azabu University, nearly all English classes focus on reading and writing skills. However, I firmly believe that improving speaking and listening abilities can also enhance students' reading and writing development. I think all students at Azabu should have the opportunity to participate in online speaking courses as a way to support their overall English learning. These courses are now available at very affordable prices, and I believe the financial impact on the university would be minimal.

(2) (1) の取組を通じて改善・向上が図られた学生の学修成果並びに当該取組に対して得られた学生及び第三者からの評価又はフィードバック

I have encouraged students to join and participate in the Azabu University English Speaking Society as a positive way to improve their communicative skills. Several students have done so and according to our members the weekly meetings have been valuable opportunities to speak in English.

An example of a positive outcome:

During one meeting, I advised the members to use the word "heritage" when asking foreign students about their ethnic background. One ESS student met some foreign students as a part of an Azabu University exchange activity and was successfully able to use the language ("May I ask, what is your heritage?") to communicate with the students and ask about their ethnic background.

7. 指導力向上のための取組（FD研修参加等）

対象期間：2024年4月～2027年3月

更新年月：2024年2月

I aim to participate in all FD study sessions. These have been very beneficial and I have learned a lot and been provided with opportunities to reflect on my own approach to teaching with classes, both in overall approach and also on specific points. I have also learned of new ways to teach and organize courses. I feel that listening to the "Good Teaching Award" speeches from the award winners have been very useful for me in particular.

I think if we could organize follow-up sessions for each FD activity then it would certainly enhance the learning process for teachers. For example, after an FD session, teachers could be assigned to small groups (of 4 to 6 members) and told to schedule a short follow-up meeting. Then in our group we could discuss the content of the FD session, reaffirm what was taught and what we took away from the session, discuss the content in terms of own teaching situations and share experiences. I think that implementing such follow-up sessions would be valuable, but time constraints might make them difficult to implement for every FD session. Perhaps just for selected sessions might be the best implementation.

8. 今後の目標

対象期間：2024年4月～2027年3月

更新年月：2024年2月

Short Term Goals (1 year from now)

1. Continue to improve, update, refresh and add to more course content.
2. Include more example sentences in my presentations.
3. Make sure that those example sentences are easy to understand and illustrate the grammar or vocabulary point clearly.
4. Become more proficient at using the AzaMoodle system and use it for identifying potential dropout students based on the recent FD training session.
5. Use the AzaMoodle system to help students self-monitor their own progress and take responsibility for their own learning.
6. Investigate and identify new apps (such as flashcard apps) that can help students to enjoy learning English and practice the course content in different ways.
7. Encourage students to take proficiency tests such as the TOEIC test as soon as possible (preferably in their first year) so that they get in the habit of taking such a test at least once a year during their four years at university.

Long Term Goals (5 years from now)

1. Revamp English syllabuses.
2. Conduct university-wide surveys with all stakeholders (students, teachers, department heads, administration staff, etc.) on the type of English education that our students want and need for their futures.
3. Fully integrate AI and other advanced tools into the English program at Azabu.

9. ティーチング・ポートフォリオを作成する際に活用した根拠資料

対象期間：2024年4月～2027年3月

更新年月：2024年2月

Examples of class evaluation

Example of self-made material

Example of interactive groupwork activity with alternative solo activity

Example of a presentation on teaching practice at an international conference