Ⅰ　ティーチング・ポートフォリオ

１．教育の責任（教育活動の範囲）

科目名	学科・専攻	必，選，自	配当年次	受講者数
Core I TOEIC AB	1E	必		30 人
Core II TOEIC AB	2E	必		30 人
英語講読	2F	必		30 人
ライティング基礎	2F	必		30 人
環境英語	3E	選		80 人
医学英語	2M	必		45 人
卒業研究	3/4　E/F/M	必		9 人

I am in charge of the classes listed above. For Core I and Core II TOEIC, I am also responsible for liasing with and supporting two part-time teachers. For all of these classes I prepare course materials, supplementary materials, quizzes, tests and deal with any problems or questions that students may have in connection with the course.

２．教育の理念（育てたい学生像，あり方，信念）

I strongly believe that English is a requirement for young adults to become fully fledged members of society in today's globalized world. Even if it is not directly required for a job or in daily life, having a practical knowledge of English will broaden the horizons of young people and allow them to access information and opinions from around the world, thus enhancing any endeavor that they are participating in. For scientists, 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.

３．教育の方法（理念を実現するための考え方，方法）

I believe that motivation is a key to learning English. Without a high motivation, it is impossible to start improving one's language skills beyond memorization for tests and so on.

Therefore, one of my fundamental goals is to try to make each lesson as interesting and accessible as possible for the participants. I believe 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.

アクティブラーニングについての取組

I incorporate the following types of activities into my lessons on a regular basis:
Pairwork, groupwork, language games, role playing, language-based puzzles to be solved cooperatively, questionnaires.

ICT の教育への活用

I present content in every lesson with a Powerpoint slideshow. I also use a 'clicker' system to allow students to give answers in real time. I utilize Gakuri to upload content.

4. 教育方法の改善の取組（授業改善の活動）

①教育（授業，実習）の創意工夫（A〜C）

B: All my content is self-produced and I try to add materials that will motivate students (please see part (3) above). I am willing to try almost any kind of activity in the classroom if I think it will enhance the students learning experience. This includes activities such as group-based language games. However, some students have indicated in lesson feedback that they do not enjoy cooperating with classmates during the lesson and would rather study quietly by themselves. I therefore always give students an option for solo study when a group activity is attempted.

②学生の理解度の把握（A〜C）

B: I usually conduct a quiz or other language exercise at the start of each course to enable me to understand the participants' level. For example, at the start of a writing course, I ask students to write a short self-introduction (or similar) in English and I read these and write a response.

③学生の自学自習を促すための工夫（A〜C）

B: I set pre-study exercises (almost every week) and I set homeworks. I want to make my homeworks web-based in the future, so students can get their score and feedback immediately after finishing the homework. I feel that setting written homework is a big problem for English teachers these days. Many students use translation software for composing sentences for a written assignment. Therefore, I tend to assign written work in class and set quiz-type exercises for homework.

④学生とのコミュニケーション(質問への対応等)（A〜C）

B+: I try to talk with students in class and also (as far as possible) remember their names. Students contact me by email and some students also visit my office occasionally.

⑤双方向授業への工夫（A〜C）

B: I will always try to talk with students but, to be honest, I feel there is something of a 'generation gap' recently. I must try harder to relate to students and their study preferences and try adapt my lessons to suit the students.

※A（十分実施している）B（実施しているが十分でない）C（うまく取り組めていない）

5.学生授業評価
①授業評価の結果をどのように授業に反映させましたか。
I aim to act on specific points, especially if several students mention them in the class evaluation. To that end, I always ask students to write comments in the evaluation (in English or Japanese) rather than just mark evaluation scores.   Two examples of comments that I have acted on: 1. Several students mentioned that the textbook(s) I used were 'not useful' or 'boring'. I have therefore stopped using textbooks and instead make all of my own materials.   2. Several students mentioned that they did not want to engage in groupwork activities during class time (mentioned above). To support these students, I now try to include a 'solo study option' for these students when we do groupwork in class.
② ①の結果はどうでしたか。
I am satisfied with both of the changes I mentioned above. In my opinion, students can now study more comfortably and more effectively in my classes.
③ ②を踏まえて次年度はどのように取組みますか。
6.学生の学修成果
① 学生の成績向上に資する取組を何か考えていますか。
I think a fully-implemented 'clicker' system can have a very positive effect on student performance. Besides weekly tests, instant quizzes can be implemented in the class, even oral quizzes. Students can immediately see if they got correct answers (= mastered the content) and can compare their own performance to classmates in a non-threatening way (the clicker system can show a graph that summarizes all of the participants' answers).   ②教育活動によって得られた学生の成果及び学生・第三者からの評価
7. 指導力向上のための取組（FD 研究会参加状況）   I participate in most of the FD study groups and watch recordings.   However, I think lecture-based FD is of limited value.   We need a more 'active' and 'hands-on' kind of FD.   For example, we could make a 'buddy system' that pairs up two teachers for a period of one year. During the year, each teacher must participate in the buddy teacher's lesson at least twice. They give feedback to each other, based on the lesson experiences.   We could also have short 'lesson demos', where teachers give other teachers a short lesson (based on their real lessons) to show a good teaching method or approach.
8. 今後の目標（理念の実現に向かう今後のマイルストーン）   1. Improve my Powerpoint slideshows (make them more interesting and more useful).   2. Improve my grammar explanations.   3. Use less Japanese in lessons, aiming for nearly 100% English lessons.

4. Use the 'clicker' function on Gakuri rather than my own remote-control based clicker system (which seems a s little old-fashioned)

5. Create web-based homeworks, that provide students with instant scores and feedback.

6. Start using smartphone-based flashcard apps. These can help students to memorize words very effectively.

9. 添付資料（根拠資料）（※）資料名のみ

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