



APM Associate Professor

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- **Research Field:**
Hospitality Management,
Service Management,
Organisational Psychology & Behaviour
- **Subjects:**
Management of Human Resources and
Organizational Behavior,
Global Management, Major Seminar

Interview date: October, 2021

Tips

1. Use the “microphone policy” and randomly choose students to speak in class
2. Split the 100 minutes of class into two parts: concepts and theories as teaching input and theory practice as learning output
3. Invite guest lecturers to connect students with industries and alumni

Q: In your classes, which subject do you plan for the most?

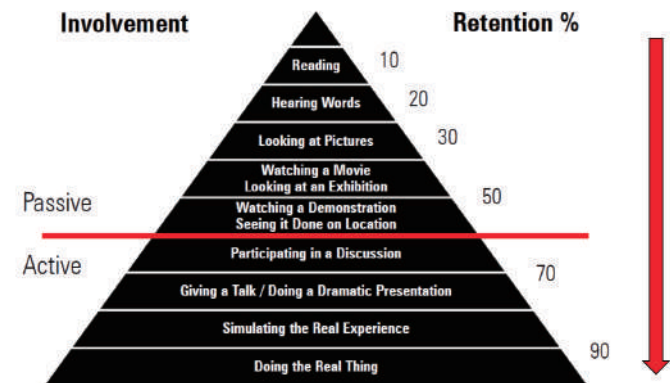
A: I plan for my classes a lot, but I probably spend more time on Organizational Behavior. Because Organizational Behavior is a required course in APM, I need it to be in line with what the other professors are teaching in the subject. Basically, I need to follow the textbook. But I use a lot of examples that the students can easily relate to themselves. For example, I use examples of hospitality and organization where many students work as part-time jobs such as Suginoi (hotel) and Joyfull (restaurant). I believe that if students cannot connect the theories and concepts learned in class to their actual lives, they will forget those concepts easily.

Q: In your classes, what do you do in

order to increase the quality of students’ learning?

A: I will not talk for the entire 100 minutes of class. Instead, I use the time in each session by splitting the session into two sub-sessions. The first half involves a normal lecture, which I call passive learning, and the second half is active learning. In the first half, I teach concepts and theories to the students. For the second half, we utilize the breakout rooms for group discussions and team projects, or have a guest lecture. I will provide activities that apply the concepts and theories that students learned in the first half. This kind of participation makes up the active learning half of the session. My idea is that if students don’t produce any output (learning) from the input (teaching), then that input will be lost quickly. Through this structure, I try to enhance students’

How will we use ‘Learning Pyramid’ in this course



understanding and retention of knowledge learned in class.

Q: In your classes, what do you do to increase students' motivation for learning?

A: I always invite guest lecturers from different companies to my classes and they give assignments to the students. For example, these lecturers talk about how their company responds to the COVID-19 situation and what the remaining issues are. Then, the students develop their own ideas to address those issues, and make a video. These kinds of assignments are team assignments with about 27 teams. After the assignment is complete, I pick the top 5 projects, and send them to the guest lecturer's company. They watch the videos and give comments to the students. In this way, I try to

connect the concepts learned in the classroom to reality. Even in my Human Resource Management class, I invited APU alumni as guest lecturers to every single session. This way students can learn not only about the industry perspective, but also meet alumni who are working at real companies (Amazon Japan or Nippon Signal), for example. It's also good for the senpai (graduated seniors), to come back to APU and provide what they have learned in the industry to their kouhai (underclassmen). Through this method, I try to connect the industry and the current students, as well as the alumni and students, to improve learning, motivation, and the overall experience.

Q: Classes have been held online from the 2020 Spring Semester. What sorts of changes have you made for your online classes?

A: My classes are hybrid. I have one TA look after the students in class, and another TA to look after the students participating online. I normally have a rehearsal before every class with the TAs in order for them to truly understand the lecture contents and manage the session better. During class, the TAs go into the breakout rooms and give comments to stimulate creativity and innovation.

A "microphone policy" is something I also use in my class. Before online classes, our TAs would pass the actual microphone to a student at random. Now, although we use the unmute function on Zoom instead, I still use the name "microphone policy" to describe requiring students to speak up when they are picked. In a hybrid class, we use the microphone policy for both on-site and online students. While the student picked uses the microphone to share their answer to a question,

other students both on-site and online can still always write their own answers in the Zoom chat box. In this way, anyone can have an opportunity to convey their ideas to me and gain confidence in doing so.

I am also one of those professors that uses sound effects. For example, I use a sound effect if the student is correct (a ding sound effect), if the student did a good job (applause sound effects), or if the student is nervous (funny sound effect). I use these effects to stimulate interest and hold students' attention. Especially when I'm teaching a complicated concept, entertainment becomes so important.

Q: When improving the contents of your classes, what kinds of steps do you take towards improvement?

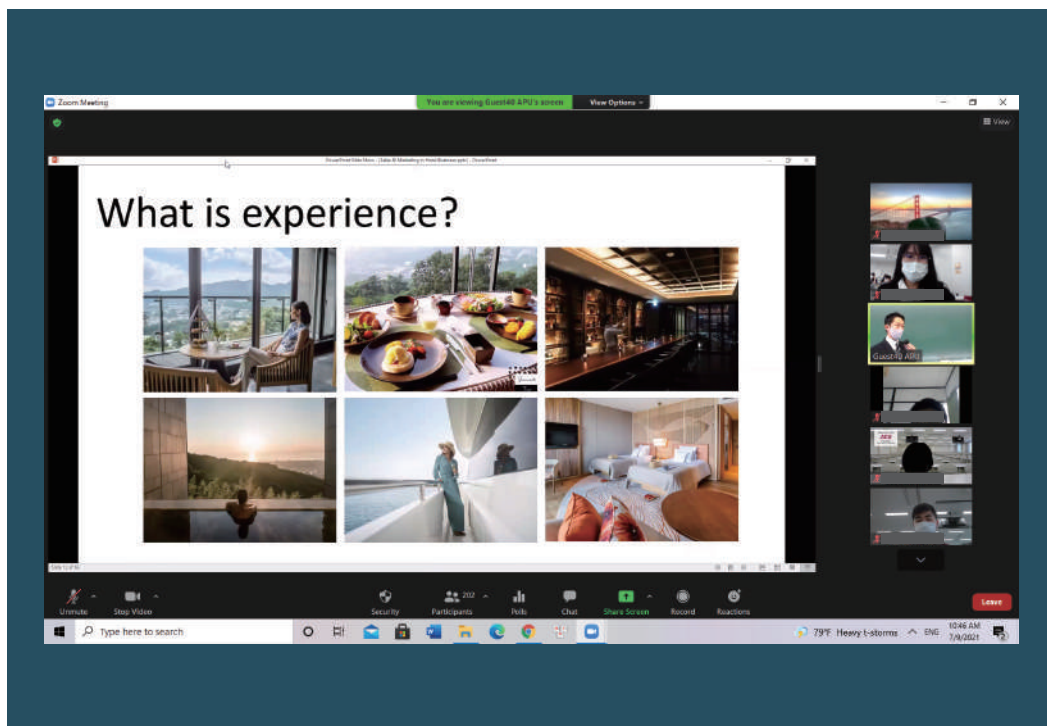
A: I spend time in class for students to practice using the theories and concepts they learned at the beginning of the lecture so that they can be equipped to use these concepts outside of the lecture. As mentioned, I split the 100 minutes of class time into a first and second half. For the first half, students need to have some input, which is the concepts and theories I give them, such as motivation theory. Then for the second half, I have the students practice the theory. For example, I might ask questions for students to put the theory into practice, such as: How would you motivate a person in this context or situation? My students will then come up with solutions based on the first half of the lecture, and submit these solutions as part of an in-class activity.

do, I once gave a lecture about stress (in the workplace) as a strain or consequence. I explained that what organizations can do in such cases is X-Y-Z, and that there are many organizations which look to utilizing their break rooms effectively. In the second half of the lecture, I had students consider how to create a better environment in a break room, and design a break room to facilitate and stress recovery, restoration, and relaxation. Students could add coffee machines, sofas, and TVs, for example. They also needed to explain why they made those choices and how those items related to stress recovery or restoration.

Q: What do you think is important in the process of education?

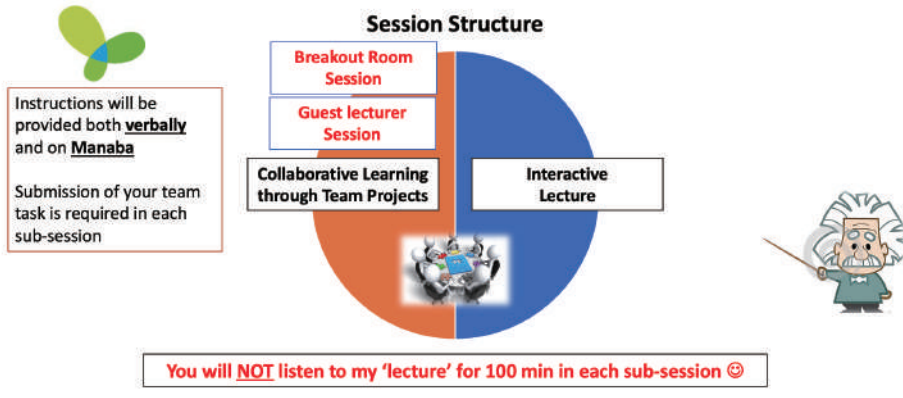
As another example of the output I have students

A: From the professor's side, what is important is



14 Sessions

How will we use the time in each session?



how to put the “seeds of interest” in students’ minds and grow them because whatever students learn in the classroom is somehow related to their lives. The concepts extend beyond the classroom and often affect the students’ lives directly.

From the student’ s side, I think it is important to remove the concept of “failure.” It’ s really up to the students whether they make their mistakes “stepping stones” for their learning. For example, if a student receives a B in a case assignment, they should think about what went wrong and what could be learned from those errors for the next time. I always ask my crew, “Tell me what is something that you can improve?” rather than using negative expressions such as, “What is bad here?”

Q: What do you expect from the students

who take your classes?

A: In my course, proactive engagement is always important. I always use the analogy of a pirate ship. I consider my classroom to be like one ship, and the professor is the captain. I can make orders or decide the direction as the captain, but I cannot move the ship. Who moves the ship? It’ s the students, and their proactive engagement in the class and teamwork is crucial to move it. Every time students come to the lecture, I always have the theme music to Pirates of the Caribbean playing at the beginning. I use that music to remind them, “Okay, from now on you are on the ship as the crew.” I never call my students “students.” Rather, I call them “crew.” Some of the APM students call me “Captain.” All these symbols are simple, but I am sending a single and consistent message through them: The students are the crew, and they need to engage and get the most out of these 14

weeks. That’ s my teaching philosophy, or theme, that I use in my lectures to encourage students to get involved.



Interviewer Impressions

Professor “Hiro” heavily incorporates guest lecturers in his teaching. This stood out to me the most because one of the things I want to be included in my learning experience as a student is the practical part of the process. It is important for students to see that the theories and concepts we discuss in the classroom truly apply in reality. Nothing is more real for current students like me than getting to meet APU senpai and listen to their inspirational stories. From this interview, I can see that including guest lectures is one of the best ways to keep classes exciting and that Professor Hiro knows the importance of engaging students in this way.

Interviewer



Name: LORENNIJ Kelly

College : APS (ED)

Country: Marshall Islands

Message: lakwe (hello) ! I am Kelly, a 2nd year Environment and Development major. I enjoy traveling and taking my ukulele to play wherever I visit. As a member of the Project Q team under the Academic Office' s ALCRS, I have been able to get an inside look on the goals and expectations of APU' s faculty teachers. Through these articles detailing the methods and motivations of each respective professor, I sincerely wish each reader takes away a nugget of wisdom.

What is [Q]?

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

