



APS Professor
KUBO Takayuki

• **Research Field:**

City Planning/Architectural Planning,
Economic Policy, Area Studies

• **Subjects:**

Destination Marketing and Management
MICE Industry,
Tourism Development and Planning,
Special Lecture in Tourism and Hospitality
Major Seminar and Graduation research

Interview date: October, 2021

Q: How do you plan your classes and which subject do you plan for the most?

A: I don't plan for one class in particular, but I work to spread my energy and planning across all the classes I teach in a semester. My class plan often includes a 3-step process.

One example of this process is in the Special Lecture in Tourism and Hospitality that I am teaching this semester which is being sponsored by Oita Ginko (Oita Bank). Through this sponsorship we can rent buses for students to tour Oita heritage sites and carry out onsite research. For example, if the lecture content of a class is based on Kunisaki, then in the following week we will take the bus and travel to Kunisaki for students to do their research which they will present to the class. In one of our field trips we went to Keisekien in Yabakei to allow students to study tourism and create a

proposal on improving the local tourism.

This class also includes guest lectures by local scholars and practitioners. In this way, the learning process for the class becomes a 3-step process in which students first learn about the topic, then study that topic in a hands-on manner, and lastly become able to present their findings.

Q: In your classes, what do you do to increase the quality of students' learning?

A: As I mentioned, the 3-step learning process is a very useful and engaging method that helps improve the quality of students' learning. In my 300-level courses, I encourage the students to conduct data analysis regarding a particular topic. In the learning step, students look up raw information about a particular topic

Tips



1. Implement a 3-Step Learning Process: learning, applying, and presenting
2. Active learning before, during, and after class through online response quizzes and manaba forums
3. Have students think theoretically and apply theories practically through case studies which explore real-life examples



and separate and arrange that data to be analyzed and studied. I then encourage students to search for problems and challenges related to that topic to apply what they have learned. For example, I may ask them to write about their experiences with tourism and compare those experiences with their parents' generation, while observing and noting the differences. The students will then present their findings and possible solutions as the final step. Through this assignment in which students first search for raw data, I encourage students to think theoretically and apply what they have learned to real-life examples.

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

A: I think that motivation for learning should be

encouraged from the very first class, so I take the first class of the course very seriously. I give students a detailed course overview specifying the demands of the course. Another mantra that I strictly adhere to is the Active Learning Credo (Mel Silberman, 1996). By practicing the Active Learning Credo, students can be self-motivated and learn methods, such as discussing and teaching what they have learned, which can help them achieve their personal goals for the class. The Active Learning Credo (see image) acts as a map for how to learn actively.

Q: *Since the shift to online classes, what sorts of changes have you made for your online classes?*

A: Since the transition to online classes, I have tried my best to make the lectures more engaging

because it is difficult for students to focus in online classes that are over 100minutes long. I therefore plan my classes to include points where students can engage with other students and share their opinions. For this scheme, I changed some grade evaluation methods. For example, in one of my classes the grade evaluation is divided into:

- 1 : Course Engagement: 40%
- 2 : Group Project and Peer Review: 30%
- 3 : Final Individual Report: 30%

The course engagement component also includes in-class quizzes which use the application respon, later followed by in-class discussions, assignments, and feedback through manaba in the form of comments or requests and questions for the next lecture. Usually, there are 2-3 respon quizzes in each lecture, one for "Lecture registration" at the very beginning, one as a quiz question related to the lecture topic, and one which completes the

class with feedback from students.

I also use manaba for assessments by checking the students' frequency of commenting on classmates' posts or even whether they download lecture materials for the class. The students' engagement is further assessed by short weekly reports in which they can express their thoughts on the lecture. In between lecturing, I also encourage students to use the Zoom chat function to answer questions related to the lecture. All of these changes have helped students actively engage in the class and utilize the functions available in the current online environment.

- What I hear I forget.
- What I hear and see, I remember a little.
- What I hear, see and ask questions about or discuss with someone else, I begin to understand.
- What I hear, see, discuss and do, I acquire knowledge and skill.
- What I teach another, I master.

Active Learning Credo (Mel Silberman, 1996).

Course engagement through manaba

The image displays two screenshots from the Manaba learning management system. The left screenshot shows a 'Week 03 Record: 2021S Tourism Development and Planning EA' page. It includes a table with columns for 'Application begins', 'Application ends', and 'Status'. Below the table, there is a section for 'Answers Submitted' with a student's response to a question about rural tourism. The right screenshot shows a 'Week 01 Review: 2021S Tourism Development and Planning EA' page. It includes a 'Description' section, a list of instructions, and a student's positive comment about the course content.

accordingly.

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

A: I ask my students on a weekly basis to give me feedback or ask me any questions they have regarding the lecture. The students can provide this feedback by accessing the survey section of manaba, and complete a survey which includes a free comment section for students to note anything they missed during the lecture or anything they want to express after the class. Students can also write down any questions or concerns they have regarding the lecture material, and my TA and I try to respond to these questions as much as possible. Through these surveys I receive comments and questions regarding theories or parts of the lecture which are difficult to understand, and I make changes to future lecture content and slides

Q: What do you expect from the students who take your classes?

A: What I expect from my students is for them to think logically and solve problems, as my courses usually deal with case studies. For example, in one case study I gave about inbound tourism in Japan which explored why the number of inbound tourists from overseas suddenly increased after 2011, students needed to gather resources, discussed the topic with their classmates, conducted research to come up with solutions, and shared their ideas with the class.

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

A: I think it is common practice among students to take classes which seem easy for good grades or credits, but I would like to change that notion and have students focus on a different goal. **Education should not be about attaining good grades or easy credits, but rather about gaining knowledge and skills in a certain field of study which is crucial for personal development.** To ensure that students gain more than just grades by attending classes, while attending my lectures is a conditional requirement, I put more emphasis on comprehensive understanding through implementing a group project and having the scores from that project be strictly counted. Furthermore, learning in the classroom is not enough.

Students should also possess the curiosity to learn more and practice what they have been taught. For example, in the aforementioned case

study of Yabakei in Keiseikien in which students created a proposal to vitalize tourism in that area, students not only get to experience working with local officials and practice theories they have learned, but they also discover how to conduct proper research, a beneficial skill needed for jobs and graduate schools.

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提出者 119名
Q1. Give an exa...

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SOUND: OFF ON

2021S Tourism Development and Planning EA / 久保 隆行
Lecture 05 Registration

Q1 Give an example of Rural tourism destination and one activity you can enjoy there. <Answer Format> Name of the destination, Activity

- 119 Homestay and cultural exchanges experience
- 117 Kayaking near a big city
- 116 Ben Tre, Vietnam Enjoying floating market and local life
- 115 Maramures, Romania Home stay in traditional wooden house, see sighting
- 114 Yamaguchi prefecture, cycling
- 113 There is a large ranch called "Daegwanryeong Ranch" in the mountainous area of Gangwon-do, Korea. You can see a spectacular view of grazing sheep and cattle in a very wide nature. It's so popular that you have to make a reservation to experience some activities
- 112 In Central Coast and Sonoma area, California tourists come for Rural tourism destinations. There are orange, grape farms so tourists can experience picking the fruits and make wine with grapes.
- 111 With the villages in the mountains of Thailand, hiking
- 110 Samoa, river and mountain view
- 109 Bungo ono, Lodge Kiyokawa, bbq
- 108 I am from Bangladesh. In Bangladesh, the old capital town called Old Dhaka is a famous rural tourism destination. Activities include boating, fishing, temple traditions, making jewelry, etc.

respon

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Q1. Which is th...

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Q1 Which is the correct number of the Inbound tourists (tourists from overseas) visited Japan in 2019?

1	Approx. 6 million people	11 (8.2%)
2	Approx. 30 million people	78 (58.2%)
3	Approx. 40 million people	27 (20.1%)
4	Approx. 60 million people	18 (13.4%)

respon

Interviewer Impressions

This was my first time to meet and speak with Professor Kubo and through this exchange I realized that he has a wealth of knowledge which he knows how to transfer to the students.

I personally like Professor Kubo's method of active learning in which students get the opportunity to answer questions online during and outside of classes. For students who are shy or not comfortable answering in class, this method gives them the opportunity to do so, including and motivating everyone as a result. Students who plan to take Professor Kubo's classes will also be rewarded with hands-on learning experiences rather than learning that is confined to classroom walls and laptop screens.

Interviewer

Name: BANERJEE Sulagna

College: APS (CSM)

Country: India

Message: Hello! I am Sulagna, class of FA 2022, majoring in Culture, Media and Society. My hobbies are watching anime and reading manga. I have been part of ALRCS and Project Q since Fall 2019 and working for Project Q has given me a better understanding and newfound appreciation towards our teaching faculty in APU. Our professors put a lot of effort into creating the course material for their students. Therefore, I hope that our articles help out our students and APU teaching faculty to improve the overall quality of learning in APU.



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.

