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Introduction to Tourism and Hospitality, Resort Management, Hospitality Management

Summary of Tips:

- ① Do not do the same class more than once - always strive to keep on improving!
- ② Determine the level of the class with “knowledge” multiplied by “interest” of the students.
- ③ The keywords for group work are “relationship,” “independence,” and “competitiveness.”
- ④ Use a lot of photos and images in the slides and minimize the use of characters and words.

Q. So far, what steps have you taken to improve the quality of your classes?

A. The improvements that I have implemented are based on the “class evaluation” and “class response” received from the students.

Until 2017 I was teaching students one way, but in recent years, I have been using Japanese vellum paper or white boards and actively incorporating group work into the courses, and these methods have improved the classes as students tend to get less

are much less likely to ask questions later on about the course.

Even within the same class, there is a big difference in assignments and grades depending on whether or not the student is motivated, so I always make improvements while thinking about “how to create a situation in which students can motivate themselves.” I also consider students as “customers of educational services” and consider “how to achieve student satisfaction.” It is very easy for a professor to speak in one way, but it

sleepy. In addition, each semester we correct the size of the text on slides, the speed of the class, ambiguity of assignments, and parts in which students have “sleepy” and “bored” expressions which are easy to see in face-to-face classes. Regarding course assignments, a syllabus explaining the contents and assignments in detail is presented in the first class, separate from the syllabus described before Course Registration. With that in mind, students can decide whether to take the course or not, and they

is also motivating for me to support my students' studies and see their feedback.

Q. How do you conduct regular group work?

A. The keywords are “relationship, independence, and competitiveness.”

From the second lecture to the end of the course, students will be involved in the same group consistently, so their relationships with their peers will greatly affect their grades. By providing many opportunities to make decisions and

choices, such as deciding the name of the group, setting roles in areas which members can contribute to, and selecting research areas on their own, the students' relationships as well as their independence is improved. By providing opportunities to present before the class every time group activities are summarized, competitive spirits with other groups are also developed.

Sharing opinions within the group, working together, and competing with other groups results in better group work.

This year, we are conducting classes online, but the content is largely unchanged, and group work and presentations are done using Zoom functions.

Q. How do you determine the level of classes?

A. I first raise the interest of the students and then I raise the class level.

While there are various kinds of students, if the content is too simple it makes them think that the class is boring, and if the

the content is too difficult it makes students feel anxious and burdened. An important indicator of the level of the student is not only "knowledge" but also "interest." In order to encourage students who are not very interested in the contents of the class to actively participate, I incorporate quizzes which can be enjoyed without requiring specialized knowledge such as "Do Japanese people prefer the window or aisle side when boarding an airplane?" By creating and understanding the flow of analyzing the data which

serves as an answer through group work, the students' interest in tourism increases, and this increase leads to an improvement in motivation, inevitably producing a positive effect on the tasks and grades. Even if students lack knowledge initially but are interested and motivated, they tend to follow even slightly difficult content, so a good quality class can be developed.

Q: What do you do to motivate students other than quizzes?

A: The opportunity to present in front of

actual stakeholders.

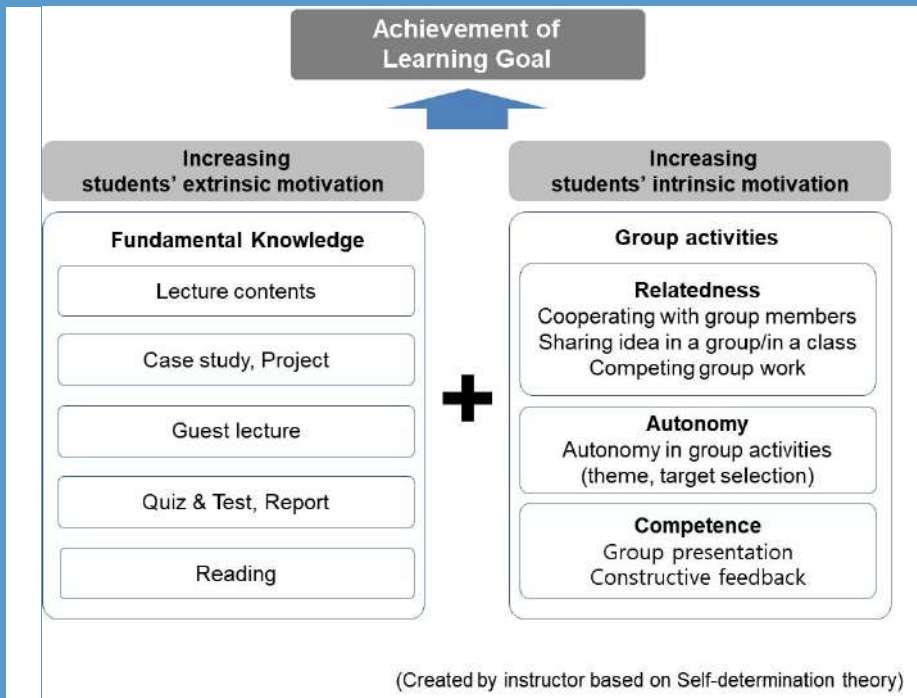
The group that submitted an excellent final assignment has the opportunity to present improvements and suggestions in front of the tourism industry working in that field and receive feedback. This is a valuable opportunity for students to learn how their research and analysis can be seen in the eyes of actual stakeholders.

slides should be visible to everyone and able to be seen from anywhere in the classroom: the font size should be at least 26pt, and usually written in 28pt so that it can be viewed by everyone even in a large lecture room. I also try to move slowly through the lecture while watching the reaction in the class so that students have enough time to take notes. In 95 minutes x 2 koma, I cover about 30 slides.

Q. How do you improve classes specifically?

A. The size of the text on presentation

Q: What do you try to do so that



students can listen to your lectures?

A: "Minimal characters and words on the slide" and "frequent group work."

Using slides which contain as few characters and words as possible and use a lot of photos and images makes it difficult for students to review later on, so I think that students will acquire the habit of listening to the professor's explanation firmly during class. In addition, by conducting group work to practice the lecture content, I think that students will naturally acquire the attitude that they

have to listen to the lecture firmly. By doing this group work often, students can understand most of the lessons without losing information.

Q: What are your other reasons for actively incorporating group work?

A: They will surely acquire even a little knowledge.

As a professor you can teach a lot of content in one lecture, but the students tend to forget most of the content after

assignments require a 3000-character report and a 10-minute Powerpoint presentation. In some cases, I may also give in-class assignments for a plus, so it is not a small amount. However, all submissions I request of groups are a summary of what they have done in class, applying and analyzing what they have done for their selected area. Therefore, these are not tasks which take much time if students listen carefully to the class, and I think students usually enjoy these assignments as they can go to their

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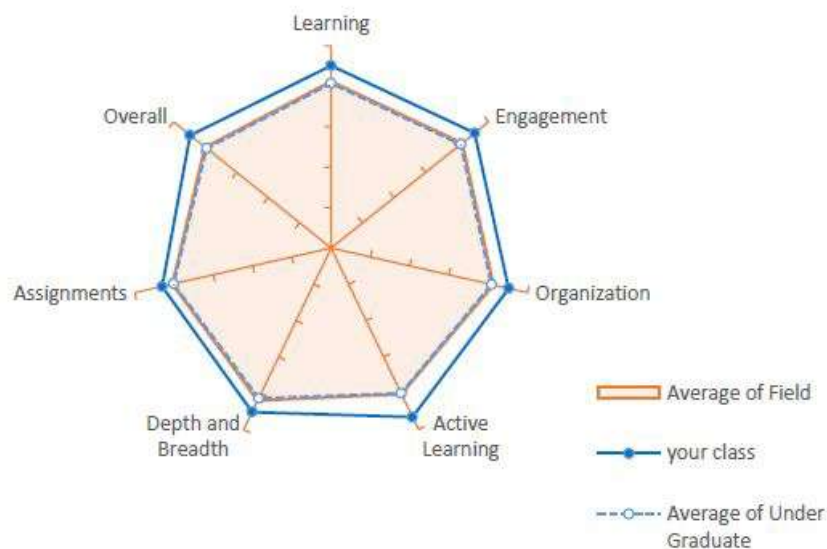
class. In that regard, I may not teach a lot of content, but I am conscious of having them learn through group work and practice so that they can firmly grasp analysis methods and ways of thinking and do not forget afterwards.

Q: What is the basic amount of assignments you give to students?

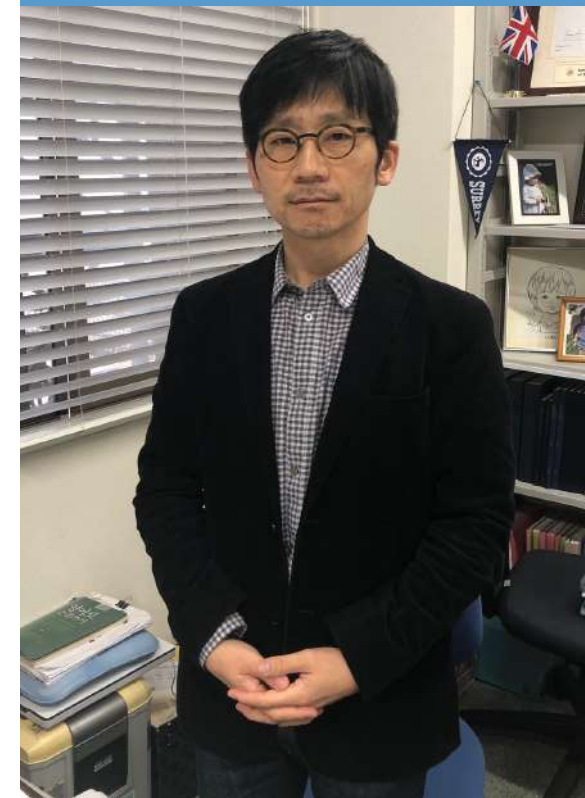
A: Two individual tasks and two group tasks.

Individual assignments require two reports of 1000-1500 characters, while group

compared by section



(Results from the Class Evaluation Survey)



selected areas for research.

Q: What is your grade evaluation method?

A: Group assignments reflect the evaluation of all class members • Individual assignments play a supplementary role.

The evaluation of the group assignment is based on the evaluation of all members totaled by the TA for the final presentation and the mutual evaluation by other group members. There are two individual tasks,

I would also like to have more opinions and consultations with them.

The good thing about online classes is that it is easy for students to ask questions and give opinions. In face-to-face classes, no one stays behind after the class, but in online classes more people remain online to ask questions. However, there are many times when only the same students speak. I think it is an environment that is easier to speak than face-to-face classes, so I would like to hear the opinions of more

so students who have difficulty with group work can receive a fair score as well.

Q: Is there anything you ask your students to do in online classes?

A: I tell them to turn on their videos and exchange lots of opinions and questions with one another.

As I mentioned earlier, I would like to check the students' reactions to improve the class, so I tell them I would be grateful if they could turn on the video if possible. I would also like to have more opinions

students. For me, the saddest thing is when: "I put out the problem firmly, but others have no response at all." I think that it varies by professor, but I think that there are no teachers who find it troublesome to receive questions from students. Since before being a professor and student there is a person to person relationship, I think it would be ideal if I could proceed with the class while interacting with one another.

Interviewer Impressions

This interview was my first interview experience, and I was nervous at first, but the professor was friendly and I was able to communicate properly because of the enthusiasm and earnest attitude he had towards students and his classes, and the tension quickly eased. He also carefully considered the questions in the interview, and politely answered them one by one.

I think that I was able to understand the contents of the interview more deeply because I experience of taking Youn Sensei's class as a student. Even when there are bonus points, one person is often hesitant to say the answer, but in the Youn Sensei's class, because the basic unit is a group rather than an individual, I feel that I was aware of being able to "participate in the class with my friends" and I was able to enjoy the class. It was very interesting to see an environment in which the students can keep their motivation up.

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.

