Vol. 6

Subjects: Business Ethics,
Consumer Behaviour,
Introduction to
Management,
Strategic Management

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Research Field: Business Administration, Accounting,
Internal Audit, Internal Control, Corporate Governance

3 Tips:

1．Simplify class content to make it easier for students to understand

2．Manage in-class group work by utilizing Breakout Room + Jamboard

3．Create a class atmosphere that motivates students

Q: How do you prepare your classes?

A: I believe that reaching the learning objectives of each class will improve the quality of the lectures. Thus, I tend to think about what strategies I need in order to achieve those objectives first. For example, in my Accounting I class, the learning objective is to understand the relationship between accounting and corporate activities, and the process from journal entry to financial statement preparation. Many students find it difficult to understand the names of the accounts they come across for the first time, so to make them easier for students to understand, I have simplified the basic concept and let students practice it repeatedly. Specifically, I explain the financial statements in the form of boxes and ask the students which box (such as assets or liabilities) each account fits into. I increase the number of accounts each time and repeat this exercise numerous times so that the students can fully capture the basic accounting concepts.

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

A: I think various approaches are needed to motivate the students because what motivates each student varies. Using the same method may not be effective to motivate all students. One of the approaches I am using is to first of all create a class atmosphere in which I tell students directly and indirectly that learning is fun. Also, I often say words of encouragement during class. Students are given a round of applause and words of gratitude from the entire class for every presentation. As for group work, we establish ground rules so that students respect each other.

Next, I use a motivation method for each subject. For example, in my Financial Accounting class, students are asked to set individual goals about what they can achieve other than just getting good grades in class, and they will self-evaluate their progress at the time of the mid-term and final exams as a way to become aware of

their own growth. In addition, assignments are divided into mandatory assignments and voluntary assignments in which all students must complete the mandatory assignments while the voluntary assignments are optional, so to provide extra learning opportunities for motivated students. For example, in my Business Ethics class, in addition to the mandatory final report, I give out a voluntary report assignment in which students are required to summarize ethical issues and express their thoughts after reading a book related to the theories learned during the class. Furthermore, I have come up with the "APU Announcer" in which students read a part of the textbook during the class and I organize Respon / Manaba Quizzes so that students who work hard can get bonus points. Through these approaches, I aim for active learning in which all students actively participate in classes.

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

A: I think it is important for both students and teachers to interact with each other to create high-quality classes, but in online classes, students often turn off their cameras and do not speak, so classes tend to be one-sided. I particularly don't know how much the students understand and don't understand of the lecture, so during the class I allow the students to raise their virtual hand emoji or wave a hand in front of the camera so that I can receive frequent feedback from the students.

Regarding group work, it can be difficult to keep track of the status of each group when students are in the Breakout Room. When I go around to the Breakout Rooms, the students become aware of this and sometimes cannot have a smooth discussion. I wanted to check how students are doing with their group work, so I started using "Jamboard." Jamboard was introduced by Professor Cutting at an FD session. (I would like to use this space to thank Professor Cutting!) Two people from each group will join Jamboard and be in charge of taking notes (2 people x 20 groups = about 40 people accessing Jamboard at the same time). In each Breakout Room, the notetakers share their screen, showing the Jamboard so that all group members can have a discussion while checking the notes that have been taken down. I can also see the Jamboard in real-time from the main room, so I think this issue has been resolved in online classes.

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

A: I review and improve the content of the classes after each semester. During the lectures, I take notes on what I have noticed and areas that need improvement. Later, while referring to the class evaluation survey from the students, I do an overall reflection and update the class materials. I also share class materials with other professors who are in charge of the same subject, and exchange opinions on

Simplified Class Content: "I simplified the basic concept of accounts and let students practice it repeatedly . . ."

" . . . Specifically, I explain the financial statements in the form of boxes and ask the students which box (such as assets or liabilities) each account fits into."

class contents and exams as necessary.

Q: Are there any skills that you would like to share with other professors?

A: My teaching method is conventional and has no special techniques, but I try to remember to love my students and appreciate the environment they are given. In the last few years, I have realized that my feelings are being conveyed to the students as they are. By talking to various students, I found that the lecturers' thoughts and attitudes have a great influence on the students. I think that if lecturers are motivated and happy, students will be motivated and happy too. I would like to take this opportunity to thank the professors and faculty members for their efforts in various difficult situations and show my appreciation to the students who believe in their professors and give their best in classes!

Interviewer's Thoughts

I have taken Professor Yang's class, and it was great to see how the Professor puts effort into maintaining a fun class learning atmosphere and poses questions to students as the class progresses. Personally, I was very impressed with the part where voluntary assignments are set according to the student's motivation for learning.

QUALITY QUESTION QUEUE
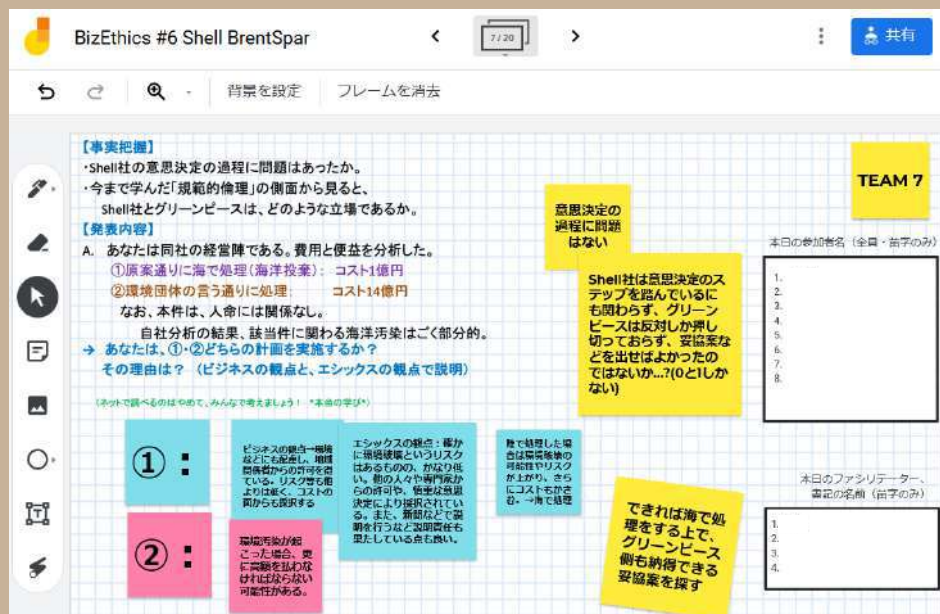
Tip #2: Manage in-class online group work with Breakout Room + Jamboard (https://jamboard.google.com)

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.