

FD 学外セミナー参加報告書

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参加セミナー名： 英語による専門科目の教授法のポイント

～LSE の研修を踏まえて～

セミナー参加日時/場所： 2016/6/9 14 時 40 分～15 時 40 分 武蔵大学

■セミナー内容・所感・授業や本学への活用について

The presenter, Professor Togo from Musashi University's Economics Department, spoke mainly about two things: 1) He introduced the basic structure, implementation, and goals of the Parallel Degree Program (PDP) that his university offers in conjunction with the University of London's London School of Economics (LSE); and 2) he explained the major challenges Musashi University faces in order to offer acceptable PDP courses in English on their campus.

Musashi's PDP is the first program of its type in Japan, and information about it can easily be found online (www.musashi.ac.jp/manabi/tokushoku/pdp.html). For us at Konan, the most immediately relevant part of the seminar was when Professor Togo gave advice regarding how to shift toward teaching one's content courses in English. His main point that he stressed again and again is that the necessary change is in fact deeper and more fundamental than simply changing sentences from Japanese to English during lectures. He suggests that the deeper meaning behind 「英語で教える」 is really 「国際基準で教える」, and that some Japanese universities are beginning to do this in various ways but far more progress is needed as Japan lags behind other Asian countries in this regard.

What does it mean to teach courses at an international level? Professor Togo had much to say about this, and here are a few of his key points regarding the areas in which Japanese universities sometimes tend to come up short.

First regarding the basic concept of the teacher's role in education:

- 教員がすることは学生の学びを導いてあげること

Teachers shouldn't really see their role as the "deliverer" of knowledge to students. Gaining access to knowledge is really not a problem in our modern world. So the role of an effective teacher is to help students discover appropriate ways of approaching, analyzing, and synthesizing the knowledge they encounter so that real learning can occur.

- 予習してくることが大前提。従って、授業の目的が予習してきた知識が身についているかどうかを確認する

Students should be expected to approach knowledge outside of the classroom and struggle to make sense of it. Through that struggle, they come to the classroom “prepared” in the sense that they have some awareness of what sorts of assistance they still need in order to complete the course tasks. The teacher’s role in class, then, is not to simply pile on more “knowledge” through information-heavy lectures. Rather, it is to serve as a facilitator who confirms what students have managed to understand and is able to assist them in filling in the gaps in their learning process.

- 知識の応用の仕方を教える

Related to the points above, what teachers really need to do is to teach students how to apply what they are learning to their own lives and to problems in the real world. Rather than relying on traditional lecture formats, this sort of “teaching” is best accomplished through discussions, demonstrations, projects and so on in which the process of active learning is allowed to take root and grow.

After explaining the necessity of incorporating the concepts above in order to make Japanese universities globally competitive, Professor Togo next made a number of points about the sort of teaching methodology principles that are necessary in order to raise Japanese tertiary education to these sorts of international standards. I will end this report with the list of ways that Professor Togo said he has been trying to modify his own teaching style in order to meet the international standards that Musashi’s double degree partnership with LSE requires:

- いままでの授業内容の教授言語を「日本語」から「英語」に変えるだけではダメ。
- 一方的な講義はしない。生徒同士で話をする機会を設ける。
- 討論(会話のやり取り)が必要。学生に質問をする。大教室であっても生徒は名前で呼ぶ。
- スライドなどは作り過ぎない。自分で考える余地を与える。模範解答が無い場合もある。

Overall, it was an enlightening symposium. Once again, the main message of the event was that simply changing the language of a lecture from Japanese to English is not enough to bring about a truly higher standard of education. Such a change needs to be ushered in alongside deeper commitments to reform educational goals and teaching methods.