Course Description

（1）Mandatory Section

Session theme	Learning Outcomes	Notes
【1-M-001-J/E】 Designing Learning objectives	・Be able to explain the significance and necessity of internal quality assurance required for higher education. ・Be able to clearly state learning outcomes and set appropriate learning objectives in planning and designing a curriculum and classes.	Please submit the worksheet along with your micro-teaching video. A peer review will be carried out.
【1-M-002-J/E】 How to Assess performance using rubrics	・Be able to select appropriate assessment measures according to the learning objectives, and to set criteria and standards for the rubric. ・Be able to get ready to provide appropriate feedback to learners regarding their assessment results.	
【1-M-003-J/E】 DESIGNING ENGAGING CLASSES	・Be able to design how to conduct classes to encourage student learning. ・Be able to select the learning method best suited to the learning objectives.	
【2-M-001-J/E】 Micro-teaching	・Be able to design a class plan. ・Be able to conduct a micro-teaching session based on the class plan. ・Be able to evaluate micro-teaching sessions.	Only those who meet the requirements for Stage 1 are eligible to participate.
【3-M-001-J/E】 COURSE PORTFOLIO －STEPS TO CREATE IT －	・Becoming able to make a course portfolio of one course using data that confirm your own teaching activities, such as syllabus, teaching material, class management records, class evaluation results.(Skill) ・Making active and creative use of your course portfolio.(Attitude)	Only those who meet the requirements for Stage 2 are eligible to participate.

（２）Elective Section

1-E-004-J/E	Session theme：「University Evaluation」
Lecturer	Ritsumeikan Univeristy　Tomoko Torii（Filmed in the 2020 academic year）
Learning Outcomes	To describe the challenges of today's university evaluation from the perspective of internal quality assurance. To actively engage in the realization of internal quality assurance with a sense of ownership.
Overview	
Part 1	1. Introduction: Development of Efforts Related to University Evaluation - Internal Quality Assurance and Continuous Improvement Challenges - Academic Management and IR - Trends
Part 2	2. Initiatives of Ritsumeikan University - Establishment and Operation of Internal Quality Assurance System - Initiatives at Educational Program Level
Part 3	3. Conclusion: Operation of Internal Quality Assurance System and Visualisation of Learning Outcomes - Achievements and Challenges - Prospects for the Realization of Internal Quality Assurance
References	荒木俊博・山咲博昭（2019）「第 3 期認証評価受審時における使用データと IR の役割 -大学基準協会受審の 2 大学の事例から-」（事例報告）『大学評価と IR』第 10 号、大学評価コンソーシアム、pp. 29-44。 大学基準協会編集（2019）『教育プログラム評価ハンドブック』大学基準協会。 大学基準協会（2017）「大学基準」。 羽田貴史・米澤彰純・杉本和弘編著（2009）『高等教育質保証の国際比較』東信堂。 一般社団法人日本私立大学連盟教育研究委員会(2019)「私立大学における教育の質向上に関する取り組み〜学習成果の可視化による大学教育の質保証〜　」https://www.shidairen.or.jp/files/topics/2453_ext_03_0.pdf　2021.3.10 アクセス 工藤潤（2019）「大学基準協会が定義する内部質保証とその評価のあり方」平成 30 年度大学評価シンポジウム配布資料 2、大学基準協会、2019.1.28。 岡田有司・鳥居朋子・村上正行（2020）「学部における教育情報の活用の現状と課題」大学教育学会第 42 回大会自由研究発表、6 月 7 日。 大場淳（2015）「 フランスの大学の自律性と質保証」田川千尋編『グローバル化と高等教育：フランスを事例に』（未来共生リーデイングス volume 8），大阪大学未来戦略機構第五部門, pp.11-26。 Saupe, Joe L. (1990) The Functions of Institutional Research, 2nd edition. Tallahassee, FL: Association for Institutional Research. 鳥居朋子（2020a）「立命館大学における内部質保証の取り組み−内部質保証システムの特質および課題を中心に−」『立命館高等教育研究』第 20 号、pp.1-15。 鳥居朋子（2020b）「大学における教育の評価とマネジメント−内部質保証の推進課題としての捉えなおし-」『高等教育研究』第 23 集、pp.119-140。 鳥居朋子（2019）「認証評価を受審して」『じゅあ』No.62、大学基準協会、p.5. 鳥居朋子・杉本和弘編（2018）『高等教育における戦略的データ活用とリーダーシップ：国際シンポジウムの記録を基礎に（高等教育研究叢書 142 号）』広島大学高等教育研究開発センター。

Torii, Tomoko, Watanabe, Yuki, and Mori, Masao (2018) IR landscape in Asia: Global trends in practical issues and research topics, Poster Session, Association for Institutional Research 58th Forum, May 31, Orlando, FL, USA.

立命館大学（2018）「点検・評価報告書（申請用）」．
　http://www.ritsumei.ac.jp/file.jsp?id=413763&f=.pdf　2021.3.10　アクセス
立命館大学大学評価・IR 室(2020)「大学評価・IR 室パンフレット」
　http://www.ritsumei.ac.jp/assessment/assets/file/assessment_booklet0511.pdf
　2021.3.10　アクセス

1-E-005-J/E	Session theme :「Higher Education Policy－Postwar Japanese University Policy－」
Lecturer	The University of Osaka Tatsuo Kawashima　（Filmed in the 2023 academic year）
Learning Outcomes	①Understand the development and challenges of university policy in postwar Japan. (Knowledge)
Overview	
Part 1	**・From postwar reforms to the era of higher-education planning** Key features of the transition period from the prewar to the postwar university system; the rapid increase in newly established universities; responses to the expanding demand for access to higher education.
Part 2	**・University reforms: the era of competition — the "third (Heisei-era) university reform" following the Meiji period and the postwar (new-system) reforms** Deregulation and the shift toward competition; changes in the policy-making process for higher education; a move from ex-ante regulation to ex-post monitoring; evaluation of market principles.
Part 3	**・Upper secondary–higher education articulation reforms, micromanagement, and declining birthrates — challenges of university reform from the Heisei to the Reiwa era** The background and outcome of articulation reforms between upper secondary and higher education; strengthened micromanagement of university education; responses to demographic decline (falling birthrates).

1-E-006-J/E	Session theme :「Trends in First-Year Education : What kind of First-Year Education Leads to Success」
Lecturer	Kansai University　Tsuyoshi Yamada（Filmed in the 2024 academic year）
Learning Outcomes	①　To understand the latest trends in first-year education and reconsider what kind of first-year education leads to success (Knowledge)
Overview	
Part 1	First-year experience programs were first introduced in Japan around 2000. Today, a quarter of a century later, they are implemented at almost all higher education institutions. The background to this is changes in higher education institutions due to the declining birthrate and changes in the social situation. Looking at recent trends, these changes include the following: the reality of students, e.g., having no established study habits and a diminished sense of purpose; societal demands for new skills; and articulation with new learning in high schools in accordance with

	revisions to the Guidelines for Course of Study. A first-year experience program is defined as a comprehensive educational program designed primarily for university freshmen to facilitate a smooth transition from high school to university and to prepare them for successful academic and social experiences at university. The objectives and types of first-year experience programs vary, including adaptation to university life, development of academic skills, career development support, and social skills and psychological support. In reality, most of the programs involve developing academic skills such as writing and presentations. The content that has seen the greatest increase since the start of the program is on how to utilize educational resources on campus.
Part 2	In order to improve the outcomes of first-year experience programs, it is important to understand what type of students are enrolling and what kind of educational and learning environment they have been in. Since the Central Council for Education issued its report on comprehensive reform of the high school-university articulation system in December 2014, high school education has been reformed based on the reform of university admissions selection. University admissions selection has been undergoing radical change, including the introduction of the Common Test for University Admissions in AY2021, an increase in admissions by school recommendation and holistic admissions, and an increase in entrance exams that take inquiry-based learning into account. At the same time, reform of high school education has also been progressing with the revision of the Guidelines for Course of Study in 2017. Specifically, proactive, interactive, and authentic learning (nearly equal to active learning) has come to be encouraged in order to foster the three pillars of qualifications and abilities. In addition, in AY2022, the subject "Period for Inquiry-Based Cross-Disciplinary Study" (inquiry-based learning) was introduced. First-generation students who studied this subject will enter university in April 2025. Through inquiry-based learning, these students will enter university with experiences in a series of learning processes: 1) setting a task, 2) collecting information, 3) organizing and analyzing the information, and 4) summarizing and expressing what they learned. Therefore, it is necessary to devise first-year experience programs that take such experiences into account.
Part 3	Naturally, it will take a considerable amount of time for the results of these educational reforms to become apparent, and we are still in the process of seeing the results. Looking at the data, there are considerable concerns about high school students' low motivation to learn and university students' high passivity toward learning. It can be said that the quality of higher education institutions cannot be assured without first resolving these issues. Meanwhile, some data support the effectiveness of inquiry-based learning in high schools and first-year experience programs in universities. As described above, first-year experience programs are important initiatives from the perspective of high school-university articulation and the articulation between the first-year and upper-year education. However, the ideal form of such programs needs to be reviewed in accordance with changes in the times, high schools, and students. The time has come to review and restructure existing first-year experience programs. I would like to again discuss some key points for providing first-year experience programs that lead to favorable results. 1. Positioning: Positioning within the Diploma Programme (DP) and curriculum, and clarifying goals 2. Implementation structure: Forming a sustainable team to accommodate

multiple faculty members
3. Learning support: Ensuring coordination with an advisor system and academic advising
4. Collaborative function: Collaborating with faculty development (FD) and student support departments (students with disabilities, careers, and student counseling)
5. Effectiveness verification: Utilizing performance evaluation, class surveys, and grade distribution

1-E-007-J/E	Session theme : 「Theory of Teaching and Learning, and Educational Practice」
Lecturer	The University of Tokyo　Kayoko Kurita（Filmed in the 2024 academic year）
Learning Outcomes	（1）To be able to specifically explain the basic theory of teaching and learning （Knowledge） （2）To be able to design classes based on an instructional design （Skills）
Overview	
Part 1	How Can We Motivate Students to Learn? – Setting of goals and objectives, and motivation theory 1) Goal and Objectives 2) Motivation You will learn about setting goals and objectives as well as their content and how to write them down.You will also learn about students' motivation and how to use it to create better classes from the perspectives of expectancy, value, and the environment.
Part 2	Class Design to Promote Learning – ADDIE model and active learning 1) ADDIE model 2) Active learning You will learn about the ADDIE model, a theory for creating classes, and active learning. By learning about the ADDIE model, you can master the cycle, from class design to implementation and evaluation.The aim is for you to learn the significance of active learning, which encourages students to learn independently, and its specific methods, and to use active learning to create better classes.
Part 3	Actual Class Design – Designing a class based on Gagné's Nine Events of Instruction 1) Gagné's Nine Events of Instruction 2) Class design sheet You will learn about Gagné's Nine Events of Instruction, which can be used as key points for class design, and finally, you will learn how to use a class design sheet, a tool for designing a class, based on what you have learned so far. The aim is for you to put the theory of teaching and learning you learn in this session into practice to create better classes.

1-E-008-J/E	Session theme :「Foundations of digital pedagogy : Instructional Design Leveraging ICT」
Lecturer	Ritsumeikan University　Hidehiro Nakajima（Filmed in the 2022 academic year）
Learning Outcomes	１）Learn methods for designing overall course structure and learning activities in university classes that make use of ICT. (Knowledge) ２）Be able to develop an implementation plan for ICT-enhanced teaching within the course you are responsible for. (Skills)
Overview	
Part 1	With the advancement of ICT, class formats are no longer limited to face-to-face instruction in a classroom. It has become possible to participate remotely from outside the classroom, or to engage in learning at one's own pace in one's available time. In other words, instructors can now proactively choose class formats in accordance with the objectives of the course and the characteristics of the learners. This course reviews various formats such as live/real-time and hybrid classes, confirming the distinctive features of each format as well as key points to keep in mind.
Part 2	The course also examines how ICT can be used to support students in acquiring knowledge. In particular, it reviews the internalization–externalization–internalization process as a fundamental learning cycle, and introduces the flipped classroom as an example of ICT-enhanced teaching. We will consider how ICT can be leveraged to promote individualized learning, check students' level of understanding, and facilitate interaction during class efficiently and effectively.
Part 3	In the stage where students apply and communicate the knowledge they have acquired (externalization), the course introduces examples of ICT-supported lessons. Specifically, it explores ways to energize in-class discussions through the use of ICT, and confirms practical points regarding the use of information-sharing tools, including how to prepare and what instructions to provide.

1-E-009-J/E	Session theme :「Planning of University Classes」
Lecturer	Ritsumeikan University　Hirotaka Oki（Filmed in the 2018 academic year）
Learning Outcomes	1. To clarify the learning outcome and set appropriate achievement goals in the design of the curriculum and courses.(Knowledge, Skills) 2. To explain the significance and necessity of internal quality assurance required in higher education. (Knowledge,(Skills)
Overview	
Part 1	"Formulation and Disclosure of Perspective-Based Human Resource Development Images (DP) in Each Faculty and Department" (Slides 1-15) ①Objectives of this session, ②What we can see from the Report of Central Council for Education, ③Learning outcomes in the Bologna Process, ④Construction of internal quality assurance system, ⑤What are DP, CP and AP?, ⑥Strategies for clarifying DP and CP, ⑦What are "Perspective-Based" and "Three Elements of Academic Ability",⑧Examples of perspective-based human resource development (DP) – College of Social Sciences, Ritsumeikan University, Core Curriculum, Harvard University, Department of Mechanical Systems Engineering, College of Engineering, University of Shiga Prefecture, ⑨Points to note for formulation of DP

Part 2	"1. Perspective-Based Achievement Objectives" "2. Curriculum Map, Curriculum Tree" (Slides 16-36) ①Session objectives and connection between instructional content/methods and grading (curriculum design, course design: before class), ②Exmple of session objectives by course perspective: Yamaguchi University "Special Lectures on Art Theory", "Linear Algebra" (Basic Science Courses), General Education Courses - Language and Information Education Courses - Foreign Language Education Courses, ③Misconceptions of session objetives and what they should be, ④Points to note when setting the perspective-based session objectives, ⑤Exercises 1 and 2 of the perspective-based achievement objectives, ⑥What is the curriculum map and curriculum tree?, ⑦Examples of curriculum map and curriculum tree: College of Engineering, University of Shiga Prefecture (map, tree), College of Letters, Ritsumeikan University (map), College of Science, Ehime University (tree), College of Education, Ehime University (tree), College of Engineering, Utsunomiya University (tree)
Part 3	"Evaluation Criteria Based on Achievement Objectives for Each Perspective" (Slides 37-59) ①Regulations for grading at universities, ②What is the Rubric?,③Rubric Template (Huba & Freed, 2000), ④What is the performance evaluation?, ⑤Theory behind performance evaluation, ⑥Note when using Rubric, ⑦Rubric for the "Contemporary Education" report exam"(Oki), ⑧Grading of British universities, ⑨Rubric of peresentation in U.S., ⑩Effect of Rubric, ⑪Misconceptions of Japanese university faculty (including me), ⑫Actual process and example of the performance evaluation, ⑬Referenes

1-E-010-J/E	**Session theme :「Meaning and Methods of Grade Evaluation」**
Lecturer	Ritsumeikan University　　Tomoko Torii（Filmed in the 2015 academic year）
Learning Outcomes	1. To set an appropriate assessment method and criteria in accordance with the course objectives (behavioral objectives). (Skills) 2. To consider and develop the assessment method of appropriate learning outcomes in accordance with the teaching strategies and approaches. (e.g., Rubric assessment) (Knowledge, Skills) 3. To strive to provide objective and rigorous grading and appropriate feedback to learners regarding one's own teaching. (Attitude)
Overview	
Part 1	Introduction to Grading Methods and Criteria This section explains the current status and issues of grading in university courses, the meaning of "rigorous grading," the purpose of grading, and the significance of grading (educational function). It also covers the object of grading (alignment with achievement goals), the criteria required for grading (validity, reliability, objectivity, efficiency, etc.), the grading process, and the timing of grading (diagnostic evaluation, formative evaluation, summative evaluation), with several examples provided.
Part 2	Grading Methods and Specific Methods for Setting Criteria This section explains grading methods (essay examinations, oral examinations, objective examinations, simulations, practical examinations, observation and recording methods, papers and reports), the relationship between grading methods and assessable objectives (knowledge, understanding, skills, attitudes, etc.), and evaluation methods emphasizing the learning process and quality

	(checklists, rubrics). It also covers absolute and relative evaluation, GPA (significance, calculation method, and examples of use), with several examples provided.
Part 3	Grading Feedback Methods and Summary The lecture is summarized by explaining how to provide feedback to students on their grades (during the class process and after the class), disclosing grade points, responding to grade appeals from students, etc., and finally by presenting self-checkpoints on setting grading criteria and methods.
References	1.池田輝政他『成長するティップス先生』玉川大学出版部、2001 年 2.愛媛大学教育・学生支援機構教育企画室編集『愛媛大学 FD ハンドブック Vol.1 もっと!! 授業良くするために－シラバス作成から成績評価まで－第二版』愛媛大学、2007 年 3.名古屋大学高等教育研究センター編『プロフェッショナルスクールのための授業設計ハンドブック』名古屋大学高等教育研究センター、2004 年 4.北海道医療大学 FD 委員会編『北海道医療大学 FD ハンドブック　大学教育の設計』北海道医療大学、2003 年

1-E-012-J/E	**Session theme :「Adolescent Psychology」**
Lecturer	Tokyo Metropolitan University　Yuji Okada（Filmed in the 2024 academic year）
Learning Outcomes	(1) To be able to explain the basics of adolescent psychology, a field of developmental psychology (Knowledge-based) (2) To be able to explain the inner conflicts and developmental tasks of adolescents (Knowledge-based) (3) To be mindful of understanding adolescent psychology when dealing with students you supervise (Attitude-based)
Overview	
Part 1	Adolescent Development and Characteristics (1): Adolescence and the Self Adolescence is a critical period in the formation of the self. Part 1 first confirms the definition of adolescence, then outlines the self during adolescence from the perspectives of identity, personality, and self-esteem.
Part 2	Adolescent Development and Characteristics (2): Cognition, Interpersonal Relationships, and School Adolescents undergo developmental changes in many areas outside of the self. Part 2 outlines cognitive development, interpersonal development, and development through school education.
Part 3	Adolescent Diversity and Universities There are many different types of adolescents, and you cannot simply lump them together in the single word "adolescents." Focusing on university students, Part 3 outlines students with psychological problems, disabled students, sexual minority students, and international students, and it also helps the audience deepen their understanding of DEI, an important concept for the inclusion of diverse students.
References	1. Takashi Muto & Masuo Koyasu (Eds.), 2013. Hattatsu shinrigaku II [Developmental psychology II], University of Tokyo Press. 2. Toshiaki Shirai, Manabu Tsuzuki, & Yoko Mori, 2012. Yasashii seinen shinrigaku shinpan [Easy adolescent psychology, new edition], Yuhikaku Arma.

1-E-013-J/E	Session theme :「Principles of Development and Characteristics of Each Stage」
Lecturer	Osaka City University　Junko Nishigaki（Filmed in the 2015 academic year）
Learning Outcomes	1. To explain principles of development and growth (Knowledge) 2. To explain the characteristics of the developmental stage of adolescence in comparison with childhood and infancy (Knowledge) 3. To explain the difficulties that students (especially new students) are likely to experience and refer to them in their own teaching activities. (Knowledge, Skills, Attitude)
Overview	
Part 1	This session considers the topic of "What is the development?". We discuss issues such as how development differs from growth, what is the relationship between development and education, and how the university and society can be viewed differently from the developmental perspective. The qualitative shift in development that usually occurs around the age of 20 is also explained. It might be a somewhat abstract session, but please bear with me.
Part 2	Changes in both academic-related perceptions and self-understanding are explained as characteristics of developmental changes during adolescence or the transition from school to society.
Part 3	In the first half of the lecture, difficulties that college students are likely to encounter in their first year and their backgrounds are explained. In the second half, developmental disabilities are addressed as students who may have difficulty with Active Learning type classes.
References	中村隆一　2013　「発達の旅―人生最初の10年」　クリエイツかもがわ 西垣順子　2016　「青年教育としての大学を拓くために―発達心理学の観点から」　大学評価学会（編）『グローバル人材育成と発達保障の相克―大学は青年とどう向き合うのか―（仮）』晃洋書房 西垣順子　2016　「発達を識っていくということ―発達教育の今日的意義」人間発達研究所（編）『発達研究の創出』群青社 窪内節子・設樂友崇・高橋寛子・田中 健夫　2015　『学生相談から切り拓く大学教育実践: 学生の主体性を育む』学苑社

1-E-014-J/E	Session theme :「Foundation of Clinical Psychology and Its Application」
Lecturer	Kansai University　Masashi Kushizaki（Filmed in the 2015 academic year）
Learning Outcomes	① **Understand the fundamentals of clinical-psychology-based student understanding and support, and be able to explain them. (Knowledge, Skills)** ② **Understand the characteristics of university students' concerns and the basics of recovery, and be able to explain them. (Knowledge, Skills)** ③ **Learn the characteristics of students with developmental disabilities (e.g., learning disabilities (LD), Asperger's disorder, etc.) and develop an attitude of providing appropriate support. (Attitude)**
Overview	
Part 1	Using students with frequent absences as an example, this course explains how to understand students from a clinical psychology perspective and describes how to respond to students who are experiencing psychological difficulties.

Part 2	It also explains the characteristics of concerns typical of the university-student developmental stage, organized by phase: the entry period, the mid-program period, and the graduation period. In addition, it discusses the process of recovery from psychological distress and the role that faculty members play in supporting that process.
Part 3	Finally, the course outlines the characteristics of major developmental disabilities—autism spectrum disorders (including Asperger's disorder), attention-deficit/hyperactivity disorder (ADHD), and learning disabilities (LD)—and explains approaches to supporting students with Asperger's disorder in light of their specific traits.

1-E-015-J/E	**Session theme :「Learning of Students with Developmental Disorders— Focusing on Autism Spectrum Disorder —」**
Lecturer	Ritsumeikan University　Hozumi Araki（Filmed in the 2023 academic year）
Learning Outcomes	① Learn about the definition of developmental disabilities (autism spectrum disorder), as well as their current situation and historical background. (Knowledge/Understanding) ② Learn about the characteristics of people with developmental disabilities (people with autism spectrum disorder) from a life-cycle perspective, including the difficulties they may face in daily life. (Knowledge/Understanding) ③ Gain practical knowledge of learning support for students with developmental disabilities (students with autism spectrum disorder) and increase interest in this area. (Motivation/Attitude)
Overview	
Part 1	Learn about the definition, current situation, and historical background of autism spectrum disorder (ASD), one type of developmental disability. Within the ASD population, there are individuals who do not have an intellectual disability but still require support at university or in the workplace. This course deepens knowledge and understanding of the history of ASD, diagnostic criteria, prevalence, special needs education, reasonable accommodations, and the current circumstances faced by people with ASD.
Part 2	Learn about the life cycle of people with ASD. The course deepens knowledge and understanding of behavioral characteristics and the various difficulties and challenges experienced during early childhood, school age, adolescence, young adulthood, and later life. It also provides concrete learning about core features such as the "triad of impairments" associated with ASD, related traits, and developmental support that takes these characteristics into account.
Part 3	Gain interest in learning support for students with ASD by examining concrete examples, with a focus on university settings. In particular, the course covers self-awareness of disability in young adulthood, disability disclosure and self-advocacy, the role of proxies/advocates, individualized education plans (IEPs) and individualized support plans (ISPs) in higher education, and support for further study and employment. It also examines practical aspects of reasonable accommodations at universities and the role of disability support offices, with the aim of increasing interest in these topics.

1-E-016-J/E	Session theme :「Methods of Research Supervision」
Lecturer	Kyoto Tachibana University Takero Nishino（Filmed in the 2015 academic year）
Learning Outcomes	To acquire fundamental knowledge of guideline design, individual supervision, and organizational management necessary for the implementation of research supervision (knowledge).
Overview	
Part 1	**Foundations of Research Supervision:** This lecture provides basic knowledge on the foundations of research supervision, including what research supervision is, its positioning in Japan, and its significance and challenges. (1) What is research supervision? (2) What is the significance of research supervision? (3) The current state of graduation research in Japan (4) Challenges in research supervision
Part 2	**Principles and Methods of Research Supervision :** This lecture provides basic knowledge on key points and practical strategies for promoting students' autonomous growth and ensuring successful research supervision. (1) Start before research supervision begins (2) Develop guidelines (3) Foster goal awareness (4) Respect students' autonomy (5) Promote collaboration among students
Part 3	**Key Considerations in Individual Supervision:** This lecture provides basic knowledge on important points and cautions when supervising individual students in particular. (1) Adapt supervisory methods to individual students (2) Respond to diverse students (3) Be mindful of harassment (4) Improve research supervision

1-E-017-J/E	Session theme :「Designing performance assignments」
Lecturer	Ritsumeikan University　Hidehiro Nakajima（Filmed in the 2025 academic year）
Learning Outcomes	① Be able to identify and describe the characteristics of performance tasks. ② Be able to design performance tasks aligned with the intended Learning Outcomes.
Overview	
Part 1	In light of the growing importance of performance tasks in higher education, this course reviews their theoretical foundations and, drawing on practical examples, examines how to design and implement them. The course also addresses generative AI, which is having a major impact on learning assessment, and introduces what generative AI-responsive assessment tasks should look like, along with specific strategies for dealing with generative AI.

1-E-018-J/E	Session theme :「Teaching & Learning and Student Characteristics at Ritsumeikan University」
Lecturer	Ritsumeikan University Hidehiro Nakajima（Filmed in the 2025 academic year）
Learning Outcomes	① Be able to explain the distinctive features of Ritsumeikan University's educational approach and curriculum. ② Be able to explain characteristics of Ritsumeikan University students' learning situations and patterns.
Overview	
Part 1	This course introduces key points to keep in mind when engaging in educational practice at a large university such as Ritsumeikan University.
Part 2	Drawing on the results of student surveys conducted with Ritsumeikan University students, it also presents distinctive characterics of students' learning and living conditions.

※Lecturers' affiliations are those at the time this material was prepared.

※The"Sessions"list in this English handbook includes only Sessions available in English.

※The following lectures are recommended videos to watch.

・【1-E-007-J/E】Theory of Teaching and Learning, and Educational Practice（The University of Tokyo
　　　　　　　Kayoko Kurita）

・【1-E-012-J/E】Adolescent Psychology（Tokyo Metropolitan University Yuji Okada）

・【1-E-015-J/E】Learning of Students with Developmental Disorders
　　　　　　　— Focusing on Autism Spectrum Disorder —（Ritsumeikan University Hozumi Araki）