

Creating an Engaged Classroom with ICT: Good Practices and Organizational Support at Waseda University

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Abstract

In Japan, a key to transforming university education is shifting its conventional teacher-centered method to more learner-centered teaching. Meanwhile, ICT tools, including videos and clickers, are playing increasingly important roles in students' learning. Consequently, more and more universities, including Waseda University, are moving away from traditional, one-sided lectures toward more active and blended modes of delivery. Faculty members are becoming more responsible for designing attractive courses which are effective at engaging students through course work. Unfortunately, very few faculty members have received pedagogical training or experienced interactive courses, both of which are of critical importance for successfully transforming university classes. Nevertheless, the authors feel encouraged that some faculty members are working hard to offer innovative classes by actively engaging students through methods commonly referred to as "blended learning" and "flipped classroom" in educational terminology.

In this poster, we will present two selected examples of good practices conducted by faculty members in large classrooms. One is a blended course comprised of e-learning and classroom-based group work in alternating weeks. The other is a course that involves students watching short videos online before each class and engages them in in-class interactive quizzes conducted via handheld devices. The authors will also discuss specific challenges and limitations of the two projects at the micro (individual class) level. Organizational support provided by Waseda University, including e-teaching awards, Contents Creation Studios, and pedagogical seminars, will also be documented.