



Development and Improvement of Direct Evaluation Method to Measure Students' Understandings of FYE Program

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2020 Assessment Institute

Slides are
available!



Agenda

- 1. Yamagata University (YU) & Higher Education in Japan**
- 2. FYE Program at YU and 2020 modification**
- 3. New Project: “Comprehension test”**
- 4. Assessment**
- 5. Conclusions**

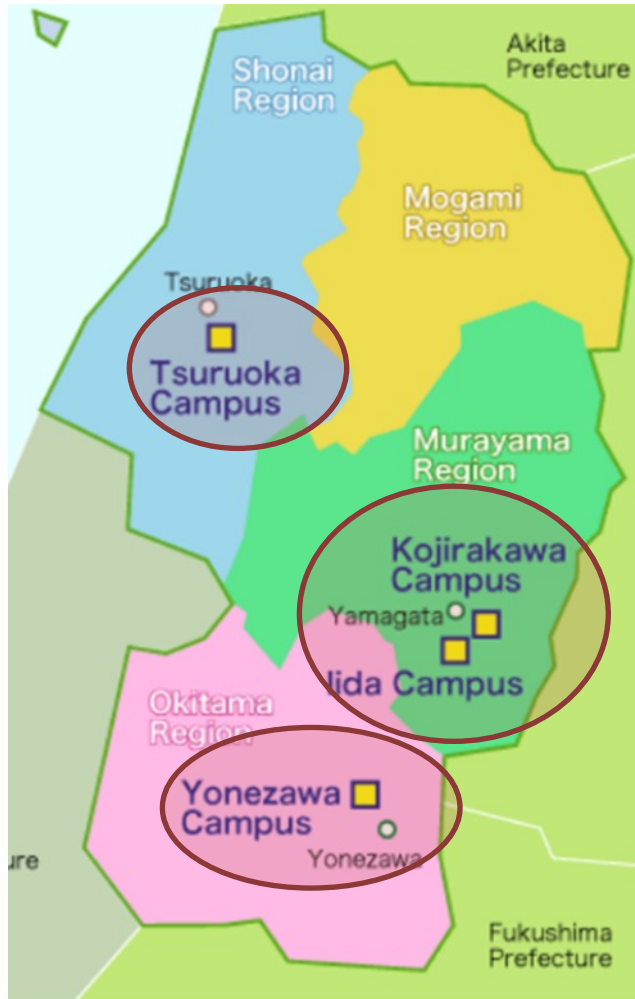
**Yamagata University
&
Higher Education in Japan**



Key Characteristic of H.E. in Japan

- The academic year begins in **April** and ends the **following March**.
- Students **must decide on their major** when they apply for **admission**.
 - **Can't change the major** after enrollment
 - No double or more majors
 - No pre- program (e.g., Pre-Med, Pre-Vet, etc.)
 - Almost **impossible** to
 - **Transfer** to another university
 - Have **flexible study plan**
- **High expectation to graduate in four years**

Yamagata University (YU)



■ Type: National University

- Year Founded: 1878
- Multi-Campus (4 campuses)
 - Kojirakawa Campus (K)
 - Iida Campus (I)
 - Yonezawa Campus (Y)
 - Tsuruoka Campus (T)

■ Six Colleges:

- Agriculture (T)
- Education, Arts and Science (K)
- Engineering (Y)
- Literature and Social Science (K)
- Medicine (I)
- Sciences (K)

- Kojirakawa Campus – Tsuruoka Campus: 60 miles
- Kojirakawa Campus – Yonezawa Campus: 30 miles

FYE Program at YU and 2020 modification



FYE Program at YU

■ Objective

To help and assist new first-year students in transitioning to the university life more smoothly

■ Characteristics

- 2 semester credits (meet 15 times, 90 min./class)
- **Mandatory** for ALL new first-year students
- Common Course Outlines
- Shared Learning Outcomes & Objectives

Students will develop four core learning skills:

1. Basic Research
2. Group Work & Collaborative Learning
3. Presentation
4. Report Writing

Course Outlines (1st Half, Weeks 1-7)

- Students learned and experienced the **four core learning skills** through the FYE course activities
- Students were assigned to **working groups** (about 5 people) and tackled the topic for discussion.
 - **Topic: A cashier gave you an extra 30 cents in change. What do you do?**
i.e., Pocket the change vs. Return the change
- Each group discussed viewpoints and spent **6 weeks** to prepare their presentation.

Course Calendar (1st Half, Weeks 1-7)

Week	Agenda/Topic
1	<ul style="list-style-type: none">• Introductions• Syllabus Review
2	<ul style="list-style-type: none">• Group Work• Basic Research
3	<ul style="list-style-type: none">• Group Discussion• Logical/Critical Thinking
4	<ul style="list-style-type: none">• Presentation Part 1
5	<ul style="list-style-type: none">• Presentation Part 2
6	<ul style="list-style-type: none">• Group Presentation
7	<ul style="list-style-type: none">• Report Writing

Reinforcement: 2nd Half (Weeks 8-15)

The group worked on another topic.

- i.e., What skills do companies value for recruitment?

2020 corona shock

- Fully online classes.
- Inability to assign students to working groups in face-to-face classes.
- How to learn "Group Work & Collaborative Learning" through online classes alone?
- Expanding the use of the LMS. (Web Class)
- Realizing Collaborative Learning in the Remote Classroom through Peer Review.

Modification of FYE course activities

- -2019 **Red= face-to-face activities**
 1. Syllabus Review, Basic Research
 - 2. Group Discussion**
 - 3. Group Presentation**
 4. Report Writing

 - 2020- **blue=Online Collaborative Learning**
 1. Syllabus Review, Basic Research
 2. Presentation of Basic Research Results
 - 3. Peer Review**
 - 4. Share Peer Review Reflections**
 5. Report Writing
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**New Project:
“Comprehension test”**



Development of direct evaluation

1. Since 2017, we've continued to improve by conducting student satisfaction surveys.
2. In addition to this, we decided to conduct a direct evaluation of the “four core learning skills”.
3. Test in pre-post to measure changes in understanding

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1. The test is not designed for a full online class. Questions need to be revised.
2. It was implemented this year, so I can't compare it to last year's results.

Methods

1. 1,700 new students to be enrolled in the Class of 2020
2. Test the same questions in the FYE program pre-post
3. 20 questions in total, 5 questions in each of the four core learning skills.
4. Questions from class content. “Comprehension Test” to measure the level of knowledge retention.
5. Number of valid responses
Pre:1590/1700 (93.5%) Post:1431/1700 (84.2%)

1. Basic Research

You are required to find some information for your research project. Which are the most appropriate statements? Select all that apply.

1. Search and gather information from government institution sites.
2. Search and gather information from peer-reviewed academic papers.
3. Search and gather information from Google or Wikipedia.
4. Search and gather breaking news from Twitter or SNS.
5. Search and gather information from published materials.

2.Group Work & Collaborative Learning

When formulating an opinion in group discussion which of the following statements are the most appropriate? Select all that apply.

1. Think deeply having looked at different opinions and opposing points of view.
2. Decide on your group's opinion having considered reliable data.
3. Decide on your group's opinion on the basis of a group member's passionate argument.
4. Decide on your group's opinion by majority vote.
5. Decide on your group's opinion by one member's research effort.

3. Presentation

When preparing for the group presentation, which of the following statements are the most appropriate? Select all that apply.

1. Make sure your talk is in logical order and easy to understand.
2. Make sure to include all researched data and every point of view.
3. Practice and revise to improve your talk objectively after the rehearsal.
4. Include charts and images to make your presentation slides easier to understand.
5. Assume your audience have already acquired specialized knowledge.

4. Report writing

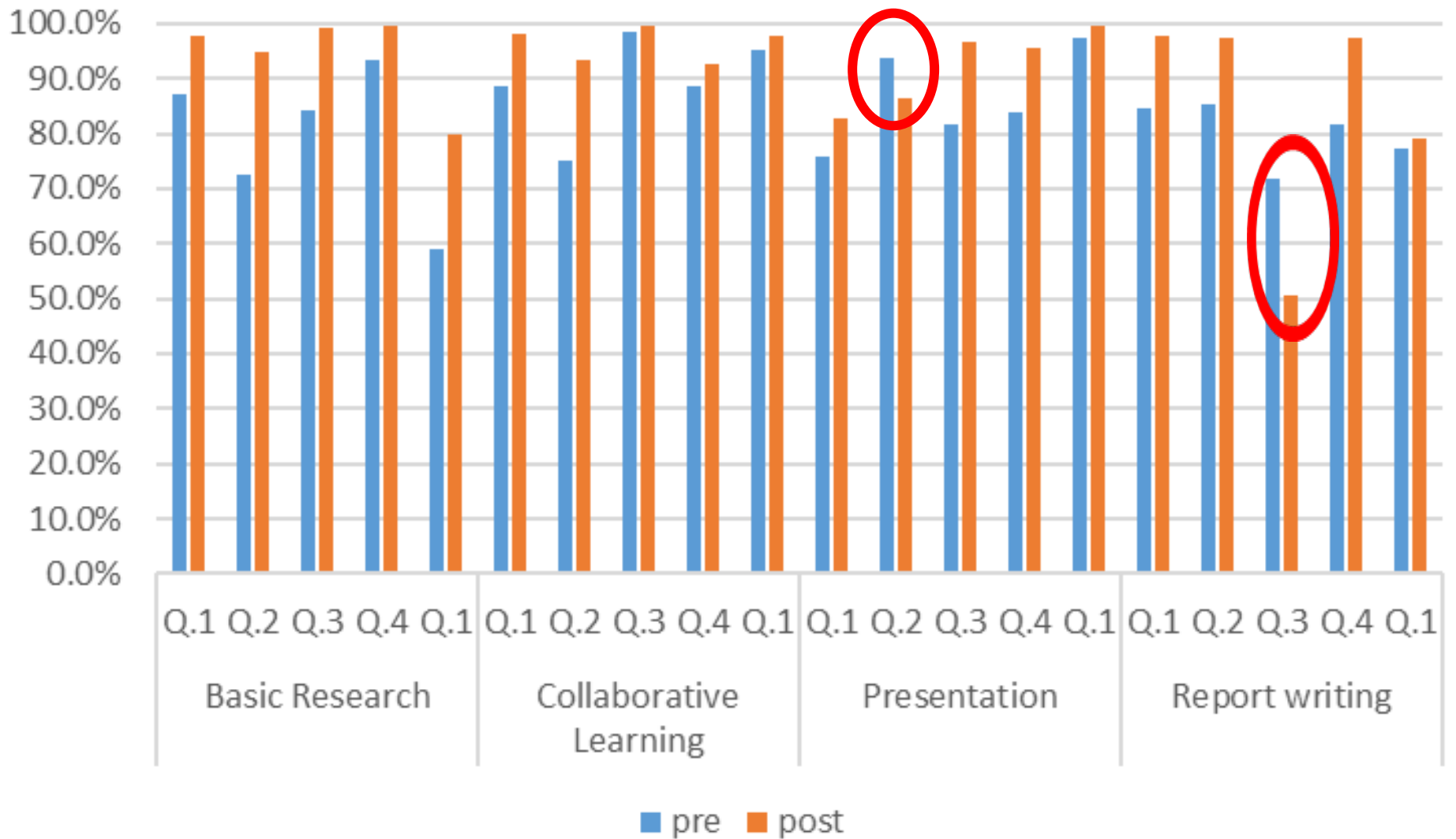
When writing an assignment, which of the following statements are the most appropriate to communicate your thinking? Select all that apply.

1. Understand and obey the basic assignment format and requirements.
2. Only begin writing after consulting your previous outline and initial notes.
3. Write the main part of your assignment before deciding on your conclusion.
4. Check your assignment for any mistakes before submitting paper.
5. Write your assignment using different writing styles.

Assessment



Results



Consideration

- It is good to see that students' understanding of most questions on the post-test was above 80%.
- We are paying attention to the two questions that had a lower percentage of correct answers.

Presentation Q.2



Report writing Q.3



Conclusions



Lessons learned and Improvements

1. All in all, it went well.
2. Students learned through full online, collaborative learning.
3. The two questions that did not increase the percentage of correct answers need to be examined because the reason is still unclear.

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