



Developing a New Online FYE Program in the post-COVID-19 World

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2021 Assessment Institute

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Agenda

1. Yamagata University & Higher Education in Japan
2. FYE Program at YU and 2021 · 2022 modification
3. Assessment Plan 1 & Assessment Results
(FYE student Survey)
4. Assessment Plan 2 & Assessment Results
(Comprehension Test, Survey)
5. Summary and Future Prospect

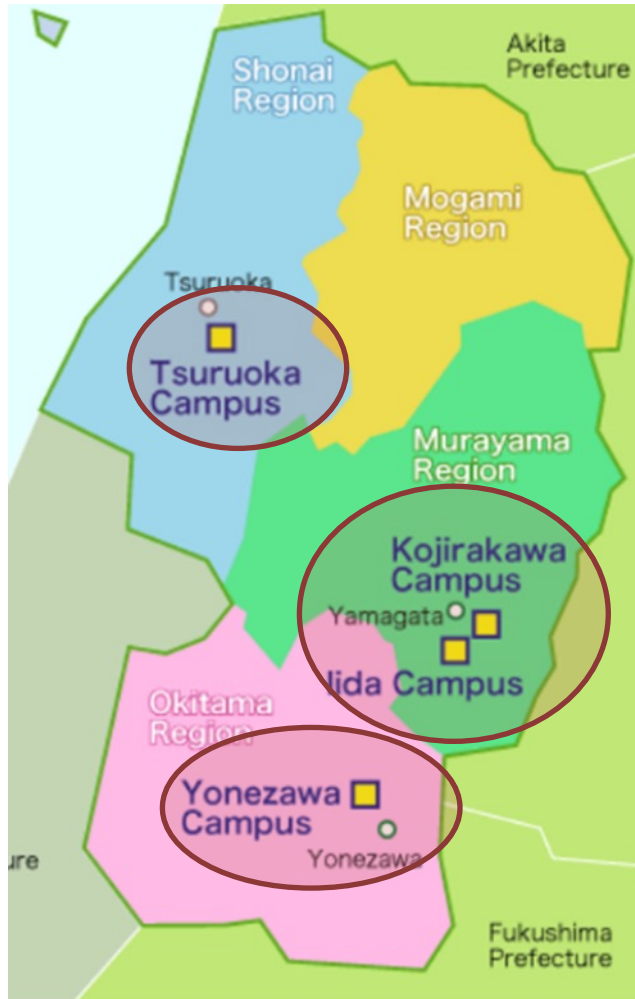
1. Yamagata University & Higher Education in Japan



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 major after enrollment**
 - No double or mixed 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**
- There are few presentation classes in Japanese high schools.

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
2021 modification**



FYE Program at YU

■ Objective

Help and assist in smooth transition to university life for new first-year students

■ Characteristics

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

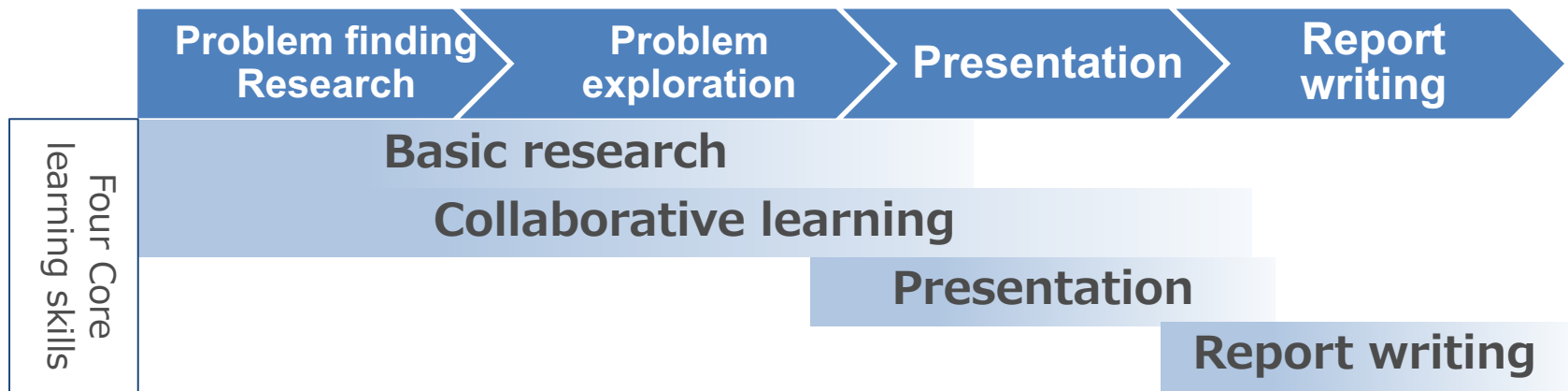
Students will develop **four core learning skills**:

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

Course Outlines

- Two “cycle”s.
- Each cycle consists of learning and practicing the four core learning skills.

The cycle of learning



- The second cycle reinforces the learnings and practices using another topic.

Course Schedule

Week	Agenda/Topic
1	Introductions, Syllabus Review
2	1 st Cycle_Basic Research
3	1 st Cycle_Problem finding/exploration
4	1 st Cycle_Research
5	1 st Cycle_Presentation
6	1 st Cycle_Peer-review, Reflection
7	1 st Cycle_Report Writing
8	2 nd Cycle_Basic Research
9	2 nd Cycle_Problem finding/exploration
10	2 nd Cycle_Research
11	2 nd Cycle_Presentation
12	2 nd Cycle_Peer-review, Reflection
13	2 nd Cycle_Report Writing
14&15	Special lectures (invited guests)

Dealing with Covid-19

- **Fully On-demand** in 2021 (due to university Covid-19 guidelines)

	~ 2019	2020	2021
Course delivery	Face to Face	On-demand + Online Real-time	Fully On-demand
Instructors	~ 30	3	3
Sections	~ 70	4	4
Students per class	25 / class	300~500 / class	300~500 / class

Agenda/Topic (1st Cycle, Weeks 1-7)

W	~ 2019	2020	2021
	Face to Face	On-demand + Real-time	Full On-demand
1	Introductions	Introductions	Introductions
2	Group Work (5 students per group) Basic Research	Basic Research	Basic Research
3	Group Discussion Logical/Critical Thinking	Logical/Critical Thinking	Logical/Critical Thinking
4	Presentation 1	Presentation 1	Research
5	Presentation 2	Presentation 2	Presentation
6	Group Presentation	Presentation Peer-review	Presentation Peer-review
7	Report Writing	Report Writing	Report Writing
		【Extra】 Group work (chat & zoom)	

2021 modification

- Redesigned course from 2020.
 - Assessments were conducted continuously to evaluate the educational effectiveness.
 - ① Student survey (Indirect assessment)
 - ② Comprehension test (Direct assessment)
 - Presentation and report skills were slightly degraded in direct assessment 2020.
 - Inability to realize group work activity/oral presentation in fully on-demand course.
- Modification on our presentation rubric to make the peer-review activity more effective.
- Enriching individual activities on basic research.

The next section will observe and discuss the result of assessments 2021

Assessment Plan 1 & Assessment Results



FYE student survey

1. **FYE student survey** : Two assessments were conducted in FYE (direct & indirect)
2. **FYE student survey(Since 2017)**
3. **Survey conducted on “four core learning skills”**
4. **The test was not designed for a full online class. Questions need to be revised.**
5. **In 2020, the "survey" question wasn't asked because some questions were changed due to the response to the Covid pandemic.**

Methods

1. Web-based survey after the lecture.
2. On the last class day, answer the questions voluntarily.
3. Questions about the four skills
4. Number of valid responses:
 - 2019: 1590/1700 (93.5%)
 - 2020: 1431/1700 (84.2%)
 - 2021: 1085/1700 (63.8%)

Questions about the four skills

1. Presentation

Did this class help you to get used to giving oral presentations in front of people?

2. Collaborative Learning

Did this class help you get used to group discussions and collaborative work?

3. Report writing

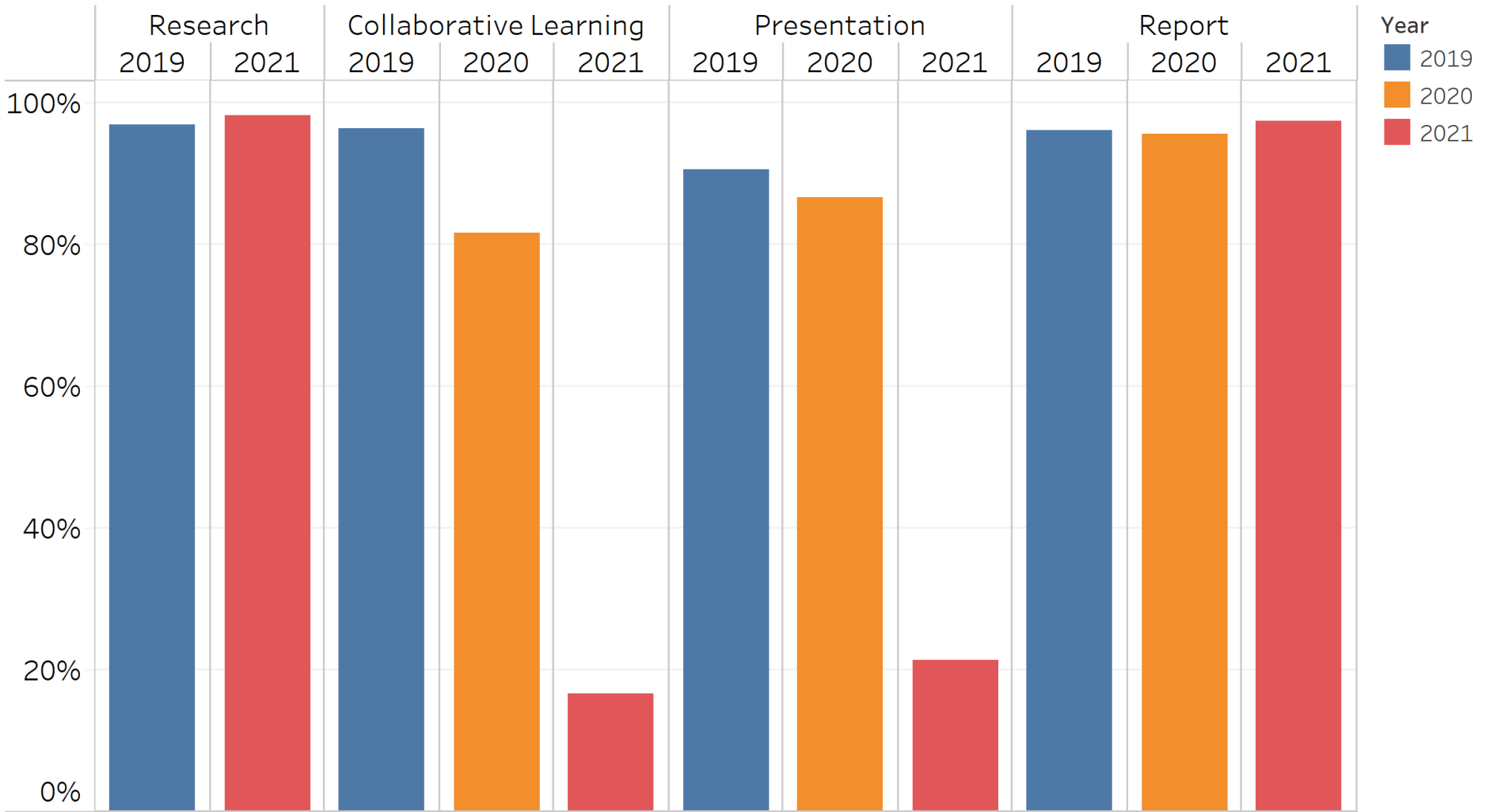
Did this class give you a better understanding of how to write a report?

4. Basic Research

Did this class deepen your understanding of research and information gathering methods?

Results (Basic Research, Collaborative Learning, Presentation Report Writing)

Student FYE Survey: Sense of Accomplishment



**4. Assessment Plan 2
&
Assessment Results
(Comprehension Test, Survey)**



Development of direct evaluation

1. **FYE student survey (Since 2017)**
→ indirect assessment
2. **In addition direct evaluation of the “four core learning skills” was conducted.**
3. **Pre-post testing was also conducted to measure improvements in understanding**

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1. **The test is not designed for a full online class. Questions need to be revised.**
2. **In 2021, we kept the questions unchanged but simplified them to better fit the online full on-demand format.**

Methods

1. 1,700 new students to be enrolled in the Class of 2021.
2. Pre-post tests have the same questions concerning aspects of the FYE program.
3. 20 questions in total, 5 questions for each of the four core learning skills.
4. Questions about class content. “Comprehension Test” to measure the level of knowledge retention.
5. Valid responses included incorrect statements.

Number of valid responses

2020 Pre = 1590/1700 (93%) Post = 1629/1700 (95%)

2021 Pre = 1379/1700 (81%) Post = 1022/1700 (60%)

Comprehension Test Results

	2020 avg	2021 avg
Basic Research	91.8%	96.1%
Collaborative Learning	94.6%	95.0%
Presentation	89.6%	91.3%
Report writing	82.1%	94.0%

- When comparing 2020 and 2021, In particular, the basic survey and report writing that we focused on in the post test have shown good results.
- In the direct assessment, most of the students were able to understand the "four core learning skills" in the full on-demand FYE.

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- The sample is 1022 people, and there are 5 questions for each item.
 - Comprehension Test result shows correct answer rate.

Overall Results

- 1. In 2021, due to the influence of Covid-19 and university organizational and communication technology issues, we focused on Basic Research and Report Writing.**
- 2. Full on-demand FYE did not show significant downward trends.**
- 3. In the Comprehension Test “Collaborative Learning” “Presentation” were initially thought to be incompatible with education in the Full on-demand FYE. However, through peer review and other educational innovations, we were able to maintain the educational level.**

FYE student survey/Comprehension Test Comparisons

FYE student survey	2020	2021
Basic Research	-	98.4%
Collaborative Learning	81.6%	16.6%
Presentation	86.6%	21.4%
Report writing	95.6%	97.6%

Comprehension Test	2020 avg	2021 avg
Basic Research	91.8%	96.1%
Collaborative Learning	94.6%	95.0%
Presentation	89.6%	91.3%
Report writing	82.1%	94.0%

※ FYE student survey shows response rate, Comprehension Test shows correct answer rate.

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- 1. In the FYE student survey, the numbers corresponding to "Collaborative Learning" and "Presentation" were low. However, the Comprehension Test showed that most of the students understood the content.**
 - 2. The results show that it is possible to measure educational effectiveness appropriately by using the Comprehension Test together with the FYE student survey alone.**
 - 3. Our FYE was able to maintain its educational standards even in a Covid-19 society.**

5. Summary and Future Prospect



Summary and Future Prospect

Summary

- YU FYE Program modification in 2020 and 2021
- Comparison btw Student Survey (indirect) and Comprehensive Test(direct)

Future Prospect

- Preparation for 2022 FYE course
- Improve direct and indirect assessments