

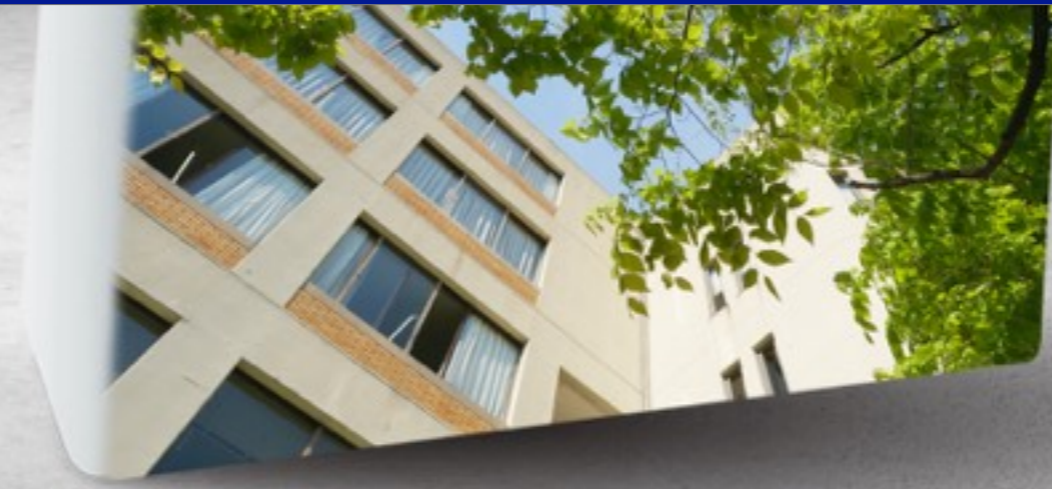


Making a Difference in Our World



Wilmina

Osaka Jogakuin University 2019-2022
Osaka Jogakuin College





WILMUNA

CHAPTER 1

Preface

Osaka Jogakuin University/Osaka Jogakuin College, a Christian women's school located in the center of Osaka, Japan, has had an iPad One to One program since April 2012. This book shares how that program has grown and flourished.



Located in the center of Osaka, Japan, Osaka Jogakuin (OJ) has a long, unique history of working hard to promote women's education. Founded in 1884 as a mission school by Alexander D. Hail and J.B. Hail, missionaries from the Cumberland Presbyterian Church in the US, the school set out to educate young women by instilling the ideals that people should be equals and should respect each other's humanity.

Initially known as Wilmina Girls' School, a name based on those of its largest donors (William and Ermina Sanders), Osaka Jogakuin now is a family of schools with a junior high school, a senior high school, a junior college (OJC) (1968), a four-year university (OJU) (2004), and a graduate school (2009). OJU is still committed to achieving the ideals of its founders. To do so, Osaka Jogakuin has developed its education around three pillars: Christianity, Human Rights, and English education.

OJ's approach to education is clear from its curriculum, which has been recognized by the Japanese Ministry of Education (MEXT). In 2003, OJC received a Good Practice award for its curriculum. In 2007, OJU was also recognized for exemplifying good practices in higher education.



Dr. Eiko Kato-Otani, President, Osaka Jogakuin University/Osaka Jogakuin College, Apple Distinguished Educator

Osaka Jogakuin's 3 Pillars



Osaka Jogakuin University Mission Statement

This school is an educational community based on Christianity.

- Our aim is to raise up persons who search for truth,
 - respect themselves and others,
- have the power of insight supported by accurate knowledge and rich sensitivity,
 - and participate actively in society.

As of the 2019 academic year, the school has 872 students. Although OJ students graduate with a degree in English from the Department of International & English Interdisciplinary Studies, students are able to concentrate their studies in



four areas: Communication, Business, Collaboration, or Women’s Global Leadership. OJ has 32 full time teachers who are supplemented by 99 adjuncts who teach 1-3 courses a semester on average.

Enrollment in the Graduate School, OJU, and OJC in the 2019 Academic Year (Total 872)

OJU Graduate School		Osaka Jogakuin University		Osaka Jogakuin College	
Doctor Program	3	4th year	159		
		3rd year	147		
Master Program	5	2nd year	188	2nd year	124
		1st year	152	1st year	94
Total	8	Total	646	Total	218



Apple technology is well represented at OJ. Since 2012, when OJ first implemented its iPad One to One program, all incoming first-year students (approximately 250-300 depending on the year) have received an iPad. Multi-Touch books, created through iBooks Author, form the foundation of OJ's first year-curriculum.

Furthermore, all classrooms have Apple TVs which make using AirPlay easy and support the student-centered

approach of our program. Not only teachers, but also students can easily share digital material with the entire class. In 2016 an Interactive Global Theater was opened, a space fully controlled by iPad technology. This space also connects students to students in classes in other countries, making it a truly international space.

Big Sisters



The “Big Sisters” are upper-level students who help first-year students start their new college life easily. In order to become a “Big Sister,” they need to take a leadership training course held every March. The goal of the training is to show students that a true leader is not necessarily someone who tells others what to do; instead a true leader is someone who listens and understands others’ ideas, opinions, and feelings. Thus, those who attend learn how to develop relationships with others, how to express their honest thoughts and feelings, and how to be aware of their relationships with others. They use this new awareness to support first-year students as they acclimate to university life.

50th Anniversary

A fifty-year anniversary is quite a milestone and on September 29, 2018 OJ celebrated the 50th anniversary of establishing its junior college. The celebratory video though in Japanese reminisces about some of the highlights since the school's founding.

- Wilmina Girls's school founded 1884
- Osaka Jogakuin Junior College established 1968
- Leadership and Big Sister program 1971
- Human rights special workshops 1973
- Content-based approach began 1987
- iPad provided to all students 2012
- Apple Distinguished School 2017-2019



I am the vine and you are the branches.

John 15:5

WILMINGTON

CHAPTER 2

Vision

We envision our graduates as women who will make a difference in society.

By understanding the world,

By making autonomous decisions

By having a clear sense of their own worth.





At Osaka Jogakuin, we aim to ensure that our students broaden and deepen their understanding of the world, and learn how to make autonomous decisions as they relate to it.

We strive to instill in each student a clear sense of her importance as a person, a unique individual of immeasurable worth in God's image. And, we expect our graduates to be women who will make a difference in society.

For a relatively small university in western Japan, these are extremely ambitious goals - goals that can only be achieved with leadership, and with a dedicated and committed faculty. Fortunately, OJ has both the leadership and the faculty to help it achieve its vision.

Our journey of innovation started thirty years ago, and since then, OJ has continued to challenge the entire concept of university level English education in Japan. In the early 1980s, we reformed our English education, to move from a skill oriented framework to a content-based approach. At OJ, English is learned as a means of communication, with the content comprising important issues of the 21st century, such as peace, human rights, and a sustainable future. Our approach forces


students to think on their own, with professors giving students projects to deepen their learning and to encourage critical thinking.

In order to achieve these goals, English faculty members started creating OJ's own unique textbooks and audio-visual materials, leading to the production of the current multi-books using iBooks Author. In 1991, we opened our Mac Lab, the first in Japan to use computers for English education.

Apple technology has played an important role in strengthening our English education. Students worked on creating videos on Japanese cultural topics using QuickTime, when it first came out in 1991. The videos were sent to our sister school in New York by post. In 2004, to promote ubiquitous learning, we were the first in the world to implement iPod One to One and use the iPod for educational purposes. We wanted to make sure students could - and would - listen to English materials anywhere, anytime. This led to the iPad One to One program in 2012, when the ICT division made WiFi available throughout the campus. As a result of these measures, our curriculum has advanced even further, with measurable improvements shown in learning results.

Inspired by our Multi-touch books, many students have started using iBooks Author for their graduation projects. Our English education reform, iPod One to One, and iPad One to One have attracted the attention of educators nationwide, and OJ has frequent visitors who wish to view our classes. For example, in 2018, several high schools asked for assistance in their English education and iPad implementation. In that regard, OJ, as an ADS, has had a positive impact not only our own students, but students at other schools in our community.

We will continuously seek new and effective ways of language learning. Currently, the technologies we are most interested in exploring are AI (Artificial Intelligence) and AR (Argument Reality). Through utilizing the AI language app, our students can improve their pronunciation and grammar on their own, even outside of the classroom. And with AR technology, we intend to put virtual labels on real objects on our campus in various languages, to stimulate students' intellectual curiosity and create a catalyst for intercultural communications between Japanese and international students. Our journey of innovation will continue.



***Educating women to
make a difference...***

Dr. Eiko Kato-Otani as **President** has provided the leadership and vision necessary to make Osaka Jogakuin a leading university. She has done so through her deep understanding of Osaka Jogakuin, its mission, and its organization.

As a faculty member since 1990 she served on various committees and as English Coordinator before being appointed President in 2012. She was influential in making technology a daily part of students' lives having the school provide students with iPod in 2004. Dr. Kato-Otani also led the implementation of the iPad One to One program in 2012 which revolutionized how the university's educational material was delivered. By providing iPad to the entire student body, technology has been brought into every class, every day. Thanks to her leadership, Multi-Touch books and other applications are now an integral part of English education at OJ.

Dr. Kato-Otani has also conceived and implemented additional innovative programs where students can focus on Korean or Chinese as a third language (Japanese and English plus Korean or Chinese) thus expanding the scope of the school and what its graduates can achieve.



**Eiko
Kato-Otani**

Ed.D., President



Steve Cornwell

Ed.D., Vice President, English Coordinator

Dr. Steve Cornwell is another key faculty member. At OJ since 1995 he has served on various committees and working groups. As **Vice President** and **English Education Committee Chair**, he coordinates the English program in both the university and college. Since OJ has only one major, English, OJ's approach to English education affects every student, staff, and faculty member.

OJ's approach believes that a uniformed approach to English education is best and so a majority of the English courses are coordinated, with each following the same syllabus and using the same evaluation scheme.

To keep the English program functioning smoothly Dr. Cornwell and other full-time faculty facilitate a daylong, all-English program orientation each February to prepare teachers for the coming academic year. The workshop reviews OJ's approach to education, provides professional development including training on how to use Multi-touch books, and is a chance for teachers to discuss classroom issues facing them.

Dr. Cornwell has been one of the leaders in the development and promotion of OJ's ebooks, which will be discussed later.

Dr. Tamara Swenson is another key faculty. She has been at OJ since 1991 and has served on various committees and working groups including providing leadership on OJ's ebook endeavors.

As **Director of the Center for International Affairs** she and her staff support students whether they are going abroad for the first time, participating in other programs such as fieldwork or internships, or are coming to Japan and OJ to study for a semester or do an internship.

Dr. Swenson believes that cross-cultural understanding begins when we welcome people from different cultural backgrounds into our lives and expands when we take steps to explore the world beyond our own culture. So the Center for International Affairs develops and manages study abroad programs that help students develop cross-cultural understanding. Under her guidance, the Center arranges for memorandums of understanding with partner schools, provides orientation and debriefing sessions to students, and much more.

While the actual content of each study abroad program varies all are designed to achieve the overall goal of helping students become more aware of the world and develop their own goals as global citizens.



**Tamara
Swenson**

Ph.D., Director, Center for International Affairs

Professor Yasunobu Komatsu, **Director of Information and Communication Technology (ICT)**, came to OJ in 2004 and is another influential leader. Although the school has had a commitment to using technology for years, under Professor Komatsu's leadership, the school has developed its infrastructure, advancing from having technology restricted to a few rooms on campus to having a totally-wired campus something that is rare in the Japanese tertiary education context. He has led adjunct faculty to develop a digital literacy program to help students understand and use technology appropriately and safely. In the future, a bring your own device approach will expand what students can do with information regardless of the combination of device(s) they use (iPad, iPhone, etc.)

Such training is not just limited to students; there are regular faculty and staff development sessions to help teachers better use the available technology and learn about new developments. Professor Komatsu is also in charge of the Language Solution Center (LSC) that is integral in the smooth use of technology on campus.

Under Professor Komatsu's leadership, the LSC assists with IT classroom management, aids with students' iPad use, distributes iPad to part-time teachers or teachers from other universities, and supports faculty in the creation of educational materials.

A portrait of Professor Yasunobu Komatsu, a middle-aged man with dark hair, wearing a dark suit jacket, white shirt, and dark tie. He is smiling slightly and looking towards the camera. The background is a plain, light-colored wall.

Yasunobu Komatsu

Professor, Director of ICT



Scott Johnston

Ph.D., Chairperson, Curriculum Committee

Dr. Scott Johnston is another key faculty member providing leadership and vision. Coming to OJ in 2004, he now serves as chairperson for the **Curriculum Committee** and coordinator of the **Women's Global Leadership (WGL)** program, two important areas within the university.

The curriculum covered in the first two years is designed to create awareness in students of the issues humanity faces. It is also designed to enable students to establish a clearer self-identity and achieve the ability to communicate in English. The English curriculum maintains a content-based approach.

The curriculum for upper-level students builds upon the first two years, and has students delve deeper in a variety of areas. As mentioned earlier, while all students graduate with a degree in English, they are able to concentrate in the following areas: Communication, Collaboration (an area that examines not-for-profits and non-governmental institutions (NPOs and NGOs) and how they function) and Business. In addition, a select group of highly proficient students participate in the Women's Global Leadership program that introduces them to leadership and globalization from multidisciplinary perspectives while helping them develop their own leadership style.



WILMINGTON

CHAPTER 3

Learning

Help students lay a strong academic foundation, develop themselves, and face the challenges of modern day life, all through experiential learning



Learning is key at Osaka Jogakuin University. And OJ students are ambitious and focused in regards to their learning. In a recent graduation

survey, 78% report having set high goals and 81% wrote it was not easy to graduate from OJ without putting in the effort.

The university takes a student-centered approach to its education through a content-based, project-based, and experiential-learning-based curriculum. Although the university has just one major, English, its approach has been for students to study content topics in English rather than to only study English.

Unlike many universities, where English means either conversation classes, where students practice talking about their hobbies or giving directions, or literature

classes, where students study American or British literature but never learn to communicate their opinions about the books they read in English, OJ's first-year

students study content the faculty has decided advances the university's mission and goals. Currently the first year classes focus on Identity, Peacemaking, Human Rights, and Sustainable Futures.

Furthermore, these content-focused classes take a project-based approach, one where students focus on developing projects that allow them to independently explore the issues they are studying in greater depth. Through the integration of

reading, listening, discussion, writing, and presenting, students use their second language (English) to do the tasks involved in completing the projects, and





accomplishing their goals. They go through a cyclical process of gathering data, analyzing it, and reporting the results. The projects take many forms and are only limited by the students' creativity. Many involve an aspect of public speaking and the students learn to use their iPad to give informative, visual engaging presentations, developing skills they need not just in their first-year courses but throughout their studies. In addition to content, OJ focuses on helping students gain the necessary language skills necessary to operate in the world outside. Two specific school-wide programs that do so by making effective use of iPad are OJ's school-wide vocabulary program and its extensive reading program.

Vocabulary and Extensive Reading

In language learning, vocabulary is key. Without a decent vocabulary it is difficult to do anything. OJ has found iPad the perfect devices for delivering a special vocabulary program to help our students improve their English.

Starting in 2016 Dr. Stuart McLean led a project to design



a vocabulary program that could be delivered on iPad. Early on students commented on how efficient and convenient the iPad made vocabulary to learn as they used it when commuting,

waiting for friends, or filling in time between classes. The program has evolved and now uses the English Central app to deliver vocabulary study to all first-year, second-year, and third-year students. A recent development is that all testing can now be done on the iPad saving time. In addition to the vocabulary program, an extensive reading program is also delivered through iPad.

Extensive reading, which is well researched in the field of language education, and is described in the video above,

Extensive Reading



For example, let's look at the sentence

has students read
long passages (short books) at
their appropriate English ability level for enjoyment (and
language proficiency improvement).

Using a web-based virtual library, available through Xreading.com, students have access to readers 24 hours a day, 7 days a week. The goal for first-year students is to read 180,000 words a semester, which helps them improve their reading speed and fluency. In short, iPad have made it possible for students to learn vocabulary and practice reading anywhere and anytime.

At OJ, learning is not restricted to the classroom.

In addition to traditional classwork and homework, students find creative ways to apply their interests. On top of unique learning opportunities, there are events and projects, many students led, that assists in students finding their voice and gives them real world experience even before graduation. The rest of this chapter presents some especially memorable ones.

Students have created an online book and use FaceTime to teach elementary students at Kameoka Elementary School. They also have created a book with lesson plans so other students can do the same in the future. Other students have done 10-week internships at a local elementary and junior high school. The internships culminated with students giving presentations about the learning experience on their iPad to elementary and junior high school principals.

This project is a great example of “Everyone Can Create!”

A photograph of three young women sitting at computer desks in a classroom or computer lab. They are all smiling and appear to be engaged in a conversation. The woman on the left is gesturing with her hands. The woman in the middle is wearing a white t-shirt with a microphone clipped to it. The woman on the right is wearing a white long-sleeved shirt under a black and white polka-dot dress. In the background, several computer monitors are visible, some displaying educational content. The overall atmosphere is positive and collaborative.

Teaching Elementary and Junior High School Students

Chinese Online Class

An online course is available through the National Taiwan Normal University Center for Language Studies for students who have proficiency in Chinese (for example, they have lived in a Chinese-speaking country or use Chinese in their personal lives). Students can learn Chinese with FaceTime.



The World's Largest Lesson

Students not only study about human rights, but also enthusiastically take action to support human rights. They organize various grassroots activities, some which focus on education and child labor. Here students have organized and are participating in The World's Largest Lesson, an international global initiative which has the goal of ensuring "every child in the world grows up knowing and caring about the Sustainable Development Goals." This is the 9th lesson of its kind conducted at OJ. In this lesson students compared education expenses and military expenditures and also experienced what it would be like to not be literate. In order to take action to achieve them. As one student leader said, "This lesson opened our eyes to the realities of many people in the world and made us consider what we can do to help."



The pink ribbon is an international symbol of breast cancer awareness. Pink ribbon campaigns involve educating people about breast cancer, its dangers, and what can be done to detect it early. At the OJ school festival, students organized and collaborated with a cosmetics company to educate students, faculty, staff, and guests about breast cancer. One student leader said that presenting the concept to the company staff was a unique experience and one that will help her in the future. More than 170 people attended the event.



Pink Ribbon Campaign


All Japan Student English Presentation Contest


The Kanda National English Presentation contest is held to encourage students to improve their English skills, work together, and focus on issues of importance to a global society.

On December 1, 2018 at the 7th annual contest two OJ international students, Ms. Pitabeddara Vithanage Sandali Dilshanie and Ms. Fernando Ayanthi Disala won the best group award.

Their presentation addressed ocean water pollution and what can be done to help recycle/reuse plastic pet bottles by making plastic bricks.

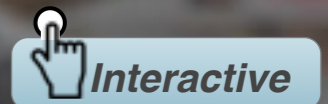


 [To see their presentation click here.](#)



Students interested in business and marketing have collaborated with local merchants to create a daily calendar that encourages people to visit local businesses. The Tamatsukuri Shotengai (shopping street) Calendar, which includes daily coupons for shops in the local area, was begun after students approached a local calendar company about the possibility. The project, now in its fifth year, has been recognized internationally, winning a student award at an international calendar contest held in Germany. Students do all steps in this project, from selling the advertising pages, to doing the layout, to handling distribution and sales. In this photo we can see them hard at work doing design work on their iPad using Apple pencils.

The calendar project is a great example of “Everyone Can Create!”



Tamatsukuri Shotengai Calendar project

Student Interpreter at the G20 Summit in Osaka

Mai Endo, a third year student, volunteered to help with the G20 summit held in Osaka, June 29-30, 2019

Although Ms. Endo knew she would be helping interpret, she did not know until a week before that she would be assigned to the tea ceremony room with its special vocabulary.

It was quite an experience as she had to balance interpreting what the tea ceremony master said with being sensitive to the journalists' goals of taking perfect photographs. She reported that it was a great experience and one from which she learned a lot.



The Tomodachi MetLife Women's Leadership Program (TMWLP) "provides Japanese female university students with over 10 months of leadership development training and one-on-one mentoring from mid-career professional women." OJ has had two students accepted in to this highly competitive program, Miho Higuchi (2017), and June Salas (2018). A highlight of the program is an annual trip to New York and Washington, D.C. to meet with MetLife executives, Japanese female professionals, and Japanese diplomats. The program ends with a capstone conference, "Own Your Life, Design Your Future."



TOMODACHI MetLife Women's Leadership Program



[TOMODACHI MetLife Women's Leadership Program](#)

APSSA

In 2018 OJ students and staff attended the 16th Asia Pacific Student Services Association (APSSA) conference in Kuala Lumpur, Malaysia. The students were able to participate in workshops ranging from Using Social Media Responsibly to Physical and Mental Wellness to the Environment to Becoming an Engaged Global Citizen which is an area about which they made a presentation on.



APSSA



Amigos de Apple is a student organized club dedicated to using Apple technology in new and creative ways. A recent project had members work with laser engraving and 3D printing to make OJU memorabilia. They use Apple technology regularly and have used Pages for promotion and Numbers to track their sales. Amigos de Apple also realize the benefits that Keynote offers when collaborating and so often use it for group presentations.

As part of their work with Apple technology, over the past few years, they have designed and built a horror house for the school festival, which uses iPad, infrared imaging, and lots of scary audio and video. Most recently they have been working on projection mapping to turn objects into display surfaces to assist with video presentations.

OJ is one of 9 universities invited by the Osaka Prefectural Police to participate in a program to teach elementary students safely use SNS. Amigos de Apple volunteers will visit schools and help students become aware of the dangers of cyber crime.

Amigos de Apple projects are great examples of Everyone Can Create! “

Amigos de Apple



Making the Projection Mapping Video

Comments from Students



Students here are really goal-oriented - the university really makes you think about what you want to achieve in life and how to get there. The friends I've made here have really been a good influence on me.


Using the iPad as a tool makes studying really easy - I can access my material anywhere in the campus, and don't have to lug around heavy books.

One thing I love about this school is how we are constantly encouraged to re-examine ourselves and to rethink our assumptions and our opinions. It has really helped me grow as a person.

We learn so much about global issues, not only in English but also in Korean and Chinese. Every day I really feel I have learned a lot.

The skills we learn every day in class - formulating and expressing an informed opinion, presenting in front of people, writing a lot - these skills will really help us in our future careers. *educator overseas.*

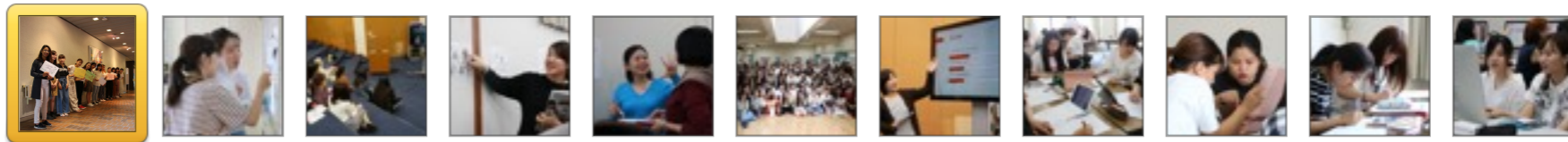
The high level classes we take here with serious, meaningful debates on social issues - I really don't think I could have experienced that in any other university. The more actively you participate, the more you get out of the classes. You really can't keep up if you're just messing around. My English has improved dramatically, sure - but it's been much more than that.

There are so many international students, I can experience inter-cultural exchange at  every day!

Before I started here, I had no interest in going abroad or leaving my safe cocoon here in Japan. Now I'm preparing for a year abroad - I'm so excited!

The classes here are tough, that's for sure. You really need to work hard to keep up. But the professors always tell us why an assignment is important and how it will help us grow. This really keeps us motivated.

Learning



WILMUNA

CHAPTER 4

Teaching

In order to develop a society in which men and women can participate equally, women must see themselves as persons of absolute worth, sharpen their knowledge, acquire skills, and develop the ability to express their own ideas as they go beyond traditional female roles and choose how they really want to participate in society.

To this end, it is necessary to create an educational environment to meet these needs. This is how we teach.





As every student at OJ has an iPad, iBooks Author allows teachers to take advantage of its features and create a dynamic language learning experience using interactive, Multi-Touch books. Teachers have created content-based Multi-Touch books, which take advantage of young people's comfort with technology.

As mentioned earlier, Multi-Touch books have been built around the following themes: 1) Identity and Values, 2) Becoming a Peacemaker, 3) Human Rights, and 4) Sustainable Futures (environmental issues). These content-based themes are integrated into the Reading, Discussion, and Writing courses, allowing students to develop a deeper understanding of each issue. In addition, several teachers have created Multi-Touch books for their 2nd and 3rd year classes one of which (Advanced Marketing) has been offered as an iTunes U course.

Instructional design

OJ has for many years systematically and periodically conducted curricular revisions as the faculty believes this needs to be an ongoing process. As part of this process, each year members of the faculty review, revise, and rewrite the materials used for the first-year program. Material is added, deleted, and rewritten so that they more closely meet the learners' English proficiency. Goals are clarified, and when needed the courses are adapted to address changes in the world that might impact students' lives. Conceptually, in the first-year courses, OJ introduces students to the content topics through readings, which are then used as the basis for discussions. Finally, students use their new knowledge about the topics to write about related themes in their own paragraphs and essays.



Paper books with cassettes, and video tapes



First generation ebooks



Current generation ebooks

Coordination is done by **course liaisons**, pictured below, who are full-time faculty that oversee the entire set of required English courses (reading, discussion, writing, grammar, phonetics, integrated studies, theme studies). OJ also uses team leaders who are faculty that coordinate the teachers of each group of students through planning and sequencing of materials, as well as sharing information regarding students' progress and who might need a little extra support.

Students have writing courses and oral communication courses each year (1 to 3). In the second year, research papers are introduced in several theme-based courses, along with advanced discussion techniques in an advanced discussion class. The third year also keeps up a focus on spoken and written ability in a course to prepare students for writing a senior thesis, which they will write in their fourth year. Also in the third year, the oral production focus shifts from discussion to presentation. All of this culminates in

the fourth year when students write a graduation thesis either conducting research or creating a product, which they also write about. For example, students have created an ebook to teach Korean, a picture book/story to look at alternative energy sources, or a picture book to teach elementary school students about fair trade.

Regardless of which path they follow, they must present their work to the OJ community in a variety of manners determined by their concentration (communication, business, or collaboration).



iPad Usage

Teachers have commented on how the iPad are ideal for easily editing in-house teaching materials and providing students with more listening homework activities. Teachers use the iPad in varied manners, but some similarities have arisen. Teachers have students video themselves, watch (and sometimes transcribe) these videos, and frequently record this work again. Teachers have also commented that iPad enable them to better manage classroom records, which makes a teacher's life quite a bit easier. Also, having material available for iPad (or iPhone) is convenient and reduces photocopying. Furthermore, the iPad give students access to their own personal language-learning laboratory. They can instantly access dictionaries, check for information in Japanese or English, have access to sound and video recorders, upload large files to the cloud, share their work with others, and conduct many other tasks that would take far more time without the iPad technology.



Professional Development

Because our faculty is experienced in making Multi-Touch books, they are in the position to help others. Dr. Kato-Otani, is an Apple Distinguished Educator (and an APAC/ADE Advisory Board member 2012–2017) and she uses her experience as an ADE to share and encourage the use of technology. She has been asked to give workshops and presentations on iPad and education at high schools and conferences. OJ also hosted an ADE workshop on April 6, 2019 where regional based ADEs came together to present on their projects. Dr. Kato-Otani is also the advisor of the student group, Amigos de Apple, mentioned earlier.

Other faculty are members of a variety of academic organizations both in Japan and abroad, often taking leadership roles. As such, in addition to attending conferences and workshops such as JALTCALL and Technology in Teaching, they present and publish on OJ's work with iPad and Multi-Touch books. We promote our curriculum to high school students, high school teachers, and our alumna. When we have Open Campus for high school students we offer English Reading and Speaking through iPad sessions. Because of this, high schools in Osaka have come to know about our use of iPad for English education. In addition to recruitment efforts, we provide professional development to the teaching community most recently helping high school teachers better understand how technology can be applied in their contexts.

On August 3, 2019 OJ conducted a workshop in partnership with Apple for high school teachers that presented our approach to integrating Apple technology and content while also teaching them hands on how to use Pages. Finally, we have a special English lesson during our annual homecoming to show our graduates how we are using iPad in our classes now. The graduates have commented on how much fun it was to learn English by using an iPad.



Making digital material with iPad



Most recently, OJ has focused on the challenge of addressing the needs of students with both higher and lower levels of English proficiency. This was the focus of OJ's most recent curricular revision, launched in 2016. To address higher proficiency students, OJ created a Women's Global Leadership Program. While having a special focus on women's leadership, it challenges students by allowing them to proceed through the OJ curriculum at a faster pace. By completing three years of English requirements in two and having early access to advanced courses, students have the time they need to study abroad for a year. In 2020 the first WGL class will graduate; they have worked on a wide range of graduation projects including creating a book

on teaching English, a video on time management, and a content analysis of businesses and hotel's use of color.

To address the needs of the lower proficiency students, OJ developed a Foundation Program that provides four extra, integrated courses covering grammar, reading, writing, and speaking. The program is intended to a) improve English skills, b) help students gain confidence, and c) provide a safe and supportive environment. The course meets its goals by allowing students more time. By stretching out the first two years of required English courses over three years, students are given the time to gain skills they need to do advanced courses in English.

Teaching





WILMINGTON


CHAPTER 5

Environment

OJ has created a campus that is conducive to learning. Moveable desks and chairs allow teachers to configure classrooms as they would like. It is not uncommon to see desks arranged in circles or groups of four, in addition to traditional rows.




It is not enough to have a great curriculum taught by well-trained, experienced, and enthusiastic teachers. A school must give students welcoming, successful spaces in which to study and learn. OJ has created such a campus.

The image shows a bright, modern library interior. In the foreground and middle ground, there are several long white tables arranged in rows, each surrounded by grey mesh chairs with blue seats. In the background, there is a brick wall, a whiteboard on a stand, and wooden bookshelves filled with books. The ceiling has recessed lighting fixtures. A large, semi-transparent circular graphic is overlaid on the right side of the image, containing text and a title.

The library was renovated in 2018 creating a Learning Commons that includes a) a Thinking Zone where students and classes can meet for discussions, b) a Research Tower area where students can conduct research using the computers available, and c) a MultiMedia Zone where students can watch DVDs and listen to CDs.

Library

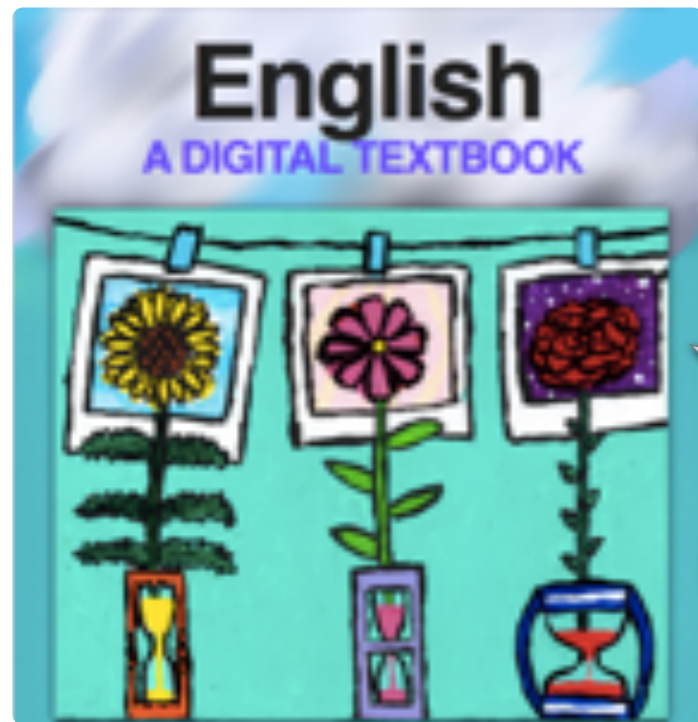


Long serving as a tiered, language laboratory with fixed seating, Room 308 was redesigned to serve as a multipurpose room with a Big Pad display connected to Apple TV.

Room 308

A 30 computer Mac lab is available to students to do homework assignments, prepare Keynote presentations, and basically put “Everyone Can Create” into practice!

Room 404 Mac Lab



Graduation Thesis: Several students have made Multi-Touch books for their graduation projects using iBook Author. Some examples include a Korean textbook for beginning students of Korean and books on Korean fashion in Japanese and Japanese fashion in Korean.

Interactive Global Theater 209



The IGT was designed to be a space where lectures and discussions could be held with people in other countries. Other ways the space has been used include FaceTime classes with people not on campus, presentations using multimedia, and regular classes that require more room to move around in.



SASSC

Self Access Study Support Center

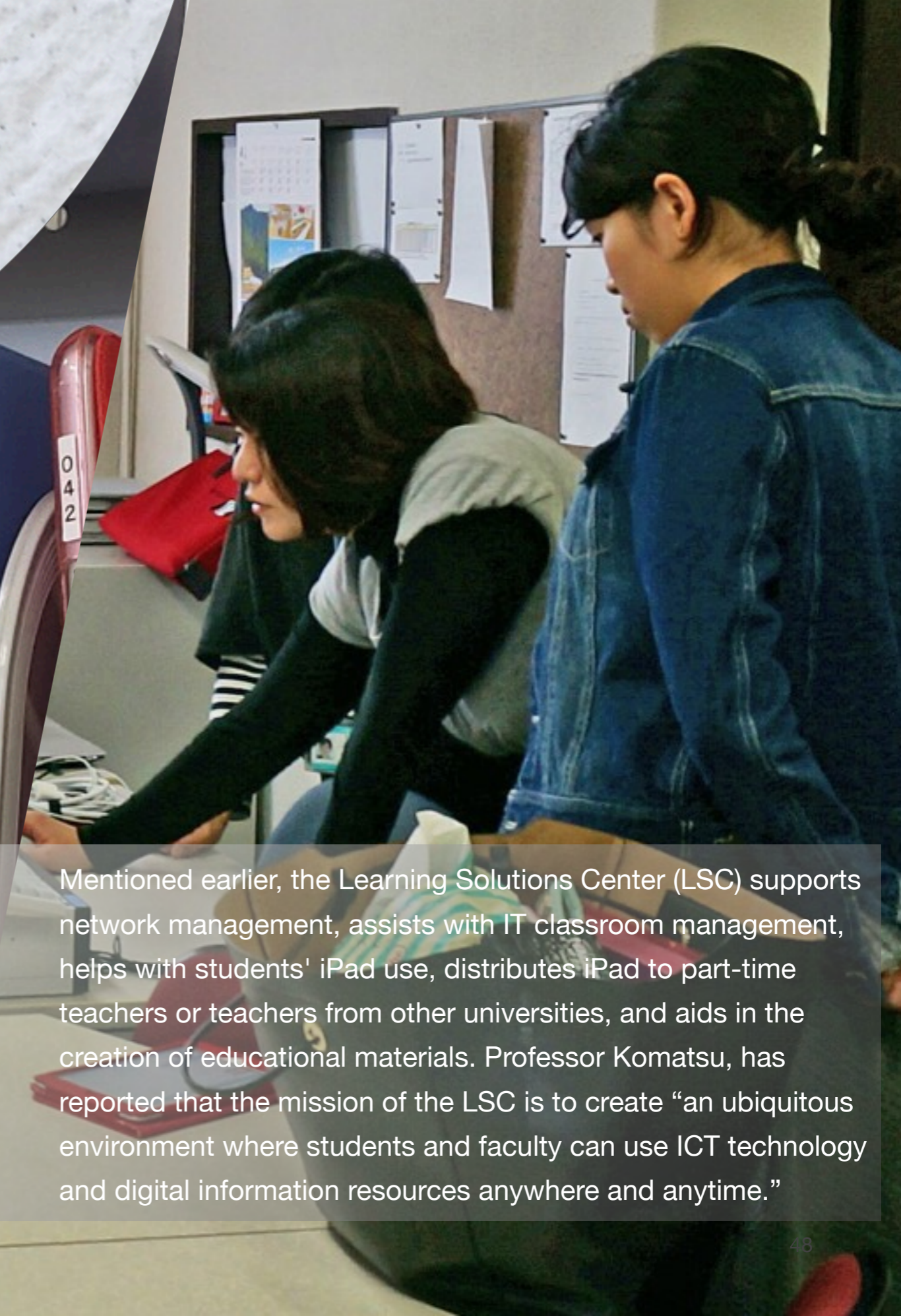
The Self-Access & Study Support Center (SASSC) is used by students from the time the doors open in the morning until students have to leave in the evening. In addition to computers, tables, and chairs, the space has sofas and couches where students can rest or informally discuss projects. The study center also houses a writing center and a tutor corner.

WIC Wilmina International Center

The Wilmina International Center (WIC), part of the Center for International Affairs, provides students with opportunities to meet and interact with students from other countries on campus. Currently, there are 72 international students studying at OJ. They add a great deal to the campus environment and even help out by staffing the Language Speaking Lounge. (Chinese, English, Korean)

They are having a takoyaki party.

Learning Solution Center L.S.C.



Mentioned earlier, the Learning Solutions Center (LSC) supports network management, assists with IT classroom management, helps with students' iPad use, distributes iPad to part-time teachers or teachers from other universities, and aids in the creation of educational materials. Professor Komatsu, has reported that the mission of the LSC is to create “an ubiquitous environment where students and faculty can use ICT technology and digital information resources anywhere and anytime.”



1991



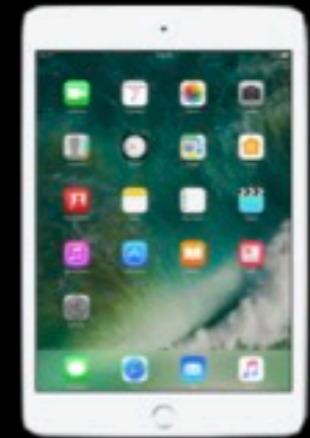
2004



2008



2011



2012

Technology at Osaka Jogakuin Timeline

*We are the ones who have used technology for English education.
Technology is now engrained in our school's ethos and will help us
reach our future goals.*

Dr. Kato-Otani, 2017

CHAPTER 6

Results

Ultimately, a university's results are measured by its graduates and the lives they live. We have developed our programs to help the young women of OJ find and achieve their dreams and goals. This chapter shares how outside agencies have evaluated our efforts.



Our Graduates are sought after



Our graduates have a high rate of employment in leading companies, and in a wide range of sectors. Representative companies follow.

[Accommodation business, restaurant service business] [Airline]
[Construction] [Education] [Financial business (including JA)] [Information and communication industry] [Lease industry] [Life-related service industry, entertainment industry (including travel)] [Manufacturing] [Other education and learning support industry] [Other services (not classified elsewhere)] [Professional / technical service industry (including law firms)] [Real estate transaction / rental / management][Retail][Social insurance, social welfare, nursing care business][Transportation] [Wholesale trade]

Representative companies include: [Education] Osaka Prefectural Board of Education, Gakushuin University, Seimi Kindergarten, Sakai City Board

Companies have commented that OJ graduates:

Have high communication skills. In particular, their communication skills in English are highly practical, and include presentation skills, and any department that requires English skills will find them a valuable resource.

Are not easily shaken, can judge things accurately, and have positive attitudes.

Can communicate their thoughts while considering the people around them when working in a group.



The Ranking of Osaka Jogakuin

大学ランキング2020 AREA MOOK 進学(朝日新聞出版)
大学探しランキングブック (大学通信)



No. 2

Women's universities. in Western Japan

Ability to improve oneself



No. 2

Women's universities in Kansai region

Education Received



No. 3

in Kansai region

Value among Small
Women's Universities



No. 3

Women's universities in Kansai region

Good student support



18.7%

Classes taught in English
(excluding language classes)



81.3%

in Japan

Classes Using Active Learning



No. 28

in Japan

Government Research Funds Per capita



Among language and international related
Departments

No. 2

in Japan

Job Placement



No. 2

in Japan

Airline Cabin Attendant Training

Internationalization at Osaka Jogakuin



No. 4
in Japan

Globalized universities in Japan



THE World University Rankings in Japan 2019

No. 5
in Japan

Number of students from foreign countries

大学ランキング2020 AREA MOOK 進学(朝日新聞出)



No. 3
in Japan

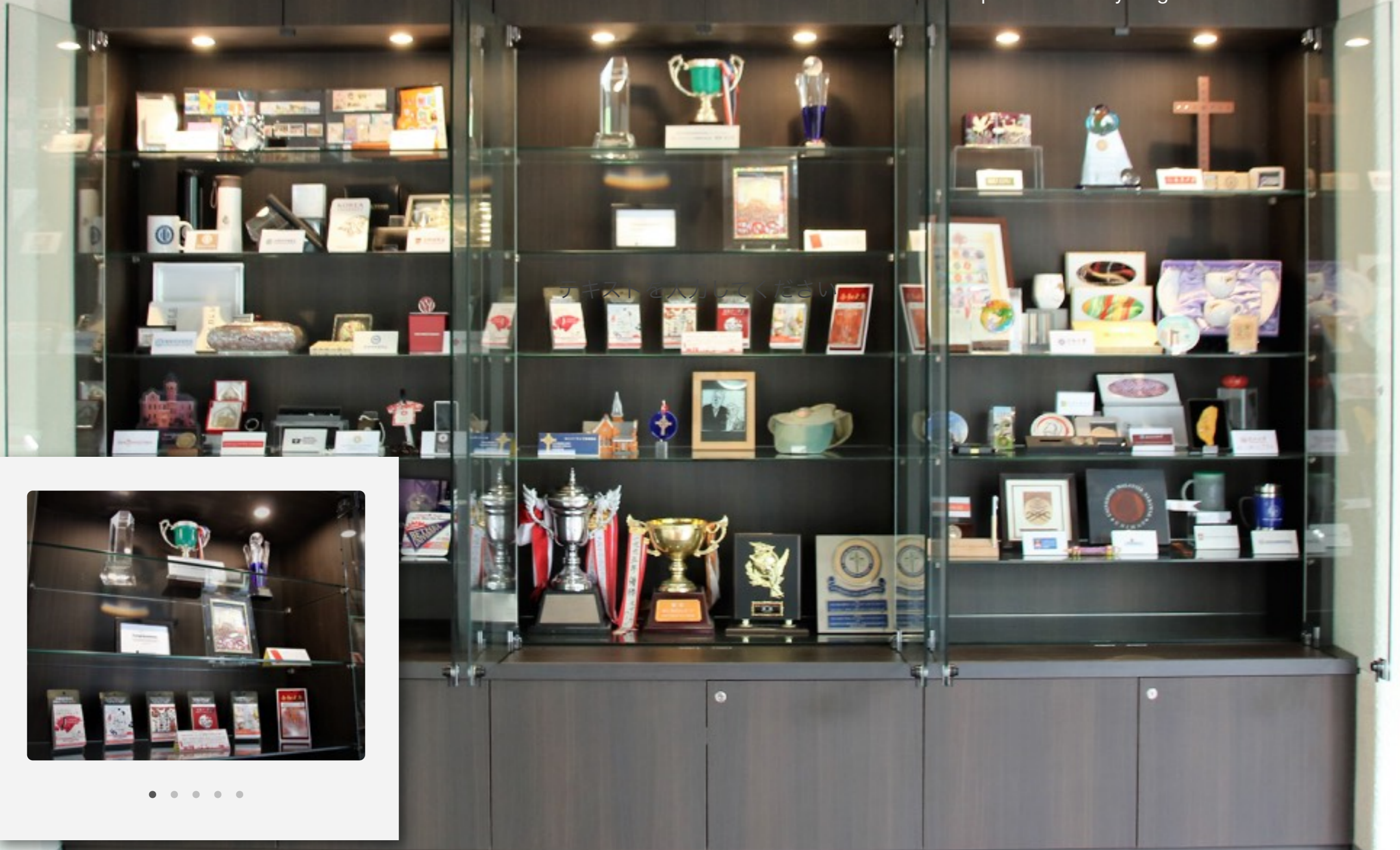
Number of foreign teachers

In schools with less than 1000 students.

大学ランキング2020 AREA MOOK 進学(朝日新聞出版)

International Affiliations

Our International Affiliations are invaluable in helping our students interact with people from different cultures. They help us achieve the overall goal of our Center for International Affairs which is to help student become more aware of the world and develop their own way as global citizens.



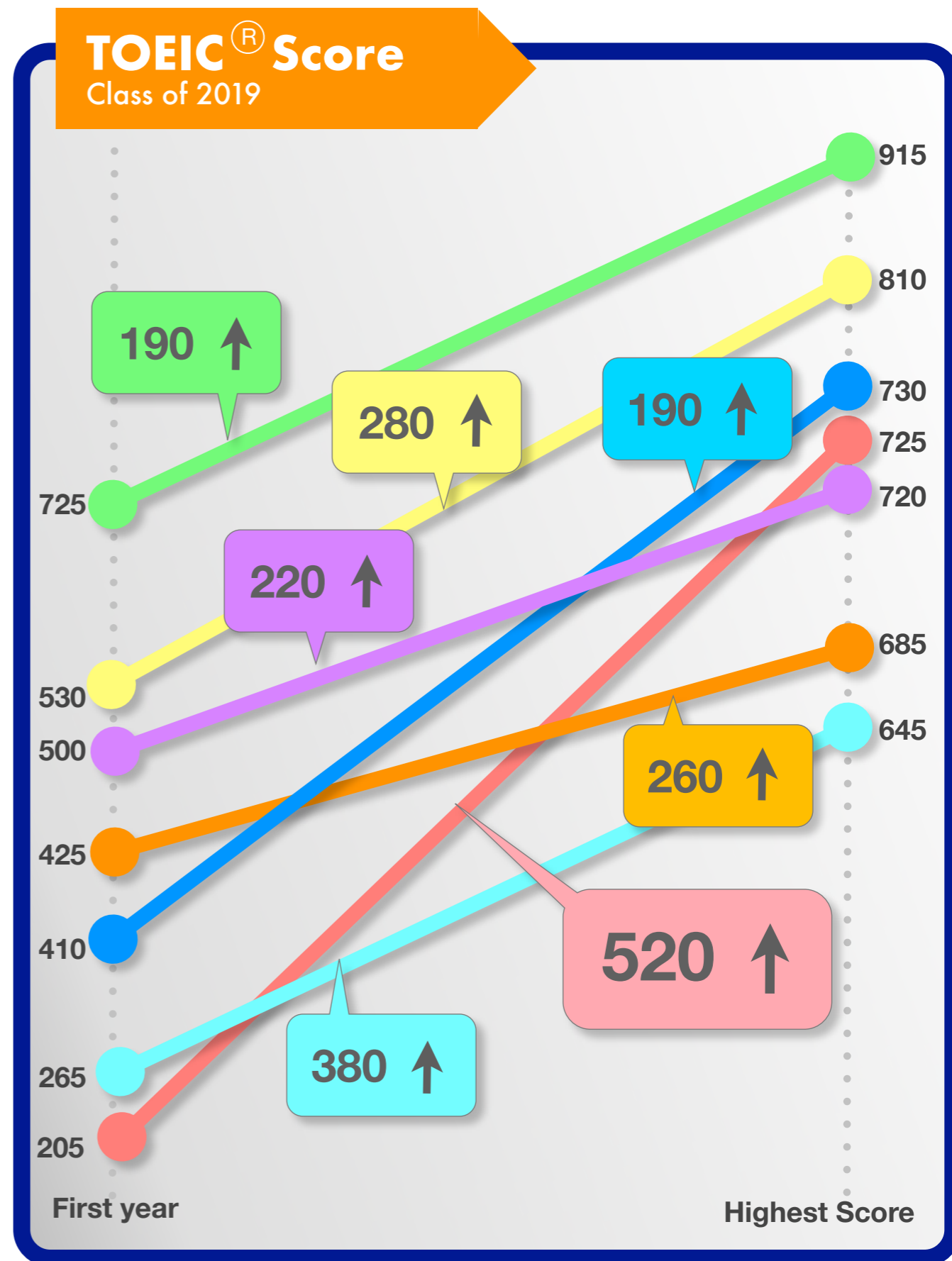
写真を大きくしてください



Known throughout Japan, the Test of English for International Communication (TOEIC) produced by Education Testing Services (ETS) is used by many companies and universities for entry. It is reported to be “an English language test designed specifically to measure the everyday English skills of people working in an international environment.” Thus, it is of concern to almost anyone who is applying for a job or who is interested in being promoted in a company in Japan. As such it is of great interest to OJ students, and the school administers it regularly and uses it as a major quantitative assessment of students’ English progress.

First-year students are required to take TOEIC at the beginning of the year, at the end of the first semester, and at the end of their first year. Second-year students take TOEIC at the end the first semester and at the end of the year. Other students take it at the end of the year. The scores are analyzed each administration and the English Education Committee regularly considers how to help students improve their proficiency. One way is through special TOEIC seminars to help students develop test-taking strategies necessary to succeed on the TOEIC.

To date, OJ has been successful in its English program as measured by the TOEIC. We have an average increase of 200 points over four years compared to an average of 83 points at other universities in Japan. We have even had some students increase by over 300, 400, and 500 points.



National Institution for Academic Degrees and Quality Enhancement of Higher Education Reaccreditation Evaluation



National Institution for Academic Degrees and Quality Enhancement of Higher Education

Like institutions of higher education around the world, OJ is reaccredited periodically. In its most recent 2017 evaluation, the committee offered the following comments about the school's approach to education, its programs, and more.

English education, liberal arts education, and specialized subject education are integrated. Students learn the content of their majors in English for 60 percent of the necessary credits required for graduation. Moreover, the university's teaching methods are tailored to each student. In addition, the students' participation in overseas training programs allows them to learn by their own experiences, and the university's rich-content program enables the graduates to find jobs in companies where they can make the best use of what they have learned at school.

The students' English communication capability is raised regardless of their scores at the time of entering the university.

The LMS (Learning Management System) supports the educational environment with a network enabling the use of tablets using in-house Multi-touch teaching materials.

As for common English subjects, the university has systemized the "College Catalogue for English Teachers" to specify teaching methods, including specific evaluation criteria. In addition, for upper-level courses, the university has created a manual, "Specialization Courses: Introduction and Teaching" that is used as a framework for teaching specialized subjects taught mostly in English. Also, the contents of syllabi has been made more specific and detailed than before.

In the required subject, "Understanding information and its utilization," the students' information literacy is developed to make the best use of ICT (Information and Communication Technology). At the same time, PBL (Project Based Learning)-type classes, integrate information-literacy and English education to assist students in making presentations in English.

The dropout rate has been declining since 2012 by making the content of OJU seminar richer and other actions. While the number of the students who left the school due to financial reasons remains flat, fewer students are dropping out because of a loss of



Certified Evaluation and Accreditation of OJU/OJC

Our Results



Thank you for reading our Multi-Touch book on Osaka Jogakuin.
I'd like to leave you with a few thoughts about our school.

As a graduate of Osaka Jogakuin I have personally experienced what our school provides young women. At OJ "Everyone Can Create" is more than a slogan; it is part of our daily lives as we educate and empower young women to achieve their dreams and goals and to be leaders in society. We change their lives for the better.

As mentioned earlier, we are the ones who have been using technology for English education for the last 28 years. Technology is now engrained in our school's ethos and will help us reach our future goals.

My dream for Osaka Jogakuin is that we continue to be an innovator applying new technologies in creative and effective ways. Apple's emphasis on education makes them a perfect partner for us; I look forward to continuing to collaborate in the future. The future is bright for English education at Osaka Jogakuin.



Wilmina

Sincerely,

Eiko Kato-Otani

President

Osaka Jogakuin University/Osaka Jogakuin College"



WILMIND

CHAPTER 7

Contribution and Credits

School Liaison

Dr. Steve Cornwell

Vice President

cornwell@wilmina.ac.jp

In addition to the school liaison, the following person is able to address the content of this book:

Dr. Eiko Kato-Otani:

President

kato@wilmina.ac.jp

Acknowledgments

Thanks to the following faculty and staff for their contribution to this book:

Steve Cornwell

Akemi Fu

Mariko Hirano

Yukiko Inoue

Meikan Jo

Scott Johnston

Emiko Kakimoto

Eiko Kato

Yuki Kayama

Yasunobu Komatsu

Brandon Kramer

Toru Matsuo

Stuart McLean

Yoko Ota

Hidekazu Suzuki

Tamara Swenson

Kinuko Takahashi

Saul Takahashi

Rie Tanaka

Brian Teaman

Kazuko Tojo

Takako Yamamori