

iPad One to One

Osaka Jogakuin University

A photograph of the Osaka Jogakuin University entrance. The image shows a large, ornate metal archway with intricate scrollwork, supported by several thick, dark tree trunks. The archway is covered with lush green foliage. In the background, a multi-story, light-colored building with many windows is visible, partially obscured by trees. The sky is bright blue with scattered white clouds. The text 'Osaka Jogakuin University' is overlaid in large, white, bold letters across the center of the image.

Osaka Jogakuin University

iPad One to One

THE TRUTH SHALL MAKE YOU FREE

Preface

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: Christian, 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.

Apple technology is well represented at OJ. Since 2012, 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. There are currently 11 such books in use, all of which

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.

are interactive. In addition to these books that have been created by teachers on the material development committee, individual teachers and students have made other products. Several teachers have developed Multi-Touch books for their classes (Comparative Culture; English Performance (Delivery); Advanced Marketing) and some students have developed Multi-Touch books as part of their graduation project complete with embedded videos. In addition, some

The History of Osaka Jogakuin

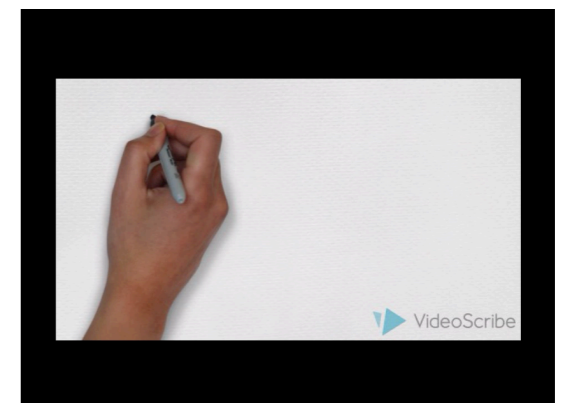


Table 1. Enrollment in the OJU Graduate School, OJU, and OJC in the 2016 Academic Year (Total 774)

OJU Graduate School		Osaka Jogakuin University		Osaka Jogakuin College	
Doctoral program	2	4th year	122		
		3rd year	125		
Masters' program	6	2nd year	145	2nd year	119
		1st year	154	1st year	101
Total	8	Total	546	Total	220

Table 2. Full-time Faculty* by Rank at OJU and OJC During the 2016 Academic Year

	Osaka Jogakuin University	Osaka Jogakuin College	Total
Professors	16	3	19
Associate Professors	4	2	6
Lecturers	3	3	6
Totals	23	11	34

***Note.** Full-time faculty are supplemented by adjunct faculty members.

As of the 2016 academic year, the school has 774 students. Although OJU students graduate with a degree in English from the Department of International & English Interdisciplinary Studies, students are able to concentrate their studies in three areas: Communication, Business, or Collaboration. It has 34 full time teachers who are supplemented by 96 adjuncts who teach 1-3 courses a semester on average.

students formed Amigos de Apple, a group dedicated to using Apple technology in new and creative ways. They are currently exploring how 3D printers can make OJ memorabilia.

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. Students also have access to a Mac Lab where 30 iMac are available for those times that demand a desktop machine, and students in media production courses also have access to a dedicated classroom iMac for their video projects. Between the iPad and the iMac, OJ students can find the technology they need to create their own connections to the content of various courses.

Chapter 1

Vision

Osaka Jogakuin University
Osaka Jogakuin College



Vision



A credible and inspirational thought leader sets and articulates the vision, then leads key stakeholders, in support of learning and teaching with technology.

Vision

Osaka Jogakuin has been fortunate to have key faculty who were able to lead the school in the development of what has become OJ's iPad One to One initiative.

Role of key stakeholders

Dr. Eiko Kato-Otani has provided the leadership necessary to execute Osaka Jogakuin's iPad One to One program. She has been able to do this by her deep understanding of Osaka Jogakuin, its mission, and its organization. As a faculty member she was influential in having the school provide students with iPod in 2004. Prior to that, the school had a wide range of audio materials: material for listening practice, material that allowed students to listen to readings they were studying, materials to practice pronunciation, and more. With the introduction of iPod, all of this material

Movie 1.1 Osaka Jogakuin and Apple technology



Dr. Eiko Kato-Otani

Movie 1.2 ICT's role at Osaka Jogakuin



Professor Yasunobu Komatsu

was digitalized and available to the students twenty-four hours a day, seven days a week. Eight years later, in April 2012, Dr. Kato-Otani implemented the iPad One to One program which revolutionized how material was delivered. By providing iPad to the entire student body, technology was brought into every class, every day. To help the school move forward, Dr. Kato-Otani provided a workshop on how to use iBooks Author. It was the first step in moving from just providing equipment (the iPad) to providing Multi-Touch books and other applications to support students' English education.

Dr. Tamara Swenson is another key faculty member who provided leadership in our iPad One to One initiative. After introducing iPad, one challenge OJ faced was the question, "Now what do we do



The entrance ceremony where the journey starts

with these?" Back in 2012, iPad were relatively new in Japan. No school had ever undertaken what Osaka Jogakuin had done—provide this new technology to all students. The school was faced with a lack of material that took advantage of this new technology. Dr. Swenson rose to the occasion, and building upon the tutorial Dr. Kato-Otani gave on iBooks Author, spent one summer holiday developing OJ's first Multi-Touch book. It was ready for use at the start of the fall semester and with a working prototype, a natural progression took hold. Dr. Swenson held a workshop for faculty members on how to make Multi-Touch books and, in five years, the university went from zero Multi-Touch books in 2012 to the 11+ currently in use in all the first-year classes.

Gallery 1.1 iPad from the first day



Waiting for the students

One unique aspect of OJU is the amount of time faculty put in on jointly making the material for the first-year content-based English program. This is part of the culture of OJ, going back to the 1980s when teachers began creating content-based materials for Reading, Discussion, and Writing classes. At that time, OJ could not find appropriate material on the content-themes of the OJ curriculum: Peace, Science & Religion, Human Rights, Crises of Life (a global and environmental issues unit). The faculty's work on developing curriculum and material is a cornerstone to the school's ability to excel in providing strong

English education along with a focus on helping students become active members of society. This spirit of cooperation continued with the One to One initiative. Teachers pitched in to make the transition from paper to digital materials.

Professor Yasunobu Komatsu, Director of ICT at OJ, has also been another influential leader in the implementation of the One to One initiative. Although the school has had a commitment to using technology for years, under Professor Komatsu's leadership, the school developed its infrastructure, advancing from having technology restricted to a few rooms on campus to having a totally-wired campus. He, along with adjunct faculty and the staff of the Learning Solutions Center (LSC) at OJ, have developed a digital literacy program to help students understand and use technology appropriately. This training is not just limited to students; there are regular faculty and staff development sessions to help teachers better use the available technology.

Goals and sustainability plans

Although we have accomplished a lot integrating technology throughout our school both with our curriculum and our ICT infrastructure, we are not ready to rest on our laurels as we still can move forward. While we have developed material for our first-year classes, we want to better support our second- and third-year courses' use of iPad and ICT. It is more challenging, as rather than being a series of coordinated courses, most of these courses are individual. Part of the move to assist teachers involves offering workshops on the use of iBooks Author. In addition, realizing that the future of ICT at OJ cannot be dependent upon only Multi-Touch books, we also plan on offering tutorials on how to teach with iPad. One useful source is Pamela Johnson's *Teaching Language Classes: Using iBook Author and the iPad* which we plan on making available to all our teachers. Finally, as we continue to improve our infrastructure, we will make iBooks Author available to more students and faculty.



Professor Komatsu conducting iPad Orientation



**Graduation, a milestone,
from which the next
chapter begins**

Chapter 2

Learning

Osaka Jogakuin University
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Learning

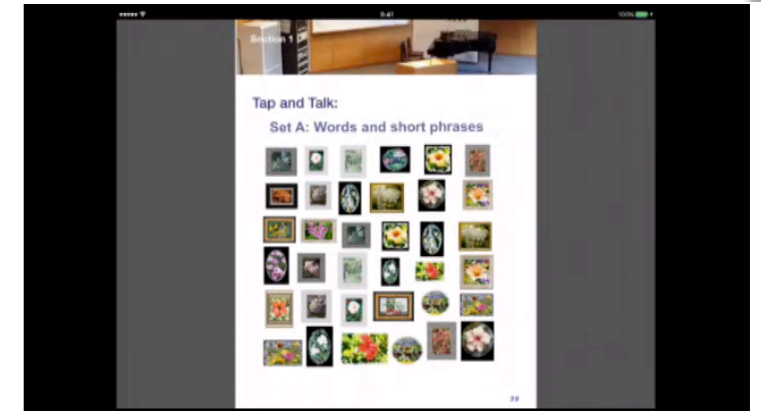
Students learn through teamwork, communication and creation, personalization of learning, critical thinking, and real-world engagement.

Students are encouraged to become autonomous learners.

Student learning

Learning is key at Osaka Jogakuin University. The university takes a student-centered approach to this through a content-based and project-based curriculum. Although the university has one major, English, its approach has been for students to study content topics in English rather than to study English. Unlike many schools, 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. This has led to the development of a series of Multi-Touch books with the following themes: 1) Becoming a

Movie 2.1 Discussion with iPad



Peacemaker, 2) Ethics, Culture and Values, 3) Human Rights, and 4) Sustainable Futures (environmental issues). These content-based themes are integrated into the Reading, Discussion, and Writing classes, allowing students to develop a deeper understanding of each issue.

Furthermore, these classes all take a project-based approach, one where students focus on developing a project that allows them to independently explore the issues they are studying in greater

depth. Projects are a form of experiential learning. Through the experience of using English to read, write, listen, organize, collaborate, and present as they use their second language (English) to do the tasks involved in completing the project, and accomplishing their goals. The projects take many forms and are only limited by the students' creativity. Many of these involve an aspect of public speaking and the students have learned to use their iPad to give informative, visual engaging presentations; skills they need not just in their first-year courses but throughout their studies. Some examples, in addition to standard presentations that occur in every class, are:

Internship Reflective Reports: OJU started a new educational internship from Spring 2017 at a local elementary and junior high school. At the end of the term, students used their iPad to present short reports in the Interactive Global Theater giving their reflections on their learning to teachers and the school principals. The principals indicated that they were impressed with the presentations and the deep thinking shown by the students.

Kamishibai Reports: These reports make use of the iPad and are structured like *Kamishibai* (literally paper play), a form of Japanese storytelling that was popular in the post-war period and that used illustrated boards to tell a story. By flipping through different slides, the iPad allows students to present information in a manner similar to *Kamishibai*.

Comparative Culture Seminar: In teams, students used iPad to make and revise country eBooks to explain communication approaches in various countries and cultures while considering

concepts such as views of time, views of directness and indirectness, and views of individuality. They also collaborated with a course taught in the United Arab Emirates from 2007 to 2015. In the course, students created cross-country teams and researched the cultures of different countries. Students communicated using iPhone and iPad and held a final presentation in the classrooms simultaneously.

Advanced Presentation and Discussion: Students record themselves presenting a week before the actual presentations are to take place. Then, in small groups, they are able to get feedback from other students on how they can improve their performance. This feedback process would not have been possible without iPad.

Graduation Project (Thesis) Mini-posters: Communication students (77) share their research progress in small groups using their iPad and Keynote.

Graduation Thesis: Several students have made Multi-Touch books for their graduation projects using iBook Author. Some examples

Gallery 2.1 Graduation thesis Multi-Touch book covers



include a Korean textbook for beginning students of Korean and books on Korean fashion in Japanese and Japanese fashion in Korean.

OJ students are ambitious about their learning; upon graduation 81% reported they made use of their personality and abilities, 72% were able to express themselves, 78% have high goals, and 81% realized it was not easy to graduate from OJ without putting in the effort. This is why the OJ experience is designed to help students develop themselves, face the challenges of modern day life, develop a strong academic foundation, and learn how to conduct research, all through experiential learning. Two specific school-wide programs that make effective use of iPad are described next.

In language learning, vocabulary is key. Without a decent vocabulary it is difficult to do anything. OJU has found iPad the

perfect devices for delivering a special vocabulary program to help our students improve their English. Dr. Stuart McLean led a project to design a vocabulary program that could be delivered on iPad. Starting in 2016 with a pilot study, the program is delivered using a free application called *Memrise*. Faculty collaborated to add sound, word parts, and Japanese definitions allowing OJ to roll out the program school wide in 2017. While the survey results are still being analyzed, students have commented on how efficient and convenient the iPad make the program to use as they commute, wait for friends, or kill time in between classes. Now, all first-year, second-year, and third-year students are enrolled in the program.



iPad and Oral communication class



Graduation thesis poster session

In addition to the vocabulary program, an extensive reading program is delivered through the iPad. Using a web based virtual library, available through *xReading.com*, students have access to readers 24 hours a day, 7 days a week. Extensive reading, which is well researched in the field of language education, has students read long passages (short books) at their English ability level for enjoyment. The goal for first-year students is to read 180,000 words a semester, which will help them improve their reading speed and fluency. In short, iPad have made it possible for students to work on their vocabulary and to read 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. The club Amigos de Apple focuses on



Amigos de Apple at work

using Apple Technology. Now in its 15th year, students have worked on a variety of projects, including apps, software programs, 360° photography, 3D photography, and using drones with a camera, this last project was conducted when hardly anybody had heard the word “drone.” Although OJ does not have IT or computer majors, this has not prevented the students who are interested in technology from exploring this area and applying the skills they learn in creative ways. Currently, the Amigos de Apple members are involved in laser engraving and 3D printing and have begun making OJU memorabilia, which they will introduce at the student festival. To do so, Amigos de Apple use Apple technology regularly. They have used Pages for promotion and Numbers to track their sales. And Amigos de Apple realize the benefits that Keynote offers when collaborating and so they often use it for group presentations. In addition, over the past few years, they have designed and built a horror house, which uses iPad, infrared imaging, and lots of scary audio and video. It is now a highlight of the student festival.

Students interested in business and marketing have collaborated with local merchants to create a daily calendar that is intended to drive people to local businesses. The “Tamatstukuri Shotengai (shopping street) Calendar,” which consists of 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 third 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, and handling distribution and sales.

Students not only study about human rights, but also enthusiastically take action to support human rights. They have organized various grassroots activities, most recently setting up two events that focused on education and child labor. Students organized their participation in an international education awareness activity, known as the World's Biggest Lesson, which underscores the importance of education for everyone. The "lesson" focused on UNICEF's slogan "Education for all children around the world." Students also supported the International Labour Organization's campaign "Red Card to Child Labour." Using iPhone and iPad, students photographed faculty, staff, and students showing visual support for the ILO campaign posing in front of a Poster saying "Red Card to Child Labour," holding a red card. These were then posted on-line, made accessible with the QR code, and turned into a photo montage poster they put up on campus.

Cross-cultural understanding begins when people from different cultural backgrounds are welcomed into our lives and expands when steps are taken to explore the world beyond our own culture. At OJU and OJC, we have developed on-campus and off-campus programs to help students develop cross-cultural awareness and interact with people from other countries in Japan as well as overseas. On campus, the Wilmina International Center (WIC), part of the Center for International Affairs, provides students with opportunities to meet and interact with students from other

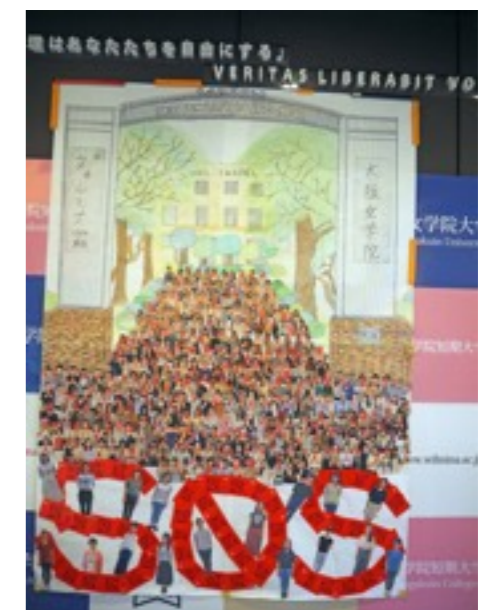
Gallery 2.2 School events



Knowledge Bowl using Kahoot and iPad



Shopping Street Calendar



Red Card to Child Labour Photomontage

countries on campus. Off campus international studies programs encourage students to explore the world. Currently, OJ has 10 organized programs and memorandums of understanding with 13 schools. The actual content of each study abroad program varies, but all help to meet the overall goal of the education OJ provides – to help students become more aware of the world and develop their own goals as a global citizen. In addition to OJ’s study abroad programs, the school accepts students from related schools each semester. Currently, there are 64 international students studying at OJ. They add a great deal to the campus environment and even help out by staffing the English speaking lounge



iPad and the English speaking lounge

Gallery 2.3 International and Study Abroad Students



Movie 2.2 International Programs



Chapter 3

Teaching

Osaka Jogakuin University
Osaka Jogakuin College



Teaching

Faculty create and use curriculum, instruction and assessment strategies, and content to support learning goals.

Faculty engage in a cycle of inquiry that promotes reflection, experimentation, and sharing.

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 (11 to date, with more in production), which take advantage of English language learners' comfort with technology. And several teachers have created Multi-Touch books for their 2nd and 3rd year classes one of which is being offered as an iTunes U course (Advanced Marketing, Dr. Kei Aoki).

Professional learning

Our faculty quickly became experienced in making Multi-Touch books, which put them into the position of helping others. One faculty member, Dr. Kato-Otani, is an Apple Distinguished Educator (and APAC/ADE Advisory Board member) and

Movie 3.1 Reaching High and Low Proficiency Students



Dr. Steve Cornwell

she uses her experience as an ADE to share and encourage the use of technology. She is 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 Teaching and Technology, they present and publish on OJ's work with iPad and Multi-Touch books. Some selected presentations and publications follow:

Select Presentations

Adoption to acceptance: Perspectives on technology (JALT2016)
Tamara Swenson and Brian Teaman

Use the tech, keep the connect (ExcitELT 2016, Seoul, Korea)
Tamara Swenson

iBooks creation for EFL environments: Using iBooks Author
(ExcitELT 2016, Seoul, Korea) Tamara Swenson

Japan- UAE Intercultural Collaboration using SNS Tools. SEITAR-
Japan 2015. Oberlin University, Tokyo Scott Johnston

To tablet or not: Adoption of cutting-edge innovation in EFL (TESOL
Singapore, 2015) Brian Teaman and Tamara Swenson



Collaborative learning with iPad

Reactions to iPads & eBooks. (Eurocall International Conference,
Netherlands, 2014) David Bramley, Tamara Swenson, Steve
Cornwell, Brad Visgatis, Kazuko Tojo, and Brian Teaman

Students reactions to eBooks and iPads (Osaka JALT2014 Back to
School Conference) David Bramley

Creating Interactive eBooks: All about Widgets (JALT2014
Technology and Teaching Workshop November) Tamara Swenson
and David Bramley

Tablet Power in the Language Classroom with iPads (JALTCALL
2014) Brian Teaman, Tamara Swenson, and David Bramley

Ready for Digital: eBooks & Language Learning (JALTCALL2014)
Tamara Swenson, David Bramley, and Steve Cornwell



**Fourth-year student showing the multitouch Korean
textbook she made for her graduation project**

Reacting to iPads and eBooks: One year in (JALT2013 November)
Tamara Swenson, David Bramley, Steve Cornwell

Creating textbooks for the tablet: The OJU Experience, a
roundtable discussion (Research Institute of International
Collaboration and Coexistence, Research on Language Learning)
Tamara Swenson, David Bramley, Steve Cornwell

The (almost) paperless classroom: iPads for all (JALT2012
November) Tamara Swenson

Select Publications

McCarty, S., Obari, H., & Sato, T. (2017). Osaka Jogakuin
University Case Study: Mobilizing the EFL Curriculum and
Campus Infrastructure with iPods and iPads. In S. McCarty, H.

Obari, & T. Sato (Eds.), Implementing Mobile Language Learning
Technologies in Japan (pp. 57-69). Singapore: Springer.

Johnston, S. & Muncil, W. (2016) Evolution of Collaborative
Learning on the Web: Japan and UAE. SEITAR Journal of
Intercultural Communication, 19: 195-210,

Johnston, S. (2016). Japan-UAE Intercultural Collaboration Using
SNS Tools. SEITAR Japan Annual Newsletter, Spring 2016, p. 18.

Kato-Otani, E. (2014). Saishin ICTwo katsuyoshita watashino
gaikokugo jugyo (Community for Innovation of Education and
learning through computers and communication networks).
Chapter title: English Education based on e-learning for
College Students Who Major in English.



Global interactive theater



Osaka Jogakuin and Apple-a 26 year relationship

Swenson, T., Bramley, D., & Cornwell, S. (2013). Making interactive eBooks: More than just cutting and pasting. *Journal of Osaka Jogakuin University*, 10, 17–30.

Bramley, D. (2015). Tablet computers and eBooks: Student feedback. *Journal of Osaka Jogakuin University*, 11, 23–43.

Bramley, D. (2014). Tap into the future: A study of iPad and interactive eBooks in an e-learning project. *Osaka JALT Journal*, 1(1), 89–108.

In addition to presenting and publishing, many faculty members are active participants in the Apple Teacher program. In addition, faculty members lead the annual day-long English workshop before the academic year begins. In this workshop, there are training sessions on iPad usage in classes.

Movie 3.2 Material Development at Osaka Jogakuin



Dr. Tamara Swenson

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 adapted to address the 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 themes in their own paragraphs and essays. Coordination is done by first-year course liaisons, who are full-time faculty that help oversee the entire set of courses (reading, discussion, and writing), and 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 they are at OJ. 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 their senior thesis, which they will write in their fourth year. Also in the third year, the focus shifts in oral production from discussion to presentation.

All of this culminates in the fourth year. At this time, students either conduct research and write a graduation thesis based on this research or create a product, which they also must write about. 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).

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 commented that iPad enable them to better manage classroom records, which makes a teacher's life quite a bit easier. Teachers have also mentioned that having material available for iPad (or iPhone) is more convenient and reduces photocopying. Furthermore, they note that the iPad give students access to a 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.

Although much of OJ's focus has been on the development of material for first-year courses, which requires many teachers to work together as part of the material development committee, some teachers have also created their own Multi-Touch books for second- and third-year classes.

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*. 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

Movie 3.3 Women's Global Leadership Class



Movie 3.4 Foundation Program for Low English Proficiency Students



advanced courses, students have the time they need to study abroad for a year.

To address the needs of the lower proficiency students, OJ developed a *Foundation Program*. The Foundation Program provides four extra, integrated courses covering grammar, reading, writing, and speaking. The foci of the program are to a) improve English skills, b) help students gain confidence, and c) provide a safe and supportive environment for basic study/review. The course meets these 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 the English skills they need to do advanced courses in English.

We promote our curriculum to both high school students, high school teachers, and our alumna. Dr. Kato-Otani has been asked to give workshops and presentations on iPad and education at high schools and conferences. 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, we have had a special English lesson during our annual homecoming to show our graduates how we are using iPad in our classes now. The graduates commented on how much fun it was to learn English by using an iPad.

Gallery 3.1 Presenting our curriculum with iPad



Ready for an Open Campus



Chapter 4

Environment

Osaka Jogakuin University
Osaka Jogakuin College



Environment

Facilities help maximize the learning opportunities that technology provides.

Teachers and students use a variety of classroom arrangements, spaces outside the classroom, and virtual environments to support instructional practices and learning goals.

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

Learning spaces

OJ has created a campus that is conducive to learning. Classrooms are equipped with projectors, DVD players, and the ability to connect computers or operate wirelessly through Apple TV. Wifi is available throughout OJ, something that is rare in Japanese universities. Moveable desks and chairs allow teachers to configure the classroom as they would like. It is not uncommon to see desks arranged in circles or groups of four, in addition to traditional rows.

Gallery 4.2 Self-Access & Study Support Center (SASSC)



Gallery 4.1 iPad in Use



iPad ready for a session on how to use iPad to study speaking



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. The writing center is staffed by adjunct faculty, who help students with their writing assignments, application letters, essays for study abroad or internships, and presentation scripts. The tutors are bilingual graduates of OJ and, thus, having “survived” the rigorous curriculum, can address a wide-range of student concerns beyond those of just studying.

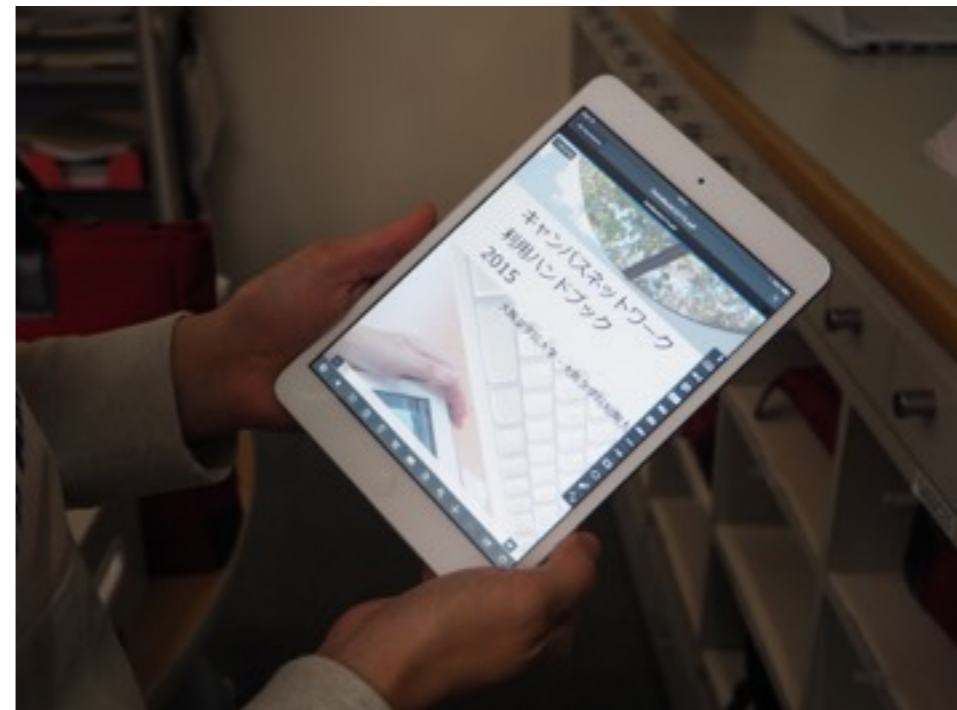
Wilmina Café, a cafeteria next to SASSC, serves both as lunchroom and study center. In addition to providing a wide range of lunches, the café also allows students space to study and

socialize. Outside there are tables and benches for students who want to get some fresh air with their studies. And the tables and benches are not just outside the Café; they are scattered around campus. There are sofas and DVD players also judiciously placed throughout the campus for students who want to watch DVDs to practice their comprehension or just to relax.

Under the direction of Professor Yasunobu Komatsu, OJ has developed a smart campus. Following a 2008 kick off, the school introduced Google Apps in 2010, followed by Wifi being rolled out campus-side in 2010, and culminating with iPad One to One in 2012.



Garden outside Wilmina Cafe



Campus network handbook on an iPad

In 2016, an Interactive Global Theater was launched. The theater space was designed with tiers but no fixed seating. The Interactive Global Theater turned this space into one 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 required more room to move around.

Hail Chapel, built in 1951, is a building many students visit regularly for the daily chapel service. It is a stately building that recently has been designated a registered tangible cultural property by the Japanese government.



Hail Chapel, a registered tangible cultural property

Infrastructure design

OJ's ICT design is innovative and can be traced back to late 1980s when it installed computer rooms, a local area network complete with VAX servers, and Macintosh computers. OJ was the first school in Japan to apply computers towards language education. Language laboratories, a workhorse in the days before computers, were upgraded. It was near this time that a Computer Assisted Language Learning Center (CALL) and a Learning Resource Center (LRC) were established; the former to help with computer use in teaching and the later to help with production of materials needing audio support.

Most recently, OJ combined these two into a single Learning Solutions Center (LSC) to reflect our current approach to ICT. The

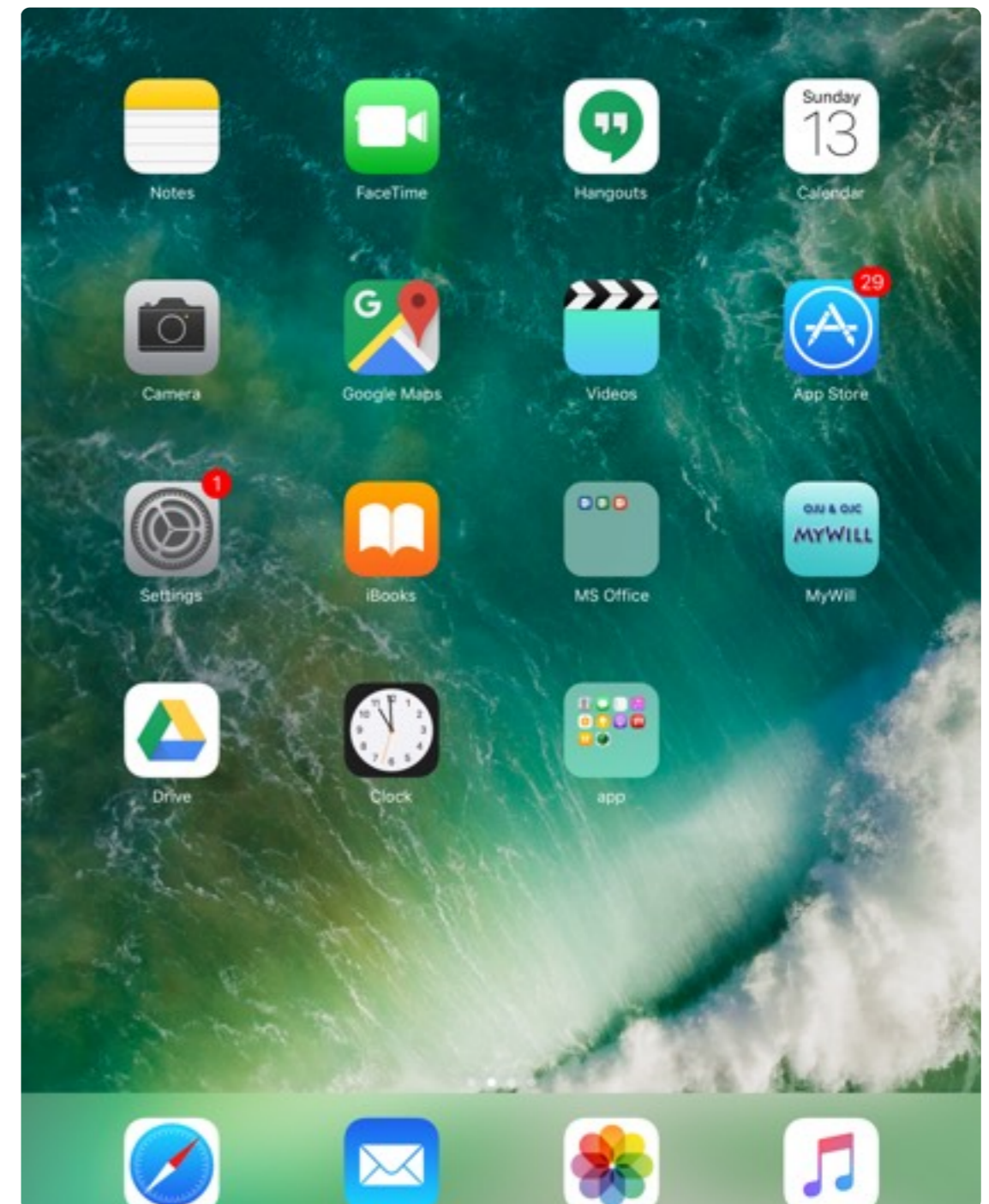


Learning Solutions Center reception area

main roles of the LSC are to support network management, assist with IT classroom management, help with students' iPad use, distribute iPad to part-time teachers or teachers from other universities, and to aid in the creation of educational materials. In addition, the LSC staff conducts regular faculty and staff development sessions that help everyone improve their ICT skills. For example, when electronic portfolios using the Mahara portfolio system were introduced, LSC staff provided training. 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.”

Throughout the semester, the LSC manages OJ's Learning Management System and provides support on teacher and student projects. Whether it is a question on how to hook up an iPad to Apple TV or advice on how to reduce a video's size before it is installed in a Multi-Touch book, the LSC is the first place the students and faculty turn to when they need technological assistance. Prior to the semester, the LSC staff prepares all the iPad before they are distributed to students, installing a wide range of applications, Over 50 applications that the faculty have deemed useful for the students are installed on each device including apps for TOEIC study, voice recording, and vocabulary study. Finally, the LSC has helped the school implement paperless meetings through the use of a meeting application that is on all the iPad

Gallery 4.3 Various Applications Preloaded on Students' iPad



Chapter 5

Results

Osaka Jogakuin University
Osaka Jogakuin College





Results



Data is routinely collected, analyzed, and shared to inform progress and measure success.

Data is used to determine the next steps toward achieving OJ's visions and goals.

Research practices

Regular evaluation of courses and support systems has always been an important aspect of the OJ philosophy, even before the Japanese Ministry of Education (MEXT) required universities to do so. Now, at the end of each term students use their iPad to complete online questionnaires asking them to evaluate their own learning of the content and how they feel about the materials, teaching, and their own efforts. With surveys being given each semester to over 772 students in multiple classes, moving them online was a huge paper saver. It also has saved in staff time since they no longer have to enter the survey selections manually. This ability to get results quickly, allows us to share the feedback with teachers in a timely manner. This assists in planning classes the next semester.

In addition, in the past, full-time and part-time faculty were also surveyed

about the Multi-Touch materials and invited to a series of special lunch meetings to discuss how the materials could be improved. The need for early training on the iPad was a common theme.

One study conducted by Tamara Swenson and Brian Teaman found that training was especially important for non-adopters of technology. Early adopters (those who lead in the adoption of new technology) and accepters (those who accept technology as it enters the educational environment) did not mention training in their responses. Some accepters mentioned the need to find applications that do what software available on dedicated systems can do. One phonetics teacher reported, "...I don't want to give up the phonetics computer system. It is just better for phonetics. I haven't found an app that will do what this system will do." In response to feedback such as this,

sessions on iPad, OJ's Multi-Touch books, and new apps, and software programs such as Memrise and xReading have been added to the annual teachers' orientation, which is held each February before the start of the new academic year in April.

A number of studies by faculty members have found that students are satisfied with their iPad and Multi-Touch materials. In a survey given to students in a digital literacy/research class, more than 78% of the students indicated that iPad material was easier to read than print materials. The top three choices regarding when the iPad was convenient in class were instant access to the internet (42.2%), easy access of class material (36.7%), and taking online tests and quizzes (29.7%). Other items mentioned included taking notes, doing research, and reading journal articles. The majority of students (54.7%) reported using their iPad from 1 to 3 hours per day. The top three uses reported were studying (48.4%), searching the internet (28.1%), and accessing YouTube or similar sites to watch videos (17.2%).

In addition to the above studies, teachers have reported there has been a

noticeable improvement in the quality of students' presentations. Some suggest this is due to students being able to use technology from day one. It becomes second nature to use Apple TV in conjunction with Keynote to make presentations.

Although OJ have always stressed the importance of extensive reading and vocabulary work having the synergy of xReading and Memrise (mentioned earlier) and iPad One to One makes it possible to monitor students' use, encouraging them as needed.

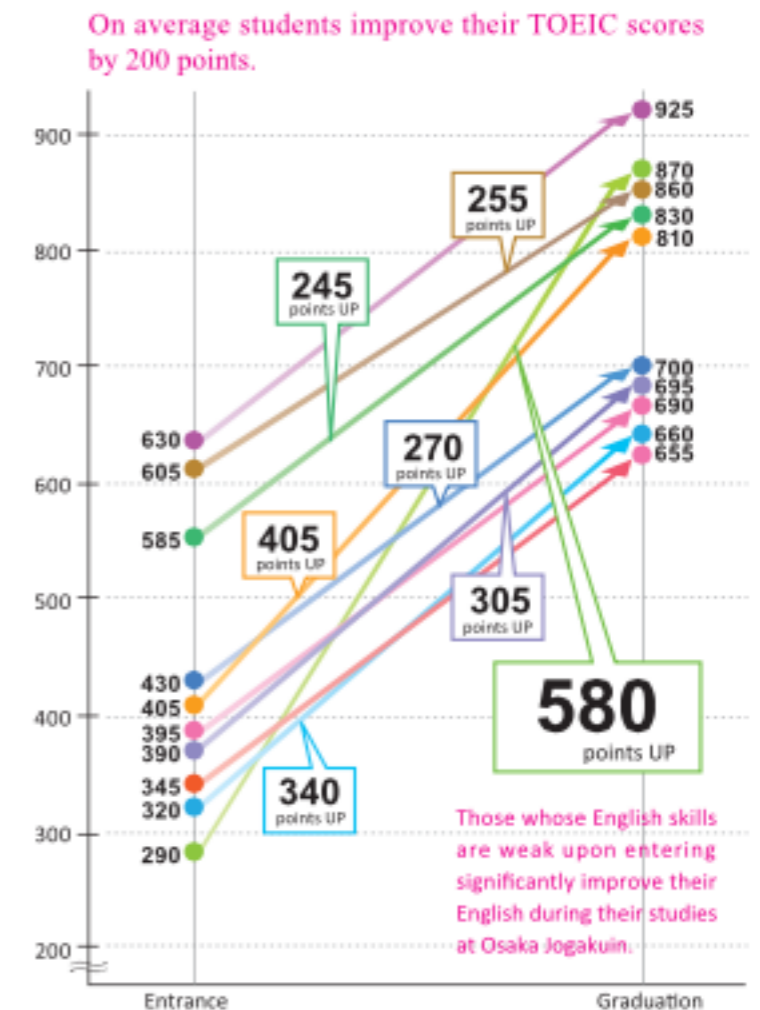
In Japan, the Test of English for International Communication (TOEIC) produced by Education Testing Services (ETS) is ubiquitous, used by many companies and universities for entry. It is reported to be "an English language test designed specifically to measure the everyday English skills of people working 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

Improvement of their TOEIC scores

From Entrance to Graduation (Class of 2014)



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.

One of the main reasons TOEIC is regarded so highly is that it is used for hiring and promotion purposes, as mentioned earlier. Another way OJ measures its results is by how successful it is in helping its students obtain gainful employment. Again, OJ has

been extremely successful with a 97.8% employment rate in OJU and a 98.6% employment rate in OJC.

Finally, not all results are keyed to test results or student and faculty responses on surveys. Another result of the OJ iPad One to One program is the transformation to paperless meetings. In the past, especially around budget time, meeting room tables would almost literally bend under the weight of the printouts needed to provide essential information to all the faculty. Paperless meetings have reduced meeting preparation time and the amount of paper used, which is good for the environment.

In 2016 an ADE and his elementary school students visited OJ. In addition, Prof. Iwai of Osaka University, an ADE gave a lecture about his German lessons. Faculty members learned a lot about how iPad can improve learners/ speaking skills. In the future we hope to be able to collaborate with his school and other ADEs around Japan and worldwide.



Osaka Jogakuin Logo

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. We educate and empower them to achieve their dreams and goals, to be leaders in society. We change their lives for the better.

As I mentioned earlier, we are the ones who have tried to improve English education. We are the ones who have tried to use technology for English education.

Technology is now engrained in our school's ethos and will help us reach our future goals.

My dream for Osaka Jogakuin is to 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.

Sincerely,
Eiko Kato-Otani
President
Osaka Jogakuin University/Osaka Jogakuin College



Dr. Eiko Kato-Otani, President of OJU and OJC and an advocate for technology in language education

Chapter 6

Contribution and Credits

Osaka Jogakuin University
Osaka Jogakuin College



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

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David Bramley

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