

Showa Women's University

Tomoko Sugihashi <tomotomo@swu.ac.jp>

Face to Face class: Before Covid-19

Online class: Amid Covid-19

1. No. of general academic (ippan-kyoyo) classes with over 80 Ss in 2016 Spring (Total 270)

Most of the classes are for introductory and primer courses.

Classroom size	# of classes	%
≤50	187	69
50-80	18	7
80-100	27	10
100-140	35	13
236	1	}1
342	2	

Class Over 80 Ss **24%**

2. No. of Ss who studied Business English Introductory course taught by the presenter.

	Spring	Fall
AY 2020	43	63
AY 2019	23	70
AY 2018	28	70
AY 2017	53	62
AY 2016	79	49
AY 2015	65	103
AY 2014	NA	110

The university and dept I belong to offers more tailored introductory courses to first yr Ss who choose more specific areas of study in the third yr. → # of large classes still increases

1. Face-to-face or Online for a large class?

1-1 Ss' feedback to a seminar class : 2019 (F2F: 187 Ss) and 2020 (online 207 Ss)

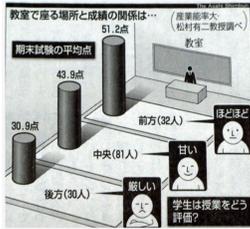
Nos. indicate % of Ss	2019 Spring (173 out of 187 Ss responded)					2020 Spring (90 out of 207 Ss responded)				
	Face-to-Face					Online Class				
	Agree	Partly agree	Partly disagree	Don't agree	Blank	Agree	Partly agree	Partly disagree	Don't agree	Blank
Did you study to achieve the goal stated in the syllabus?	23.7	57.8	16.8	1.7	0	35.6	56.7	6.7	1.1	0
Did you actively communicate w/ the teacher (e.g. speaking up, asking qs?)	17.3	41.6	24.3	16.8	0	25.6	35.6	30	8.9	0
Did you prepare/review/write reports, etc. outside of the class hours?	44.5	43.9	9.2	2.3	0	61.1	36.7	2.2	0	0
Did the teacher devise ways to increase Ss' participation?	26.6	49.1	19.7	3.5	1.2	42.2	47.8	7.8	2.2	0
Did the teacher encourage you to study outside of class hours?	38.7	50.9	8.1	1.2	1.2	57.8	33.3	7.8	1.1	0

The surveys were conducted at the end of each term. The class was a Career Design course that all the first yr Ss took, and the course syllabus was almost the same in both years. The survey results show better Ss' responses to the online class; i.e., more students studied, actively communicated, and prepared outside of class hours (figures in red) than face-to-face class in 2019. The class participation encouragements from the teacher (presenter) seemed the same, so it may indicate better concentration and participation on the part of Ss, which in turn may show effectiveness of online teaching in a large class.

2. Previous Study-1

Matsumura (2007) 140Ss (Classroom 298 max.) Research on correlation of seating, test scores and teacher evaluation.

- Students sitting in the front surpassed those in the back by over 20 pts.
- Students in the back gave more critical comments to teachers.



2. Previous Study-2

Ozawa (2008) seminar class with 218 Ss' scores (Open book quizzes)

Students in the back < Ss in the middle & Front

Seating	Ss	Test ave.	Std div
Front	35	61.4	7.95
Mid	121	62.4	7.06
Back	49	58.7	12.18
Total	205	61.3	8.75

In Free seating class, students...

- in the front and middle of the classroom have better active listening skills and/or possess higher academic attainment.
- in the back may not be able to concentrate in the class and/or are less confident in their academic attainment.

* For successful class outcomes, teachers need to show more attention to the back students such as looking at the back frequently, calling back students' names more often, and talking from the back of the classroom.

1-2. Waseda University President's Announcement Regarding Large Online Classes

Waseda University President, Aiji Tanaka, promises to continue using the online format for large classes post Covid-19. According to the weekly Economist Online (Nov 14, 2020), he wants to keep 30% of classes online even after the pandemic is over on the basis of a survey of 15,000 Waseda Ss that showed the effectiveness of online classes. President Tanaka also commented that online classes are especially effective for class over 500 Ss in terms of participation rates and the use of the space. In the future, large classroom space can be replaced by the combination of online seminars and "learning commons" classes in which 5-6 Ss study together through discussions.

3. Assigned seating class + Amphitheatre or Flat classroom?

Seating Row #	Test ave. pts(69Ss)
1	75.5
2	71.5
3	78.2
4	72.5
5	67.4
6	66.0
7	69.7
8	73.3
9	67.8

Front ave. 75.1
Mid ave. 68.6
Back ave. 70.3

Discussion:

The table on the left shows the seating and test average test scores in a flat classroom. 79 Ss were in the assigned seats throughout the 2016 fall course of Business English class. Unlike the research of Matsumura and Ozawa, there is not a strong correlation shown here. However, **all three tables show good test results from the front Ss**, regardless of seating type.

The two tables below show Ss' class evaluations collected at the end of the course. The textbook and the course syllabus were the same. The 2015 class (left) was taken by the 1st yr Ss, and the 2016 class (right) by the 2nd and 3rd yr Ss. **Ss in the amphitheater showed slightly better evaluation than Ss who sat in a normal flat classroom.**

Nos. indicate % of Ss	2015 F (90 out of 103 Ss responded) Amphitheater					2016 S (60 out of 79 Ss responded) Flat Large Class				
	Agree	Partly agree	Partly disagree	Don't agree	Blank	Agree	Partly agree	Partly disagree	Don't agree	Blank
I understood the contents of the class	67.8	26.7	4.4	0	1.1	61.9	33.3	4.8	0	0
The teacher's explanations were clear	70	28.9	1.1	0	0	68.3	27	4.8	0	0
I could hear the teacher well	74.4	25.6	0	0	0	66.7	27	6.3	0	0
Class was conducted effectively in promoting Ss' understanding	70	26.7	3.3	0	0	63.5	31.7	4.8	0	0
The learning environment (e.g. size of room) was appropriate.	76.7	21.1	1.1	1.1	0	60.3	30.2	6.3	1.6	1.6

2. Tips for Successful Online Communication

A family entertainment NHK program (Gatten, ためしてガッテン) conducted some experiments to reveal secrets for successful online communication. The following three tips apply to online teaching.

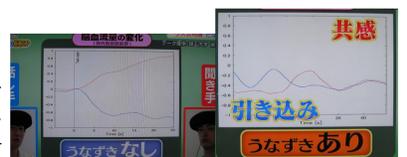
1. Look at the camera on your PC, not the screen

The accompanying photographs demonstrate the difference of eye contact. If you look at the person on your PC screen when talking, it appears you are looking down and not at the listener(s) on the screen (left photo). Instead, if you look at the PC camera located at the top of the screen, it appears you are looking at the listener(s) (right photo).



2. Nod frequently

The accompanying two graphs show how brain waves differ from 1) communication w/o listener's nodding (left) and 2) communication w/ nodding (right). The left graph shows the brain wave lines of the talker and listener move increasingly apart whereas the right graph shows the lines move more closely together and eventually joining into a single line. This indicates listener's nodding induces drawing-in and sympathetic emotional togetherness.



The two matching photos underneath the graphs demonstrate how people react differently at a face-to-face meeting (above, red) and online meeting (bottom, green). During the face-to-face meeting, even though people sit far apart in a room, looking at people's faces draws smiles and nodding naturally. The numbers in the photo show total times of nodding in each setting.



The square photo below the red and green ones shows a class from Tokyo Denki University, where the teacher assigns a TA to nod consciously and frequently during his online class. Because her nodding influences other Ss' feeling of unity and gives better communication to the class, the result is deeper learning of the class.



3. Over-gesture in your upper body and face

To gain "sympathy" w/ listeners for better communication, exaggerate your facial expressions and physical movements above waist level.

4. Conclusion: Better Control of Class Size and Establish Good Rapport

1. Share and Fair

- * Adhere to class schedule and ensure all Ss are getting the same info (on assignments, evaluation, etc.)
- * Strict rules for late attendees

2. Use Group Dynamics

- * Assign group work and require a worksheet submission
- * Fast-based, short sub-divided use of time
- * Use audio and audio-visual sources to grab attention
- * Refresh Ss' attention by calling their names, asking questions, exchanging short talks, and inviting some Ss to the front of the class.

3. Provide Learning Opportunities and Gain Ss' Trust for both online and F2F

4. Online Large Classes Will Expand Post Covid-19 While F2F Large Classes Will Become Fewer

3. Tips for Successful Online Large Class Teaching

3-1: Previous workshops

3-1-1: Prof. Nasu (86 Ss: 2020.9.4)

- * Make good eye-contact (look at the PC camera) w/ Ss
- * Ask Ss to switch on the video
- * Give Ss time to say something, even Hello, or write some comment on Chat
- * Gave a booklet of all handouts to Ss before the course
- * Use the voting system to visualize Ss' opinions

3-1-2: Ms. Nagaya (2020.10.7)

- * Respond to Ss' emails and written Qs to gain trust
- * Upload most of class PPT slides before class for Ss' better understanding. Add some detailed explanations on slides.
- * Use Voting, Chat and Whiteboard to assess Ss' understanding
- * Attach Document Camera * Take-home test
- * For WIFI troubled Ss, give extra assignments for attendance