

Newsletter No. 3

Workshop in July

Date: July 14, 2018, 10:30-14:30

Venue: NSC College, Room 31

Presenter: Tim Murphey (Kanda University of International Studies)

Title: “The Social Activation of Active Learning”

Abstract: This workshop will look at ways in which teachers can

involve their students more in active learning (AL) processes through activating their agency, curiosity, critical thinking, dialogue, and bodies to develop more interactive competence. We will begin with rapport building initially and then demonstrate several ways that we can show students respect, let them know they have choices (agency), and then create moments of curiosity, critical thinking, dialogue, and physical movement to keep things active. This will pretty much take care of the morning session.

In the afternoon, I would like to show how teachers can help students have more social interactions out of the classroom in the target language, and how students can teach teachers with action logs. Looping student comments back to the students via newsletters and getting them to interact with their other networks by teaching what they are learning also contribute to “The Collaborative Social.” We will also make time for a social test at the end of the session.



The number of participants: 25

1. Interesting activities you might want to use in your class. Why?

- All the activities involving pair & group work. Asking and answering the same questions in regular interval.
- Asking. During asking activity, I am a bit shy to ask partners some questions. Maybe students will feel like me.
- I only teach private lessons, so some of what I learned are difficult to apply to my lessons. However, I'm sure that I can be happy and smile as well as being enthusiastic. Hopefully it will be contiguous in my class.
- It is important to look for “sweet spot” when I give students an activity. Asking students about their reaction, like through action log, is needed to sneak the level of the task to maximize their learnings.
- Pair compliment would work to make a positive bonding between students I would love to do this.
- We were frequently asked ‘How are you?’. I think I can use the same kind of questions to students in my class.
- Self-assessment – I want my tests to be more meaningful for students.



2. What you learned from today's workshop

- Even I have a lot of students to teach in one class, I can find good points, like Tim enjoys getting comments from students.
- Self-evaluation is not always for students but for ourselves.
- I learned a lot about psychological aspect. Teaching and learning is strongly connecting with mental situation. I will try to remind myself to think about the importance of the connection every time in my class.
- Every word Time told us made me reflect not only the way I teach but also my attitude toward teaching. I will keep what I learned today in my mind forever.
- I have done asking activities in classes recently and the talk today helped me understand why they are successful.



3. Questions and Answers

4 Questions from NUFS 2018 July 14 Presentation by Tim Murphey

Note to all participants: I really enjoyed interacting with you all and learning with you in the process on July 14, 2018. If you have any further questions or comments don't hesitate to contact me at mitsmail1@gmail.com

Q 1. How does self/peer evaluation work? Has this become mandated assessment by the university? Is it effective?

Nothing about social-testing has been mandated by our university and I was talking about self-evaluation, **not** peer-evaluation.

Hattie, 2012 Visible Learning for Teachers, pages 266-28. Lists 150 activities for which they have done meta-analyses of multiple studies. The activity at the top of the list is "Self reported grades/ Student expectations" which has the highest impact size of any other activity. As we did the little quiz at the end of my presentation, you might have given yourself your own grade for your work by yourself (but we did not have time for it). Then you would have given yourself another grade after asking others for help (the social testing part). The second part, the Social Testing, is partial represented in the Hattie list as reciprocal teaching (#11) and feedback (#10), or formative evaluation (#4) or all of them.

At my university there are a few others who are daring to try the social testing out, but not many yet. Please read these 2017 articles for more information and clarity:

<https://tomprof.stanford.edu/posting/1581>

A short 4 pages

https://www.academia.edu/31159069/Provoking_Potentials_Student_Self-Evaluated_and_Socially-Mediated_Testing

A book chapter



Q 2. You are so gentle, so I think your students like you. I'd like to ask you how do you deal with rebellious students?

Tim's answer: Thank you for the compliment. How do I deal with rebellious students? Poorly. I often obsess about a few students who are having problems when I should pay more attention to the group as a whole. But I think I was a rebellious student myself in JHS and HS. So sometimes I can show a little interest in them and tell them my story and it turns a few of them around. Usually when I tell them they have some control in the classroom through the action logs, many use the channel to create a better world (classroom, school, etc.).

Q 3. As you told us, about the Matsuyama woman, near peer role model, I want to know about this model.

Thanks for asking:

For my articles on the topic just "google search" the following:

Tim Murphey Near Peer Role Modeling

Or go to

https://www.google.com/search?client=gmail&rls=aso&authuser=0&ei=LclPW42pNJKWmA_XHzrQDg&q=Tim+Murphey+Near+Peer+Role+Models&oq=Tim+Murphey+Near+Peer+Role+Models&gs_l=psy-ab.12..35i39k1.4597.7296.0.9378.2.2.0.0.0.95.184.2.2.0....0...1c.1.64.psy-ab..0.2.1840.tbuiwWXXTCs

For NPRM's impact in medical schools go to:

<https://onlinelibrary.wiley.com/doi/pdf/10.1002/ase.126>

Daniel Hooper at KUIS has several more recent articles on NPRMs in Japanese contexts:

https://www.academia.edu/Documents/in/Near_Peer_Role_Models

Jason Walters is presently completing his MA TESOL thesis at NUFU and has been using the NPRM paradigm somewhat in his work (jwalters@nufs.ac.jp).

Harumi Ogawa (Iwate University) has done some wonderful work with NPRM. Links and videos, Google search: Harumi Ogawa Near Peer Role Models or click on

[Iwate near peer role modeling videos – Harumi Ogawa - Yumpu](#)

Presentations:

Iwate JALT June 16-17 (2012) Tim Murphey & Harumi Ogawa:
Near Peer Role Modeling and Diversity Modeling

Aug 1-5, 2018 CICL Conference Hawaii Socializing Inclusionary
Diversity with Ideal Classmates (SIDWIC) Yoshi Fukada, Tetsuya
Fukuda, and Tim Murphey



Q 4. “Today made me think more about the need for minority groups to have NPRMs in the classroom. In textbooks, some groups can be under-represented and I see that this lack really does need to be supplemented by the teacher.”

(Insightful comment from Jennifer Smith, thanks.) While I think, it may be difficult to always find NPRMs which closely resemble every group, I do believe that we can turn on people’s modeling abilities through introducing them to the ideas of “diversity modeling” which ultimately opens up the WORLD to them as possible models (which I did not have time to get to, sorry). You are so right that everybody could benefit from NPRMs, however, perhaps even more we need diversity models, those that give us the courage to get out of our boxes. While we have some activities to get students to realize who their NPRMs are, we can also tune them into the possibility of modeling diversity, people different from who they are in age, gender, beliefs, occupation, etc. One example for me is Mulan, (the lead in the Disney movie by the same name). She has to deal with the cultural frames (much more strict than those I have had to deal with), adversity and problems (much greater), and yet she makes stands many times that are risky and do not always have good results, and yet are based on moral imperatives (which lead her to (yes) a fairy-tale ending – but it ain’t ever over).

All the best, Tim

Action Research Session

Date: July 14, 2018, 14:30-17:00

Venue: NSC College, Room 32

Advisers: Duane Kindt, Juanita Heigham (NUFS), Nancy Mutoh

The number of participants: 6



Next Workshop (scheduled)

Date: September 15th, 2018, 10:30-14:30, 14:30-17:00

Venue: NSC College, Room 31

Presenter: Brad Deacon (Nanzan University)

Title: “Tools for Active Learning in the EFL Classroom”