A Framework for the Development of Mobile Learners in Japan

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Currently, a global problem in education and business is the need for integrated university programs which address student academic studies while concomitantly mentoring practical employability skills. This paper illustrates one such program that attempts to meet that goal. The program was designed to provide students with practical tiered tasks that foster personal development, research skills, and employability skills via mentorship and advising. The final outcome was to foster mobile learners. The structure of this curriculum is based upon the theory of communities of practice in addition to the approaches of workshopping and differentiated instruction. Teacher-supported student learning outcomes, linked to assessment measures, guide students through self-development stages towards graduation and through skills development for entry into the workplace. This program is in its 3rd year of implementation. Overall, this integrated curriculum allows teachers to work closely with students, producing mobile learners within society.

現在大学において高等教育と実用的な実務能力のためのスキル習得の両方を同時に指導する統合プログラムの必要性が各国で問題となっている。このプレゼンテーションではその問題に取り組むためのプログラムを明示する。このプログラムは実用的な階層型課題を指導や助言を通して学習者に提供することにより自己開発、調査能力、実務能力の向上をめざすよう作られており、最終的にはmラーニングを促進する。このプログラムは実践共同体の理論を基礎に、ワークショップと個別対応型の指導を加えたものであり、現時点で実践開始から3年経過している。教師による学習指導の結果が成績、卒業までの自己開発、そして職場における実務能力に結びつき、その結果教育現場において指導者と学習者の距離を縮め、mラーニングによる学習者を社会に生み出すことになる。

Two years ago, we identified in our 1st- and 2nd-year university student body a need to focus more on individualized and autonomy-supportive instruction. We considered the necessary skillsets of 1st-year students in terms of learning and study skills, rather than simply English ability. Our university employs a tutorial system, which acts as a career and personal planning course that spans 3 years of instruction. The previous tutorial curriculum was based solely on a single external goal: a 4,000-word graduation thesis. There had been no coordinated format or mentoring structure throughout the 3 years of tutorial instruction. Thus, there was a clear need for pedagogical change and a shift in the direction of the program towards an integrated approach. While the thesis still exists as a graduation requirement, it is now integrated as a component of the greater goal of creating mobile learners. In the past, the

external influences on tutorial (i.e., university administration, the career and personal planning office, and the government Ministry of Education, Culture, Sports, Science and Technology) asked teachers to provide career and personal counseling to students, yet had no curricular goals or student learning outcomes to guide teachers in creating level, content, or contextually relevant material for student development. In addition, instructors were not given culturally relevant or contextually based orientations; thus, teachers were often teaching independently of one another. Since instructors were not trained, there was a great deal of variability in both teacher input and student work output. For example, instructors were teaching research methods in several different ways with minimal collaboration. As a result, there was very little structure that students could rely on to guide them. In contrast, the present structure provides a stable set of program goals, student learning outcomes, and a general overview for instructors to follow (see Appendix A for a single semester course overview sample). Further, while there is stability and structure, teachers are still given the flexibility to cater to their own individual teaching styles and backgrounds.

The new structure includes a synergy of theoretical underpinnings: C*ommunities of Practice* (CoP), *mentoring, workshopping, differentiated instruction* (DI), *Intervals for Cognitive Processing Variation* (ICPV), *and Student Learning Outcomes* (SLO). We created communities that support student outcomes with salient assessment tools. Tutorial is designed around an important 3-year reciprocal mentoring relationship between the teacher and the students. Overall, the course is designed to provide students with (a) personal development skills, (b) practical research skills, and (c) workplace or employability skills. It is an interactive outcome-based curriculum wherein students are expected to participate and work at their own pace. Students are also required to complete skill-based tasks for their graduation thesis or project with explicit student learning outcomes.

In this paper, we introduce the individual experiential learning process, which encompasses four specific, yet intertwined, routes of learning for the development of mobile learners. We then introduce a definition and the main tenets of *lifelong learning*. Third, we highlight the need for more diverse skillsets and mobility of learning for Japanese university students. Last, we describe one semester of a 3-year curricular framework currently being implemented in a Japanese university English department.

The Concept of Experiential Learning

The Learning Process

In the discussion of a new type of learner with a diverse skillset, it is first essential to explain the process of learning, which has yet to transpose towards the teaching of ESL. According to Jarvis (1999), learning is the "process of creating and transforming experience into knowledge, skills, attitudes, values, emotions, senses and beliefs" (p. 40), and he conceptualized this process as lifelong. He postulated that learners, through primary and secondary experiences in the social world, continuously develop a *biography* (a collection of past experiences) that learners utilize as a reference for future learning. Jarvis contended that the biography and the experiences contained within it guide learners through new learning opportunities. The lack of a comprehensive biography impacts a learner's confidence as he or she enters new situations. Overall, the more diverse the experiences of an individual, the more mobility they can potentially apply towards future experiences.

Once a learning experience occurs, Jarvis (1999) hypothesized four routes that learners can take, which impact their biography development (p. 39). As can be seen in Table 1 and Figure 1, route 1 demonstrates a person who is "reinforced but relatively unchanged." This is often a result of familiarity

of context through set social practices. The outcome of route 2 is memorization, which predominantly consists of ephemeral facts or simple information regurgitation, often encountered on standardized tests. The product of route 3 is "reasoning and reflecting." This is the direct result of a gap between a learner's biography and the current experience. The effect of route 4 is "practice experimentation." This is a hypothesis-testing stage in which both memorized information and reflected-on-contextual knowledge hold different yet equal roles in the learning process. It is up to the individual to learn how and when to make use of each route.

Table 1. Jarvis (1999) Four Routes of Learning

Route	Label	Description	Reference to figure 1
1	Nonlearning	The learner rejects the learning opportunity.	See box 4
2	Nonreflective learning	The learner simply memorizes information.	See box 6
3	Reflective learning	The learner reflects on the experience and learns.	See box 7
4	Learning by doing, reflective or nonreflective	The learner practices what has been learned and has the option of either reflective or non-reflective learning.	See box 5

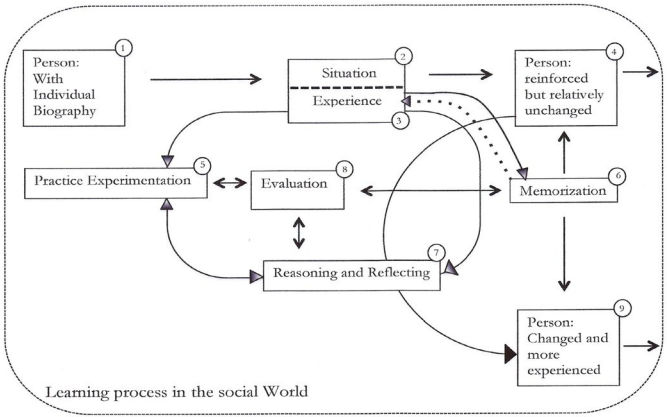

Figure 1. Adapted from Jarvis's (1999, p. 39) Model of the Learning Process (Focus on the Four Routes)

These four routes result in opportunities for learning. The routes develop a set of metacognitive skills and promote a search-out-experiences outlook within learners. Each learning route has a specific purpose and within any experience, a certain threshold of effectiveness. Essentially, learners choose the learning route that matches their needs in a particular learning context. To make choices, awareness or metacognitive knowledge of these four routes is first necessary. The ability to choose from the four routes becomes a foundational skill of lifelong learners. In several countries, including Japan, educational systems hone in on certain routes that offer students opportunities to excel on standardized tests. However, awareness and utilization of only one or two routes does not produce diverse biographies and skillsets.

Disjuncture

According to Jarvis's (1999) learning theory, a person does not learn from experience if the learner relies solely upon past experiences in a "taken-for-granted manner" (p. 38). Put another way, if one does not expose oneself to a gap between one's biography and a new experience (*disjuncture*), true learning cannot occur. Hence, for learning to occur, there must be incongruence between what the learner has already experienced and the new encounter (see Figure 2).

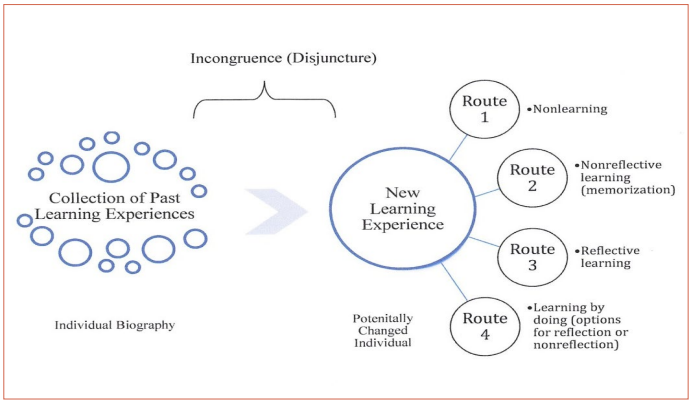

Figure 2. Disjuncture in the Process of Learning (Adapted from Jarvis, 1999, p. 38)

In summary, learning is an experiential process through which each individual develops a collection of learning experiences (a biography). With this biography at each individual's disposal, people can venture into the social world and have the option to enter ever-changing and expanding contexts or CoP (Wenger, 1998). Through these experiences, learners cultivate mobility by experiencing disjuncture between their current biography and the new learning experience, as explained in the Theory of Experiential Learning (Jarvis, 1995; 1999). This was a central consideration as Tutorial was conceptualized. The taken-for-granted manner is a staple of the Japanese senior (*sempai*) and junior (*kohai*) system. As a result, we wanted students to be aware of and be given exposure to all four routes of learning in Tutorial through specific, tiered, and interconnected tasks.

Lifelong Learning and Mobile Learners

It is essential to place the individual learning experience into the larger picture of learning throughout one's lifetime. First, it is necessary to have a working definition of lifelong learning. Longworth (2006) considered this lifelong learning skillset as a social process that includes:

> the development of human potential through a continuously supportive process, which stimulates and empowers individuals to acquire all of the knowledge, values, skills and understanding they will require throughout their lifetimes, and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments. (p. 62)

According to Longworth's definition, learners who build the ability to effectively and critically gather, synthesize, and respond to deliberate and incidental information with autonomy, flexibility, confidence, and enjoyment towards mobility should be considered lifelong learners. We consider this type of individual as a Mobile Learner (ML). Going one step further, we define MLs as individuals who possess the skillset to (a) confidently and smoothly move from one CoP to another, (b) transfer learning skills between CoPs, (c) continue to gain knowledge and experience of how to use each learning route, and (d) effectively recognize individual threshold levels for each route. Overall,

learning is an innate process that requires individual learners to construct meaning (choosing one of the four routes) through the experiential application (disjuncture) of contextual knowledge. Jarvis's theory provides a foundation for Tutorial and developing MLs.

Course Conceptualization and the Implementation Process

We decided that the best way to implement the creation of MLs within Tutorial was to combine several teaching and learning considerations: (a) ongoing process assessment (feedback), (b) CoP, (c) mentoring, (d) workshopping, (e) ICPV, (f) differentiated instruction, and (g) student learning outcomes (see Figure 3, incoming arrows). These concepts are described in subsequent sections. Once they have been discussed, we will explain how they co-create the Tutorial curriculum.

For these theoretical considerations to be successfully integrated, the teacher must set the environment of the CoP. Subsequently, through tiered autonomy-supporting behavior within the skill outcome areas (see Figure 3, outgoing arrows), students take control of their CoP. Thereby, students become increasingly self-sufficient and take steps towards becoming MLs. In general, Japanese students have minimal exposure to this type of learning environment. This requires adroit instructors, integrating student learning opportunities.

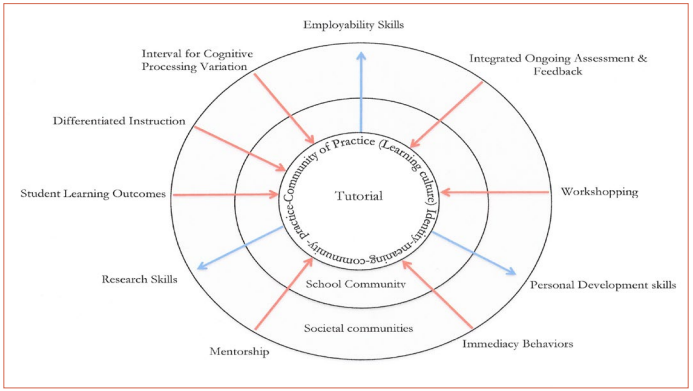

Figure 3. Tutorial Community of Practice with Influences and Skill Outcome Areas

Ongoing Process Assessment (Feedback)

Viewing ongoing process assessment (feedback) as a back-and-forth process between teachers and students was a cornerstone of this course. Based upon 134 meta-analyses of all possible influences on achievement, Hattie (2009) found that "feedback was among the most powerful influences on achievement" (p. 173). This statement can be misleading. Most educators, when they hear the term feedback, consider it as teacher-to-student feedback about assignments or work from classes. However, in our case, it was very important to consider student-to-teacher feedback. What we suggest is for teachers to understand their students more comprehensively through ongoing process assessment. Hattie (2009) identified five factors of student-to-teacher feedback: understanding (a) what the students know, (b) what the students understand, (c) where they make errors, (d) when they have misconceptions, and (e) when they are not engaged. This understanding leads to teaching and learning that

can be "synchronized and powerful," and "feedback to teachers helps make learning visible" (p. 173). Therefore, in order to create effective two-way channels for the teacher to both give and receive feedback, Tutorial teachers needed to create a positive learning culture, establishing mentoring relationships. Considering feedback in this way led to effective CoP development in Tutorial.

Communities of Practice

CoP is a social learning theory, predicated upon mutual construction of (a) identity-learning as becoming, (b) meaning-learning as doing, (c) practice-learning as experience, and (d) community-learning as belonging (Wenger, 1998). These constructs form the basis of learning. Wenger, McDermot, and Snyder (2002) defined an individual CoP as a "[group] of people who share a concern, set of problems, or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (p. 4). Individuals enter a CoP with their biography and learning skillset. During learning experiences, learners can develop and expand detailed biographies. In this process, students utilize experiences to develop self-confidence, self-determination, and autonomy. Further, they develop relatedness in several social situations. Each individual uses his or her CoP to build discourse knowledge, skills, values, and understanding. As a person's experience within any given CoP expands, he or she moves through stages from being a *legitimate peripheral participant* (novice) to a *full participant* (expert) within that community. In the context of Tutorial, this is relevant and attainable because Tutorial is 3 years long.

Overall, the process of creating an effective CoP in Tutorial consisted of an environment that was safe, nurturing, and active towards self-regulation. Components of the teachers' curricular aims were for students to be (a) proactive and not passive (b) transformational agents for themselves as they learned purposeful goal-setting, and (c) managers of learning for their own development. In order to implement these teacher aims and achieve an effective CoP, a mentoring approach was deemed appropriate. Often, English language majors in Japan are deprived of a full Japanese university experience because foreign instructors tend to be ill-equipped to provide the requisite mentoring, counseling, and advice that is naturally provided by Japanese professors. In order to combat these deficiencies, this curriculum considers mentoring essential for students and teachers. In addition, teachers are given Tutorial orientations at the outset of each academic year and are offered ongoing support throughout.

Mentoring

Varied representations of mentoring exist; however, we chose three that fit our teaching context. First, Halai (2006) defined mentoring as a nurturing relationship based on mutual trust that leads to the development and professional growth of both the mentor and mentee. Second, Reed, Phillips, Parrish, and Shaw (2002) defined mentoring as "a process of coaching a person both personally and professionally" (p. 103). Last, mentoring according to Jacobi (1991) has three major mentoring categories, including (a) personal support, (b) role modeling, and (c) professional development. Combining these three definitions and their composite parts was pragmatic.

In order to effectively mentor students within an effective CoP and to create an emotionally safe, cohesive, nurturing, and participatory environment, we focused on research in the area of *immediacy*. Simonds and Cooper (2011) defined immediacy as "verbal and nonverbal communication behaviors that enhance physical and psychological closeness" (p. 32) and cited examples that include "praising . . . addressing students by name, using personal examples, . . . eye contact, and changes in vocal and facial expressions." Further, they stated that, "immediate teachers are seen as approachable, open, responsive to student

needs (as they change) warm and relaxed" (p. 32). These immediacy behaviors have a great impact on student concentration, self-confidence, and sense of fulfillment; therefore, impacting mentoring relationships. Supporting successful mentorship, including immediacy, meant choosing a classroom system that emphasized routines and cyclical learning. Thus, the concept of workshopping was selected for Tutorial instruction.

Workshopping

Bennett (2007) defined workshopping as "a predictable structure, routine, ritual, and system that allows the unpredictable work of deep reading, brilliant writing, mind-changing conversations, inspirational epiphanies, and connections of new to known—that is learning—to happen" (p. 8). Workshopping enables teachers to create an effective learning cycle with three distinct phases in the classroom: mini-lecture, worktime, and debrief (see Figure 4). The workshopping cycle provides teachers opportunities for instructional feedback for planning and student assessment. However, this requires well-organized workshops that create a culture of learning.

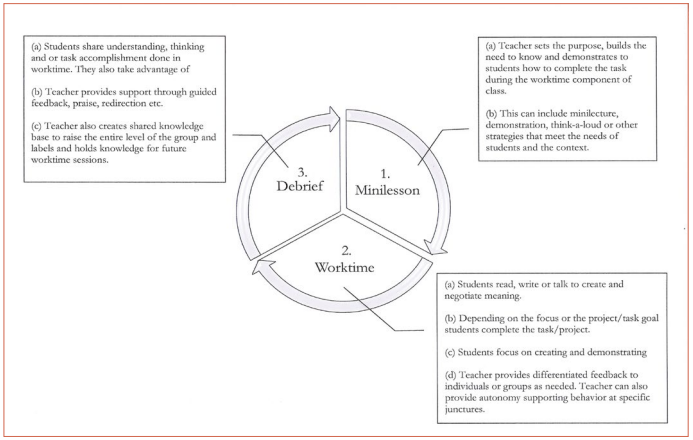

Figure 4. The Workshopping Cycle (Adapted from Bennett, 2007, p. 7)

Within the workshopping cycle, it is essential for teachers to ensure continuity between classroom sessions. This thereby links student self-directed work and classroom objectives while contributing to the learning culture necessary in an effective CoP. If successful, workshopping routines and workshopping cycles foster highly self-regulating reflective learners. Overall, it creates continuity of classes throughout a semester and leads to greater connections in later years. Tutorial made use of this by providing outcomes that were closely connected to course material and supported teachers. (See Appendix B for student tracking rubric.)

Intervals for Cognitive Processing Variation

Human capacity for noticing and detection has been recognized as limited. To deal with this, Agawa and Watson (2012) sug-

gested offering tasks or opportunities that vary how information is processed when dealing with long sessions of reading or listening in the L2. Thereby, L2 input is segmented through explicit, active, and potentially self-paced pauses after long sessions of student concentration (i.e., long readings, long lectures). They termed these pauses Intervals for Cognitive Processing Variation (ICPV). However, it is important to note that ICPV may not happen implicitly. Teachers need to demonstrate how and why ICPV is important. An example of ICPV is visible in the workshopping routine: mini-lecture, worktime, and debrief (see Figure 5). Following a mini-lecture, worktime serves as an example of a student opportunity for ICPV. Students are given time to reconstruct their biographies at their own pace. In other words, introducing ICPV during workshopping is an opportunity to mentor students on how to negotiate meaning between their biography and new experiences (disjuncture, see Figure 2). Finally, every ICPV moment gives students the opportunity to select from Jarvis's (1999) four learning routes. In Tutorial, during workshopping, students were placed into ideal positions for ICPV to occur. In our Tutorial CoP, students are taught how to manage their learning experiences by taking advantage of ICPV moments and applying them to learning experiences inside and outside Tutorial. It is hoped that ICPV becomes a routine for students, recognizing their own personal input threshold levels, and that this knowledge contributes to their personal development as lifelong learners.

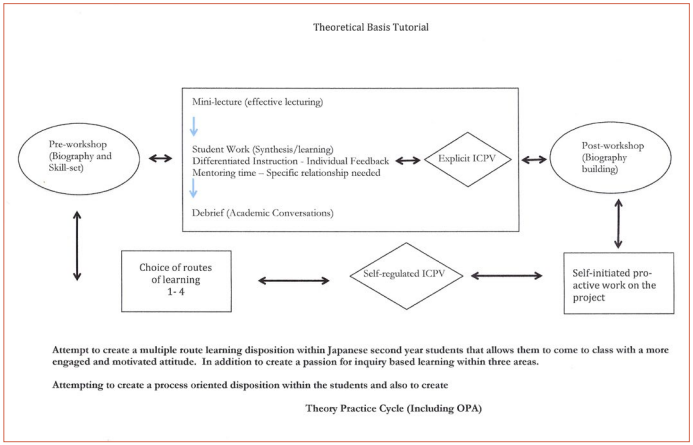

Figure 5. Mentored ICPV Integrated Workshopping Cycle

Differentiated Instruction

We selected Differentiated Instruction (DI) for feedback as a component in the workshopping cycle. Tomlinson (2003) defined DI as the process of teachers proactively planning various opportunities for learning in order to meet students' diverse learning needs. Tomlinson (1999) further described DI as an educator responding to a "learner's needs guided by the general principles of differentiation, such as respectful tasks, flexible grouping and ongoing assessment and adjustment" (p. 15). DI, within Tutorial, was utilized as an appropriate teaching philosophy because it allowed teachers to meet students at their readiness point and allowed students to move at their own pace. Used concomitantly with workshopping and explicit ICPV, DI was highly effective. For example, individual time was allocated as students were reflecting on their own personalities, reasons

for coming to university, personal strengths, and other reflective tasks or projects. In addition, the workshop-based concepts afforded the teacher the time to support individual students with personalized feedback. Some students required very little in terms of autonomy support while others students needed much extra encouragement.

Student Learning Outcomes

SLO are statements of what students should be able to do following instruction (see Appendix C). Specifically, outcomes identify learner behaviors following a learning experience. They assert new knowledge, skills, and attitudes that students garner through assigned courses. SLOs commonly contain an active verb describing measurable behaviors that students can demonstrate. Hattie (2009) described these outcomes as producing the "highest affects on students when the learning intentions are articulated, when notions of success included and when these are shared with the students" (p. 167). Outcomes are important as they are linked to classroom assessment.

The SLO were closely linked to content by focusing on the successful completion of tiered tasks. It is the process towards task completion that makes the chosen SLO very important. Explicit outcomes were an important consideration for the Tutorial curriculum because the process of completing the assessments was designed to give students exposure to new experiences. These assessments fostered success within each CoP.

Combining the Concepts: Implementation of Theory

Theoretically integrated learning streams were clearly planned for the 3-year span of Tutorial courses. Table 2 offers a closer look at an outline of one semester's outcome-based assessments (major assignments), which shows how the theoretical considerations relate. While further data and student work analyses are key, within the scope of this paper we present a single semester breakdown of major coordinated components and assessment measures. Specifically, the complex nature of threading the integral components of (a) personal development skills, (b) practical research skills, and (c) workplace or employability skills makes this an integrated curriculum. These concepts are threaded through tiered tasks (see Appendix A) that lead to four strategically placed assessments. To date, the effect of Tutorial has been significant. Over 3 years, Tutorial student pass rates have increased, rising 1.5% since 2010. In addition, job attainment rates for our communication department have also increased 3.4% since our curriculum change. These are positive signs. Tracking student development is a difficult task, as each individual progresses at his or her own pace.

Table 2 displays how four-tiered assessments build upon one another and how the theoretical concepts correspond to one another. First, in assessment 1, students brainstorm and write a self-analysis of their current knowledge, skills, and attitudes. This is written in the form of a mind map (see Appendix D for a student sample). This combines students' reflection skills with their ability to implement metacognitive self-talk. Specifically, students decide what they are willing to share with their mentor and peers. This is not as easy at it may appear and is an important personal development skill. The purpose of the mind map is to learn brainstorming skills in the form of a pragmatic task, designed to foster deeper personal development skills. This task requires the use of all four routes of learning and several components of communication.

Table 2. Coordinated Theory Integration Chart

4 outcome-based assessments	Example SLO	CoP	Mentoring	Work-shopping	Differentiated Instruction
1. Mind map: Creating an 250 word mind-map about their own knowledge, skills, and attitudes	Brainstorm ideas related to their personality and skillset	Active sense of identity by sharing personal details	Examples & sharing, feedback: Brainstorming	Mini-lecture, ICPV, Debrief with scaffolding	Work at their own pace, receive tiered individualized feedback
2. Roadmap: Reflecting on and documenting milestones from life with skills attained through the process of biography development	Reflect on knowledge, skills, and attitudes as students	Creating and sharing meaning & identity	Examples & sharing feedback: Reflection		
3. Personal advice essay: Students search to find their own voice in their writing by brainstorming, outlining, and writing an advice essay on a topic of their choice	Use their voice and modals for advice	Peer editing essays using correction code, share identity, community, practice	Writing skill examples & feedback: outlines, support, active voice		
4. Mission statement: Students write a mission statement about their future plans	Plan a short-term mission statement	Share goals and aspirations: meaning	Scaffolded examples		

In assessment 2, students reflect on past experiences, which is an integral skill. However, it is also poignant for students to pinpoint where and how they have developed the knowledge, skills, and attitudes they currently possess. Students identify salient milestones within their biographies. Once those milestones have been decided upon (through metacognitive self-talk), students are tasked to document—in the form of a roadmap (either graphically or in essay format)—the important skills they have acquired over their lifespan (see Appendix E for a student sample). Essentially, using Jarvis's (1999) terminology, these milestones are elements of their learning biography. Therefore, assessment 2 is designed specifically to help students understand their own development. Once the first two assessments are completed, students have a more comprehensive understanding of their own capabilities. They should also be cognizant of where their knowledge, skills, and attitudes were initiated and developed. It is very rare that Japanese students are exposed to these kinds of learning experiences in their L1 let

alone in their L2. Therefore, it is important that these two assessments are specifically supported in a mentoring environment with autonomy supporting feedback, making this curriculum structure so important.

Assessment 3 is designed to utilize students' newfound understanding of themselves and to use specific language in the form of an advice piece. Japanese students with limited exposure to process writing often experience difficulty in using an active voice in their writing. Therefore, this assessment meets student needs in several ways. The advice essay assessment encourages students to formulate an opinion and follow it with support and examples. This will become increasingly important as students move towards research methods in semester two and on to their graduation thesis. This writing assessment is an appropriate scaffolding of writing and researching skills.

Assessment 4 is a mission statement (see Appendix F for a student sample). The mission statement is a culmination of the first three assessments. It serves as a continuation of student development. This is clear from the Tutorial student learning outcomes (see Appendix C). Combining personal development, research skills, and employability skills is a challenging task for any teacher or student. Therefore, it is critical for the instructor to highlight explicit tiered elements that a student can place in their portfolio and utilize not only for these assessments but for future experiences as well.

This is a highly integrated process. Since the skills emphasized in each assessment may not be readily apparent, especially to the students, we provide sample *skills in focus* (see Figures 6-9). While the figures do not include a comprehensive overview of Tutorial skill development, they do provide a significant overview of the skills emphasized in the three main areas of personal development, research skills, and employability. From a teaching perspective, it is difficult to thread skills in an integrated curriculum, especially when there are multiple external influences. Figure 6 highlights knowledge, skills, and attitude development areas within the strand of personal development.

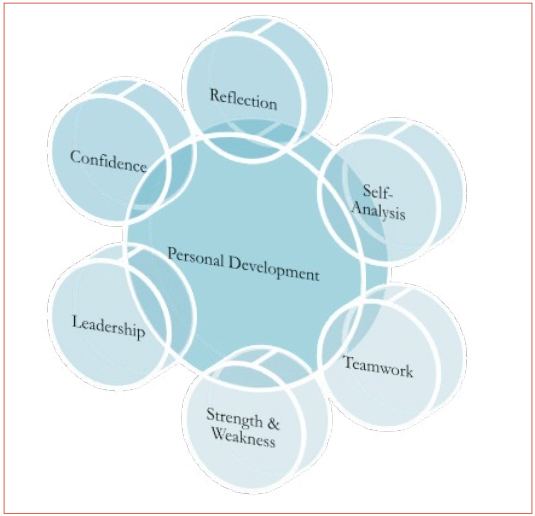

Figure 6. Personal Development: Skills in Focus

Both Figures 7 and 8 highlight some essential components of the writing process within Tutorial. Both figures emphasize writing, knowledge, skills, and attitudes that teachers will explicitly mentor to the students. It is critical to note that we have only included two stages of our 5-stage process of writing.

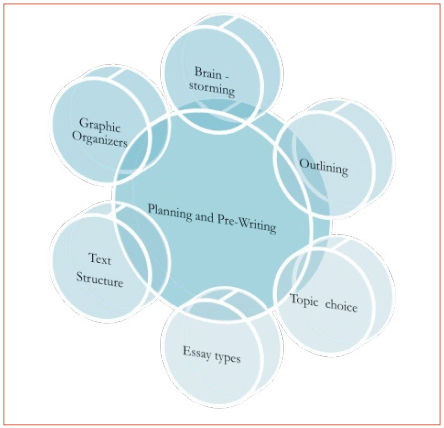

Figure 7. Research Skills: Skills in Focus (Process Writing Stage 1)

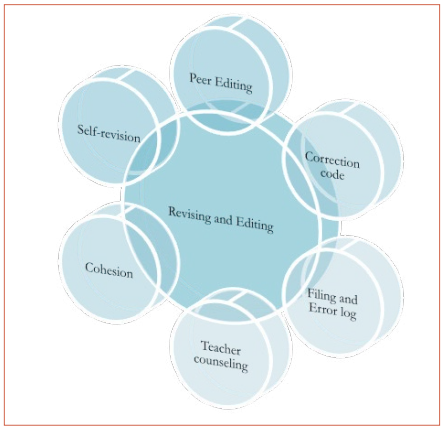

Figure 8. Research Skills: Skills in Focus (Process Writing Stage 2)

Figure 9 highlights the knowledge, skills, and attitude development areas within the employability strand. Employability skills extend far beyond our graphic. However, these skills—focused on in first semester of Tutorial—set the foundation for greater employability skill development as each student's university career progresses.

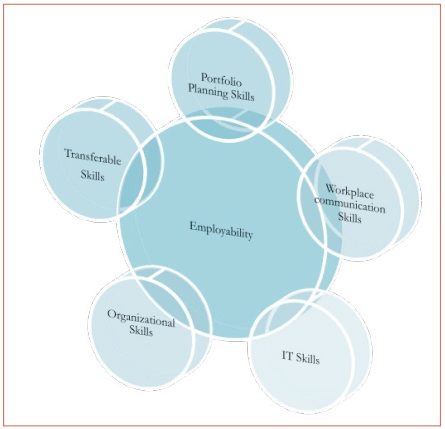

Figure 9. Employability Skills: Skills in Focus

Conclusion

In this paper we have endeavored to outline how course set-up and course design for our institution's Tutorial course can be used as a model for other programs. From a modern global perspective, building personal development, research methodology, and employability skills can produce MLs who are attractive to future employers. MLs are individuals possessing the skillset to (a) confidently and smoothly move from one CoP to another, (b) transfer learning skills between CoPs, (c) continue to gain knowledge and experience of how to use each learning

route, and (d) effectively recognize individual threshold levels for different learning levels. Ultimately MLs have the potential to become self-regulating lifelong learners. Although this paper describes only a single semester, we believe that our 3-year Tutorial curriculum provides students with opportunities to expand their biographies by becoming more cognizant of their own learning capabilities. In addition, the assessments have been designed and implemented to foster skill development through task-based learning and student learning outcomes. Further, the tiered assessments are clearly and explicitly marked for content and for completion of task criteria. It is the process of completing each task—combined with effective teacher mentoring and autonomy-supporting feedback—that allows students to build skills that will be necessary for future Tutorial classes. It is hoped that the tasks lay the foundation that students need to be successful as they progress through the 3-year Tutorial program.

In sum, we have highlighted the major theoretical considerations in the Tutorial curriculum planning process. This process of curriculum change has initiated positive outcomes for teachers and students while providing educational accountability for coordinators and administrators. This Tutorial program is now in its 3rd year, and student responses have been positive. However, we recognize that further analysis is necessary.

In a follow-up study, we aim to investigate skillset outcomes, job employment rates, and placements of these graduates. This framework has served to create employable global citizens who demonstrate mobile learning qualities and lifelong learning attitudes.

Bio Data

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Appendix A

Semester Overview Sample

Tutorial I/Semester I Overview SAMPLE 2013

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Dates	No. of teaching days	Assessment: Period Ends	Assessment: Type	Teaching Responsibilities	Teaching Resources (provided or original sources)
5 April – 11 April, 2013 Friday start to the semester (Week 1)	1 Class	11 - April, 2013	Diagnostic	Diagnostic assessment: **Introduction: What is Tutorial? What am I responsible for? Grading.** **Other important information.**	Tutorial Introduction, Expectations for tutorial, Communication forms, Strengths and weaknesses, Personality graphs. Individual activities or materials introducing each teacher's personal style. (i.e., cards, introduction statements etc.)
12 April – 25 April, 2013 (Week 2 – 3)	2 Classes	25 - April, 2013	Portfolio (c) CPB (c) Process Writing / Project (s) End of Module (c)	**Module 1: Who am I? How did I get here? Where do I endeavor to go? What are my strengths and weaknesses?** • **Mind-map** (Introductory assignment) Open to Individual teachers	**Module 1: Self-development and Reflections** Study Skills/Learning materials: • Student Note-book • Journal introduction • Decision-making Materials • Self-development materials • Japanese mind-map materials • SAMPLES of projects.

Appendix B

Student Tracking Rubric Sample

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Mind Map Assignment

Total marks:	____/20
Organization & Clarity: (Readability & Well Planned)	___/ 5
Effort: (Brainstormed thoroughly)	___/5
Information: (Provided appropriate information)	___/ 10

Assignment Feedback for Students

Positive:

Constructive:

Appendix C

SLO Grid Sample

Nagoya University of Commerce and Business
Faculty of Communication
Assurance of Learning and Student Learning Outcomes Rubric
Course Title: TUTORIAL (1) (First Year)
Course Description: Tutorial I is the beginning of an important relationship between the teacher and the students for guidance and personal self-development toward graduation and into the workplace. It provides students with practical research, study, and workplace/employability skills in an interactive, participatory environment where students work in teams and share knowledge with each other. Each student is also required to complete all graduation thesis/project assignments, a portfolio folder, and other targeted assignments at the discretion of the instructor.

Student Learning Outcomes (SLOs): ***At the end of this course students will be able to:***	Self-reflection and critical thinking	English Communication Skills I: Reading/Writing	English Communication Skills II: Listening/Speaking	Employability & Employment	Individual Management	Measurable Outcome and Assessment Metric
1. Identify and demonstrate their ability to brainstorm ideas and to self-reflect on their own strengths, weaknesses and potential as a person, student and potential worker in the future.	◯	◯	◯	◯	◯	1. Values list worksheet 3. Personality Graph assignment 4. Mind-map assignment (250 Words) 5. Employability Map assignment (WP) 6 study skills graph 7. Mission statement Assignment (300 words)
2. Explore and develop their strengths and weaknesses in relation to employment.	◯	◯	◯	◯	◯	1. Strengths and weaknesses assignment (With Presentation)
Assurance of Learning (AoL) through Student Learning Outcomes (SLOs):	Assessment: 1. personal mind-map 2. Mission Statement assignment	Assessment: 1. small mind map on their graduation essay topic 2 topic sentence for Graduation Essay	Assessment: 1. Presentation about their Personal goals	Assessment: Presentation on either their part-time job or their future job prospects	Assessment: Daily Written entries in their Schedule book completion (65- 70 Entries).	**Culminating Assessment One:** A 50 Piece Portfolio that identifies their progress throughout the semester. **Culminating Assessment two:** 1000 word essay assignment (Self Reflective essay combining components from other smaller assignments)

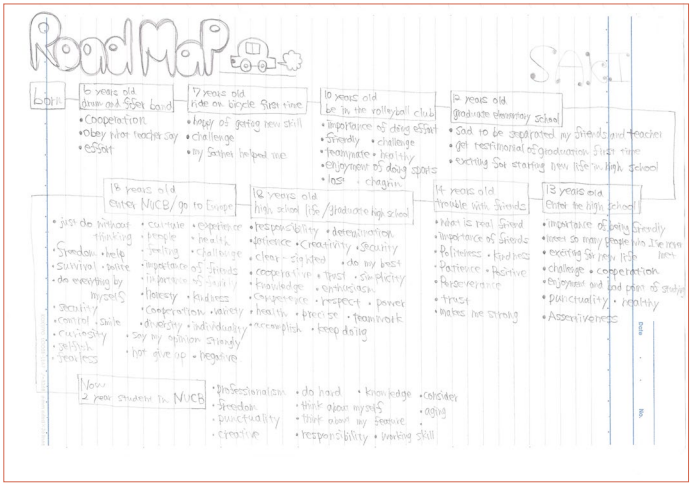
Appendix D

Mind Map Sample

Note. Permission granted by student to reproduce.

Appendix E

Road Map Sample



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Appendix F

Mission Statement Sample

I want to be a cool business person. It means that woman can work hard as well as man does and work better than man does. Thin woman should live by myself. One reason is that it is said that woman doesn't promote like man does so woman should get marry early. I cannot understand that but somebody think that. Why man is so good? Woman also can do. I think that depends on job or situation but I don't think everything is fair.

One more reason why I want to be a cool business person is that I don't want to get marry because I have a lot of things that I want to do even after I get a job. If I get marry and my husband doesn't think same things as me, he may say you shouldn't do that because we are couple. We should be together. I cannot understand that. I want to do everything that I want to do as many as possible I can so I cannot stand the situation that my husband compares me. I don't need children, too because if I have children, that prevent my free-time. I have to take care of my children all the time. Actually children are so cute but in my mission statement children are not included.

I know it is not easy for woman to live by myself because in fact man gets higher salary than woman but I have chance. To be a cool business person I have a lot of things that I have to do. First I have to have many skills. It is like survive skill, working skill, knowledge and common sense. Working hard is not only important ting. I have to do everything by myself so I have to get many skills for my health or alive. I also have to be active, friendly, individuality, assertiveness and healthy. I should say my opinion and I should talk with people who I never met before. I should challenge many things, too. Then I get more skills or I can meet new people. Not only these things but also I should be able to control myself by myself. I'm not student or child so I take care of myself by myself. I should have skills like for my living.

It is easy to write about what I want do or what I have to do but doing that is very difficult. It depends on myself so I will just try! First trying is important.

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