Student Perspectives on Japanese University Lectures

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Abstract

This presentation focuses on findings from a pilot study on student perceptions of lecturing at a Japanese university. The study specifically explores whether Active Learning (AL) in the lecturing medium is perceived to positively or negatively impact student learning and how students would like to incorporate AL into their learning process. Bonwell and Eison (1991) define AL as “anything that involves students in doing things and thinking about the things they are doing” (p. 2). How specifically teachers create AL opportunities in their classes, though, needs to be understood in greater detail, as they frequently struggle to cohesively integrate methodologies, content, and goals within an AL approach to teaching and learning (Nishikawa, 2015). This pilot study utilized a mixed-methods approach and collected data from Japanese university students (n=250) via a survey. Findings show that students perceive lectures as ‘somewhat’ useful and interesting, but that they would prefer a ‘split lecturing’ hybrid to redistribute lecture-talking time, potentially allowing them to participate more actively. The underlying implication drawn from this study is that lecturers should potentially diversify and re-conceptualize their lecturing approaches to better facilitate inclusionary AL within their classrooms. This presentation will document the study, the findings, and then provide practical suggestions for implementing such a split lecturing hybrid approach in university lectures.