Vanguard JPNS 101
Lisa Kobuke

**Motivation/Purpose**

Embarking on a new course based on a strong belief that the integration of:
1) college success skills seamlessly interwoven and presented through Japanese culture
2) a JPNS 101 focused on meaningful tasks, activities, and projects useful outside of the classroom
3) supportive cadre of experienced and trained native speaking/upper level peer tutors in class
to increase success in JPNS 101 and build confidence and future success in successive Japanese language classes and other courses, ultimately helping students achieve their academic goals.

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**Aim/Goals/Intended Outcomes**

- Increase student success in JPNS 101.
- Increase enrollment in the successive JPNS 102 courses.
- Empower students to become successful learners.
- without compromising academic rigor, break the common misconception that learning Japanese is difficult and learning Japanese is all particles and grammar.

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**Resources and Constraints**

Resources
- Japanese program faculty: Prof. Yuko Katakawa (Japanese program Coordinator)
- Second Language Teaching (SLT) Program: Prof. Shawn Ford (SLT program Coordinator)
- SLT students who are currently assisting as class tutors in my class
- IS 198 Kupu Ae College Success course mentors and colleagues: Prof. Keith Koshibashi, Prof. Kawika Napoleon, Prof. Inoue Tatsaka, Prof. Miko Ando, Prof. Collette Higgins, Prof. Yuko Katakawa

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**What Did I Do/Strategies**

Consulted with Prof. Shawn Ford
- Discussed concept plan to coordinate between SLT program courses and integration of varying levels of experienced/trained native-speaking SLT students in the redesigned JPNS 101 course.

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**How it worked/Outcomes**

- I plan to consult with C4Wiid colleagues and OFIE to create a detailed plan of action on the best recommended way to collect data on student learning, student engagement, attitude, and the skills in the 4 language modalities in a regular JPNS 101 course and the redesigned course, for comparison purposes.
- Upon implementation:
  - Open avenues for further discussion among colleagues regarding possibilities to improve student success rate in courses, leading to a stronger program.
  - Possible impact on institution:
    - Another step in a positive direction in following our strategic plan to meet the needs of our students and ensure the success of our students of Native Hawaiian ancestry.
    - Plan to consult:
      - OFIE to set up appropriate comparative data collection methods.
      - CELTT to discuss options available for eportfolio.

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**Planning ahead for Fall 2011 and Spring 2012**

- Currently in discussion with stellar tutors (SLT and non-SLT students) who have experience assisting as tutors in one or more of my classes.
- To arrange schedules to be available to tutor in the redesigned JPNS 101 course.
- Gather feedback from tutors as to what they feel can be improved based on what was done this semester.

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This semester, in the Freeman Japan Japanese Language course, experimented with ideas for the redesigned JPNS 101 course
1) Ideal meaningful tasks, activities, and projects
   a) an actual campus tour, including a simple overview/history of the college, put together by all students for an instructor from Japan who visited in April, later videotaped by students.
   b) daily tasks/activities that required interaction with Native-speaking tutors and speaking tests with tasks that required negotiation and communication with a native speaker other than the instructor.

2) Recruited 10 native-speaking or post 202-level tutors to assist in the Freeman Japan language class from the first week of class.
   a) Of them, at least 8 had previous experience in tutoring in JPNS 101, 5 were SLT students, 1 had no experience, but highly motivated.
   b) At least 2 or 3 native-speaking tutors were available in class each day.

3) Integrated some college success skills activities (victim vs. creator language) in the Freeman Japan course.