

ティーチング・ポートフォリオ

大学名：大手前大学 所属：国際日本学部 名前：トート エヴェリン アドリエン 作成日：2026年1月22日

1. 教育の責任

I am a full-time faculty member of the Faculty of Intercultural Japanese Studies, Department of Multicultural Coexistence. My academic field is cultural studies, and my main area of specialization is Japanese culture, Ainu culture, and multicultural coexistence in Japan.

I teach content-based Global Japan Studies (GJS) courses in English, English language courses at different levels, and a Japanese-language course in the Department of Multicultural Coexistence (多文化共生専攻). In all my classes, I design lessons that match students' academic background, English level, and learning needs.

Content-based courses (GJS, taught in English)

These courses focus on Japanese society and culture. They are taught in English, but they are not English language classes. Students learn about culture, history, and society while using English.

- Historical and Cultural Diversity (GJS) – focusing on the Ainu people and their culture
- Japanese Ethnicity and Culture (GJS) – about different ethnicities being part of Japanese society
- Introduction to Japanology (GJS) – about Japanese popular culture and its role in our lives
- Japanese Soft Power (GJS) – about Japanese pop culture being part of “Cool Japan”

In these classes, students learn new perspectives, think about diversity, and develop critical thinking skills.

One course connected to multicultural coexistence (taught in Japanese)

Since 2024, I have taught ポップカルチャーと多文化共生. This course looks at Japanese popular culture and its background, meaning, and social importance. Students learn how pop culture connects to multicultural coexistence in today's Japan.

English language courses

I also teach English language classes from beginner to advanced levels, including grammar, 4-skills, media studies, and discussion courses. In these classes, my role is to help students gain confidence and practical communication skills while supporting different learning speeds and levels.

2. 教育の理念

My teaching style is student-centered. I believe students learn best when they feel safe, respected, and supported. I try to create a classroom where students feel comfortable asking questions, sharing ideas, and making mistakes.

I strongly believe that mistakes are part of learning, especially in language classes. In my classes, mistakes are never treated negatively. Instead, I encourage students and help them learn from those mistakes. This helps students feel more relaxed and confident.

This way of teaching matches the goals of the Faculty of Intercultural Japanese Studies, which values diversity, intercultural understanding, and open thinking.

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3. 教育の方法

In English language classes, I mainly use a communicative approach. I focus more on communication than on perfect grammar, and I encourage students to express their ideas clearly and confidently. For this reason, classes focus on active participation through pair and group work instead of silent note-taking. A friendly and cooperative atmosphere helps students feel comfortable practicing English with each other.

I use many types of materials, such as videos, articles, and project-based tasks. Students take part in discussions, group work, and presentations. I give regular feedback so students can see their progress.

In content-based courses, I use real and practical materials related to culture and society. Sometimes I use cultural items or food-related examples to help students understand topics more easily. My goal is to make classes interesting, clear, and easy to follow. As part of the Historical and Cultural Diversity (GJS) and the Japanese Ethnicity and Culture (GJS) courses, students visit a museum once during the semester. This helps them gain hands-on learning experience and better understand Ainu culture and other minority cultures in Japan.

In all classes, I try to keep a relaxed and friendly atmosphere where students feel comfortable joining class activities.

4. 教育の成果

Student feedback and course evaluations show positive results. The response rate for end-of-semester questionnaires in my classes is usually 80% or higher, which shows strong student participation.

Many students say they feel relaxed in my classes and are not afraid of making mistakes. Students often become more active and confident as the semester continues. In content-based courses, students often say they enjoyed learning about topics they did not know before, such as Ainu culture and multicultural issues.

These results show that a supportive classroom environment helps students learn better and stay motivated.

5. 改善への努力と今後の目標

I believe teaching always needs reflection and improvement. I carefully read student feedback and use it to improve my classes.

In the future, I want to use more authentic materials in content-based courses. In language classes, I want to continue improving assessment methods that support each student's learning progress.

My goal is to continue providing classes where students feel supported, motivated, and confident in their learning.

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【添付資料】

Course syllabi

Original teaching materials

Audiovisual and cultural materials

Samples of student projects

Course evaluation summaries