Study abroad online:
Possible, and worth doing, even in a pandemic

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Abstract

As with the rest of the world, the Center for Japanese Studies (CJS) at Nanzan University was suddenly confronted with the corona virus pandemic in early 2020. At the beginning of March, the difficult decision was made to stop on-campus classes, request students to return home immediately, and change to online classes for the rest of the 2020 Spring Semester. This paper records how the Japanese language instructors faced this situation: the eight issues explored in preparatory FD workshops, how classes were taught for the remainder of the 2020 Spring Semester, and ten challenges faced and lessons learned for the 2020 Fall Semester and present 2021 Spring Semester. We hope that this paper will be of use to other language instructors, and help them reflect about their experiences in 2020.

KeyWords：online teaching, Canvas, Zoom, study abroad

From Classroom to Online Teaching

The 2020 Spring semester began as usual in the middle of January and was expected to run until the middle of May. However, due to the spread of the corona virus, on Thursday March 5th the decision was made to change to online classes, with the final on-campus class to be held the following day. Students were requested to immediately return to their home countries or home institutions and prepare to take classes online from there from Monday March 16th.

Instructors had just ten days between their final on-campus class on Friday March 6th to starting their online classes. As instructors needed to immediately begin preparing, two afternoons of faculty development (FD) workshops were held on Monday March 9th and Tuesday March 10th to outline the basic principles of online teaching, and to introduce the online learning management system (LMS) Canvas and the teleconferencing platform Zoom.

Online classes began as scheduled on Monday March 16th. Many but not all students had returned home by then, and it would take a few weeks for instructors to find their feet teaching online and for students to be settled at home or at their home institution and begin participating

fully in classes — and in some cases longer. It was challenging for both instructors and students to suddenly change to an online format.

The first step was to organize the two FD workshops, led by faculty with experience teaching online. This next section summarizes the issues that were focused upon in the FD workshops, the following section briefly explains how teachers taught online, and the final section describes the ten challenges that language instructors faced in the 2020 Spring Semester, and the lessons that they learned from these challenges and applied in the 2020 Fall Semester and 2021 Spring Semesters.

March 2020 FD Workshops

To help instructors shift their perspectives from on-campus to online teaching, the following eight issues were explored in the two FD workshops: teacher roles, student diversity, learning outcomes and course planning, teaching templates, teaching tools, learning materials, communicating with students, and assessment. For each issue, the differences between classroom and online teaching were considered; the main points are summarized here. This gives readers some idea of the context in which online classes began on March 16th, 2020.

Issue 1: Teacher Roles
Instructors' roles are broader in online classes than in face-to-face teaching. New roles may include setting up and managing LMSs, creating and managing online learning materials, helping students manage their own learning and interaction with course materials, and dealing with students' Wi-Fi and technological access, study space, and well-being issues. These new roles would impose increased burdens on teachers in terms of time, learning new skills, managing technology, and student care.

Issue 2: Student Diversity
There are a wide variety of students in any class, and there would be in our online classes as well. It could not be assumed that all students would have the same technological skills simply because they are from Generation Z. Some students would be more tech-savvy, and students would have a range of experiences and attitudes towards learning online. Some students would face problems accessing the Internet and online learning tools due to unreliable or low-spec computers, smart phones with limited data plans, and poor wi-fi connectivity. Students would also be studying in a variety of learning environments such as their own study or bedroom, the

family lounge or dining room, an on-campus dormitory shared study room or learning commons, or even a local café or library. In planning and executing classes, it would be necessary to keep this diversity in mind.

Moreover, it may be more difficult for students to be successful in online learning contexts than regular classroom contexts as students would need to exercise greater agency over their learning ― to have more self-initiative and discipline, to develop effective time management strategies, to identify problems and let their instructors know, to find their own solutions to problems, and to negotiate space to participate in online sessions.

Issue 3: Learning Outcomes and Course Planning

Clearly identifying course learning goals and intended outcomes and linking each class to them is fundamental to effective teaching, but particularly so in online teaching contexts where students are working more independently and autonomously.

It was anticipated that some language skills such as speaking would be more challenging to develop, whereas others such as writing and possibly listening might benefit from the move online. In preparing their online courses and classes, teachers would be able to review course goals and intended outcomes and class schedules and learning materials and recalibrate them for online learning.

Issue 4: Teaching Templates

To simplify teaching online, it was suggested that teachers develop one or two teaching templates or teaching routines, sets of learning activities that instructors often use in their classes, to organize their online classes. As students had already taken language classes on-campus for two months with their instructors, employing similar templates to what had already been used in their on-campus classes would make class preparation easier for teachers, and students would already be familiar with basic class routines and materials so they could focus on learning and not navigating course and class requirements.

Issue 5: Teaching Tools

Once teachers had confirmed their learning goals and outcomes and selected teaching templates, the next step was to determine which online teaching tools would be most appropriate. Instructors could use LMSs such as Canvas, Google Classroom, and WebClass as well as more direct forms of communication such as email and Line. For real-time, synchronous classes, teachers could use Zoom or Line. Teachers did not have to learn how to use all of

these online learning tools; rather, they could select the tools that they felt most comfortable working with or would like to learn how to use. The rule would be to start easy, keeping in mind which tools would be most convenient for students to use, and consider the balance between asynchronous learning and synchronous learning.

Finally, it was emphasized that things would not always go according to plan, so teachers should prepare a Plan B. This might be difficult to do at first but would become easier as teachers became more proficient with online teaching.

Issue 6: Learning Materials

Learning materials are crucial in language learning, particularly for beginner and pre-intermediate level students who benefit from substantial language input. The CJS instructors, recognizing this, have put a great deal of time and energy into creating appropriate learning materials, including writing a textbook series (*Quartet*, Yasui, et al., 2019) and putting together a learning packet for each Japanese course level every semester.

However, classroom-based learning materials are different to online materials. On the one hand, learning materials which are easy to distribute and collect in class upon which students write Japanese *kana* and *kanji*, such as handouts and quizzes, are much less convenient online. Although they can be easily sent to students as a pdf, students must have access to a printer to print these learning materials out. Then, after students have written their answers, they have to scan or take a photo of them to return them to their instructors for feedback or evaluation. Then, instructors also have to print out these pages to correct them and then scan them to return them to students — altogether a much more complicated process than classroom teaching.

On the other hand, teachers would not need to print out class handouts, but could simply upload them to LMSs like Canvas or send them to students by email. Moreover, students would be able to access learning materials and resources on LMSs at their convenience and as many times as they liked, and a broader array of learning materials could be used, particularly those accessible by the Internet such as newspaper and magazine articles and YouTube videos.

In short, teachers would have to rethink which learning materials to use and how to use them.

Issue 7: Communicating with Students

In classroom learning, instructors can give task instructions to students efficiently by standing in front of the class and explaining and illustrating a task and modeling the task with one or two

students if necessary. Class materials can be held up and pointed to, and the whiteboard used to augment explanations. Clear written instructions can also be given on task materials. If students have any questions, they can immediately ask the instructor, and the class as a whole can clarify their understanding before beginning a task. Then, while the students are doing the task, the instructor can observe students and respond to any questions, helping individuals and groups who seem to be having problems or when they do not understand what to do.

On the other hand, task instructions are more difficult to give online. Rather than spoken instructions, providing written instruction is more common, particularly for on-demand tasks. However, task instructions are often difficult to convey in writing, particularly for low level students who did not understand Japanese well. Also, writing clear task instructions can take a lot of time. During real-time online Zoom classes, giving task instructions verbally also faces the problem that the Internet connections may be poor or students may be in environments where they cannot hear everything clearly.

To deal with this, using just one or two teaching routines and templates would reduce the burden on both instructors and students, and help students understand better. Also, using task instruction templates would help students more quickly understand task requirements.

Also, giving students a way to communicate with their instructors when they are having problems is essential. Problems will definitely occur, such as a sudden lack of access to the Internet, equipment failure, or getting the class time wrong, particularly for students located in different time zones. Instructors need to develop a protocol for what to do in these situations and identify resources available to help resolve technical problems, including asking students with good technical skills to assist or providing links to online FAQ pages.

Issue 8: Assessment

As CJS courses are for credit, it would be essential to fairly assess student learning outcomes, and also provide timely feedback to students about their language learning progress. In regular classroom teaching, grammar and *kanji* teachers can give daily small quizzes and quickly grade them, giving prompt feedback to students, or even get students to check each other's quizzes during the class. Writing teachers can gather written work and return it in the next class, and speaking teachers can organize prepared and impromptu speeches as well as teacher or paired conversation tests.

However, assessment in online courses would be more challenging. As noted above in the 'learning materials' section, it would be more complicated to test and give feedback on students' *kana* and *kanji* script, and also their report and essay writing. On the other hand, it would be

possible for students to record conversations with a partner(s) and upload them for assessment, allowing instructors more time to evaluate students' performances. Also, as the students had returned home there would be opportunities for students to make videos of their own universities, cities and towns using the target language. Finally, on LMSs like Canvas there are convenient ways to record students' grades, so students would be able to easily see their own progress and identify areas that need more concentrated effort. However, meeting students before or after class to give feedback directly and answer questions would require making an appointment and meeting on Zoom. So, assessment would also require instructors to adapt their present routines, and to find new ways of assessing and giving timely feedback to students.

At the two FD workshops held in early March, these eight issues were explored, to prepare language instructors for the sudden change to online teaching. What these instructors did after classes went online is explained in the next section.

2020 Spring Semester Classes

After ten days of intense preparation, 2020 Spring Semester online classes began on March 16th and continued until the middle of May. To offer online classes effectively, over 90 percent of instructors chose to employ Canvas, the most commonly used LMS. Almost all instructors felt that Canvas was very suitable for online lessons as it was easy to use. Canvas was popular because it was easy to show the course schedule, see student progress, receive submitted homework, and manage and resolve issues. Students could also exchange opinions there. However, the instructors were using the free version of Canvas, and noted limitations on downloading sound and video and the lack of a manual. Instead of Canvas, some instructors used Google Classroom, although teachers did not find it as easy to use. As an alternative to using an LMS, a few teachers used email to communicate with students, and others the messaging app Line, popular in Japan, which all of the CJS students had become used to using to contact their friends in Japan.

For most language classes, six hours each week were in an on-demand format with two additional hours being real time, although the amount of real-time learning differed depending on the Japanese language class level.

For real-time classroom teaching, the teleconferencing platform Zoom was used. Almost 80 percent of instructors found Zoom easy to use. Zoom allowed classes to be held in real time;

however, as classes were offered at their original Japan Standard Time (JST) time, students taking the courses from Europe and the Americas had to adjust their schedules to match Japan time. Language classes were held in the morning (JST), which was convenient for students in the Americas as this was late afternoon or early evening there. However, for students in Europe, the morning in Japan was in the middle of their night, which was challenging for them.

For instructors, preparing for online classes was quite burdensome. Although one in four teachers said it did not take more time than usual, most noted that it took more than twice as long as usual to prepare their online classes, and for some three times as long. Although the initial preparation was very time-consuming, their preparation time decreased as teachers became used to teaching online.

How effective were online classes? From the instructors' perspective, student engagement was very high, with nine in ten students completing all or almost all classroom and homework tasks. In terms of the course curriculum, about half felt that they could cover the same or about 80 percent of what they usually cover in face-to-face lessons. On the other hand, there were many teachers who felt the limits of online lessons, with one in three instructors feeling that they could cover half or less of the usual course material.

This section briefly explained how instructors taught the second half of the 2020 Spring Semester. The next section explores the challenges that language instructors faced, and the lessons that they learned from this experience.

Challenges Faced, Lessons Learned

To better prepare for the 2020 Fall and 2021 Spring Semesters, regular instructor meetings were held from March to December 2020 to discuss the issues facing the teaching team; in addition, instructors answered two online surveys. Ten major challenges emerged from these instructor meetings and online surveys: the class format, time differences, LMS and platform diversity, teacher-student communication, instructor training, student online learning environments, student language practice, student motivation, student learning independence, and student well-being. Each of these challenges and the lessons learned is explored in this section. We hope that these lessons might offer some insights for other language instructors teaching online across different time zones.

Challenge 1: Class Format

Most of the 2020 Spring Semester classes were offered primarily in an on-demand format, augmented by real-time Zoom classes. This emphasis on on-demand provision helped improve students' reading and writing skills and was an opportunity for students to develop greater learning autonomy. On the other hand, instructors felt that many students found it difficult to improve their speaking skills and grammar knowledge.

To address these shortcomings, it was decided to provide more real-time synchronous class time in the 2020 Fall Semester by offering one 90–minute Zoom Japanese language class every day, while maintaining the quality of on-demand learning opportunities. This will continue into the 2021 Spring Semester. Moreover, more interactive learning activities are being incorporated, such as students preparing video introductions of their city and daily life. Other functions on Canvas such as the bulletin board and discussion tools are being used to give lessons more variety, and pronunciation practise, extensive reading, and reading aloud practise have been added.

However, increasing real-time synchronous class time places a greater burden on instructors, who already found preparing for online classes time consuming.

Challenge 2: Time Differences

Even after changing to an online format in the middle of March, Spring Semester classes were offered at the same time as before. As a number of students could not return to their home country, they continued to stay in Japan and take CJS classes online from their dormitories or homestays. As a result, as explained above, those students who did go home had to adapt to Japan Standard Time (JST) and continue to take language classes in the morning (JST) and seminar and Japan studies classes in the afternoon (JST). This was not too inconvenient for students in Asia and the Americas but proved to be problematic for students in Europe (see Table 1 below).

For the 2020 Fall Semester and 2021 Spring Semester, it was decided to provide real time synchronous Zoom lessons at a time more convenient for students. Students could choose to take classes in one of two time slots: Time Zone A in the morning (9:20am ～ 12:35pm JST) for students in Asia and the Americas or Time Zone B in the early evening (5pm ～ 8:10pm JST) for students in Europe (see Table 2 below). Students could choose which time slot they wanted to register for real time Zoom classes, but they had to continue taking classes in that time zone for the entire semester.

For students, having this choice was good as they could attend either morning or evening

classes and they could communicate and practice with classmates on Zoom in real time every day. However, providing real-time Zoom classes twice a day placed a greater burden on instructors. For Japanese language classes that had two language instructors, one instructor taught in the morning and the other in the evening.

Table 1: Time Differences Guide

Period	Japan Standard Time (JST)	West Coast America (-17 hours)	East Coast America (-14 hours)	London (-9 hours)	Paris (-8 hours)
1	9:20-10:50	16:20-17:50	19:20-20:50	0:20-1:50	1:20-2:50
2	11:05-12:35	18:05-19:35	21:05-22:35	2:05-3:35	3:05-4:35
3	13:30-15:00	20:30-22:00	23:30-1:00	4:30-6:00	5:30-7:00
4	15:15-16:45	22:15-23:45	1:15-2:45	6:15-7:45	7:15-8:45

Table 2: Basic Class Schedule (2021 Spring Semester)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Japanese (Time Zone A)	Japanese (Time Zone A)	Japanese (Time Zone A)	Japanese (Time Zone A)	Japanese (Time Zone A)
2	Japanese (Time Zone A)	Japan Area Studies / Japanese Seminars	Japanese (Time Zone A)	Japanese (Time Zone A)	Japan Area Studies / Japanese Seminars
3	Japan Area Studies / Japanese Seminars	Japan Area Studies / Japanese Seminars	Japan Area Studies / Japanese Seminars	Japan Area Studies / Japanese Seminars	Japan Area Studies / Japanese Seminars
4	Japan Area Studies / Japanese Seminars	Japan Area Studies / Japanese Seminars	Japan Area Studies / Japanese Seminars	Japan Area Studies / Japanese Seminars	Japan Area Studies / Japanese Seminars
5	Japanese (Time Zone B)	Japanese (Time Zone B)	Japanese (Time Zone B)	Japanese (Time Zone B)	Japanese (Time Zone B)
6	Japanese (Time Zone B)		Japanese (Time Zone B)	Japanese (Time Zone B)	

Challenge 3: LMS and Platform Diversity

Students participating in an online intensive program take many classes, so it is essential that they stay on top of their schedule of class work preparation and review, assignments, quizzes, exams, readings, reports, and so on.

In the 2020 Spring Semester, students took eight 90–minute periods of on-demand and face-to-face Japanese classes each week; many also continued to take Japanese language seminar courses and Japan studies content courses, each with different schedules and deadlines. Although each level of language course used the same LMS and communication system, Japanese seminar and Japan studies course each used their own.

For the 2020 Fall Semester, to simplify the students' schedule and assignment notification system, it was decided to unify the LMSs and use only Canvas for all courses — language,

seminar, and Japan studies content courses — as Canvas has the best schedule management system. For real-time classes, Zoom would be used. Students were requested to familiarize themselves with Canvas and Zoom before the Fall Semester began, and Canvas and Zoom were used for course preparations and the language placement in July in order to familiarize students with how to use them. Students and instructors found this to be convenient, so using only Canvas and Zoom will continue for the 2021 Spring Semester.

Challenge 4: Teacher-Student Communication

For the first six weeks of the 2020 Spring Semester, classes were on-campus in classrooms. There, instructors could efficiently explain how to do tasks and keep an eye on students, as explained above in the FD workshop section (Issue 7: Communicating with Students) and monitor not only their task performance but also their motivation and well-being.

However, communication was more challenging after classes went online in the middle of the 2020 Spring Semester. For simple tasks in Zoom classes, instructors gave instructions verbally, but often had to simplify the tasks to make them both easy to explain and doable. For on-demand classes, communication with students mostly relied on written explanations using Canvas, email, and instructions on task materials. However, as noted above task instructions were often difficult to convey in writing, particularly for low-level students who did not understand Japanese well. Moreover, many instructors were unsure how much students understood their instructions. Students seemed reticent to check their understanding or ask questions if they were not sure how to do a task. Often, students did not seem to fully read the instructions the instructors sent out or the feedback that instructors provided on class and homework tasks. Another problem was that most students did not let their instructors know if the tasks were too burdensome until late in the course.

To address these issues, instructors developed a range of strategies. They set up one-on-one meetings with students to fully explain the instructions for tasks and give students the opportunity to ask questions about those tasks, and for teachers to provide feedback about the students' learning processes. These one-on-one online consultations also helped develop a relationship of trust between the instructors and students.

Challenge 5: Instructor Training

All the instructors worked hard over the 2020 Spring Semester to master the learning platform that they had chosen to use; however, there was still a large disparity between instructors in terms of their proficiency in using technology, knowledge of online platforms, and mastery of

online teaching approaches. To help instructors provide more effective online learning experiences in the 2020 Fall Semester, reduce their stress, and increase their work satisfaction, regular and systematic faculty development (FD) opportunities were provided before and during the 2020 Fall Semester. These were held on June 5th (2020 Spring Semester reflection meeting), June 29th (Canvas FD workshop by Bow Netsystems Corporation), July 13th (a Zoom FD workshop lead by Oyaizu Sensei), and September 8th (FD workshop on student mental well-being, led by the Student Health Office and other faculty). Also, two experienced instructors provided a Canvas and Zoom support desk through Canvas. For the 2021 Spring Semester, one further FD session was held for Japan Studies instructors before the semester began (January 7th, about Canvas).

Challenge 6: Student Online Learning Environment

In the 2020 Spring Semester, even though they suddenly returned home, some students could study in a good learning environment — their own quiet, private learning space with fast and reliable Internet connections, a high-spec computer, and access to a printer and scanner. Other students were less fortunate, not having their own private learning space but sharing it with family members who were also at home due to lockdowns, using Wi-fi that could be slow or unreliable, computers that were old, slow and that tended to crash, and limited access to a printer or scanner.

To avoid such a situation in the 2020 Fall Semester, preparations were made in July before the summer vacation when the Fall Semester orientations were held online using Canvas and Zoom to help prepare students. The CJS Japanese language placement tests were conducted using Canvas for the composition test and Zoom for the conversation test, augmented by the J-CAT (Japanese Computerized Adaptive Test). Students were also requested to set up appropriate study conditions: having the orientations and placement tests online showed students the conditions that they would be required to arrange to effectively participate in online classes.

Challenge 7: Student Language Practice

Students began the 2020 Spring Semester believing that they would stay in Japan until the middle of May. Suddenly being sent home in the middle of March was a huge disappointment for many. Although many students had developed new social networks where they could practice their Japanese, many found them difficult to maintain when classes went online and students returned home.

To help students develop Japanese language social networks in the 2020 Fall Semester, two online Language Buddies were provided for each CJS student, so they could have regular language practice with local Nanzan University students. Also, it was decided to open a virtual 'Japan Plaza.' The real Japan Plaza is a special room next to the CJS Office where everyone must speak only in Japanese. It is designed to be a bridge between the carefully organized environment of the language classroom and the unpredictable world outside the campus, and is staffed by special Teaching Assistants (TAs). For the 2020 Fall Semester, the Japan Plaza was open online for students to drop in and chat to the TAs and other students, both CJS students and local Nanzan University students. To introduce the Japan Plaza to the CJS students, the TAs held special student orientations and offered regular events. The Language Buddy system and virtual Japan Plaza were both very popular with CJS students, and so will continue for the 2021 Spring Semester.

Challenge 8: Student Motivation

Another challenge that students faced was the invisibility of near peer role models (Murphey, 1996); that is, other students learning Japanese or have the same or more Japanese language proficiency. In classroom learning, students can see and hear what more proficient students are doing and can emulate them, both copying how to do a task and also mimicking or adapting the vocabulary and phrases that better students use. This helps tasks go more smoothly and more enjoyably, as students have more confidence in what they are doing. Also, student learning can proceed at more or less the same pace, as students can see what everyone else is doing, and less proficient students can seek to keep up with other students' learning.

However, when students are learning asynchronously or even synchronously but in different Zoom breakout rooms, students cannot see or hear many of their classmates, their near peer role models. Less proficient students found it difficult to keep up, and differences in progress between students became more evident over time. Not only was this disparity difficult for instructors to manage, but some students' motivation to study Japanese decreased and proved difficult to regain.

To address this challenge, language instructors learned to use the Zoom breakout rooms more effectively, changing breakout room student groups regularly to put more proficient students with less proficient students, and asking more proficient students to speak in front of the class.

Challenge 9: Student Learning Independence

The gap between those students who could manage learning by themselves and those who could not became evident as time went by. Online classes seem to be suitable for those students who were more able to learn independently and autonomously. Instructors found it difficult to remotely support students who were not good at learning autonomously or communicating their concerns to their instructors. Students with learning challenges like ADHD found it particularly difficult to maintain their own motivation and ability to concentrate. Unexpectedly, some students who were good in the classroom learning environment could not manage their online learning effectively, and conversely some students who were not so successful in the classroom or who had previously not submitted assignments on time could perform better in online classes. In other words, students' ability or lack thereof to manage their own learning effectively caused disparities in motivation and learning outcomes.

The CJS instructors addressed these issues in two ways. Firstly, the scheduling system on Canvas helped students see their class assignment and report deadlines and track which they had already submitted, so unifying the LMSs to use only Canvas helped students manage their learning better and have greater feelings of control. Secondly, instructors communicated frequently with students by email, arranged regular individual meetings, and had students talk together to share their feelings and experiences about learning online.

Challenge 10: Student Well-Being

Around the world, the first five months of 2020 were unprecedented. Many cities, states and countries were in lockdown; companies were closing and schools were changing to online classes; people were losing their jobs and some were evicted from their homes; people were not permitted to leave home and had to telework; and through all of this, people were becoming ill with the corona virus and many were dying. It was a grim time.

A number of CJS students became mentally anxious or even depressed in the 2020 Spring Semester because of concern over infection, stress due to the lockdown, problems with studying online, and anxiety about their study tasks and requirements. Instructors were supportive and tried to communicate with students as much as possible by email. However, students with problems often did not respond well, which worried the instructors further.

For the 2020 Fall Semester, before classes began there was a special FD session organized by the Health Office for instructors featuring invited experts which dealt specifically with student mental health care, particularly in the online learning context. For the 2021 Spring Semester, language instructors will continue to support students by minimizing online stress

and maximizing students' motivation. To reduce online stress, language instructors will use Canvas for all classes so students can understand what they are supposed to do by looking at a single calendar. Zoom sessions will continue to be used every day so instructors can check each student's physical and mental health more closely. Instructors will also continue to arrange online office hours for individual support. To increase students' motivation, the Language Buddy system and virtual Japan Plaza will continue. In every class, instructors will continue to offer a variety of activities so students can have as many opportunities as possible to interact with other students and Japanese volunteer students.

Conclusion

The corona virus was an almost unprecedented situation for educators around the world, who rose to the challenge of providing their students with quality education under difficult conditions, often with little time to prepare. The language instructors at Nanzan University's CJS sought to do the same, working together to quickly change from on-campus to online classes in the middle of the 2020 Spring Semester, and building upon the lessons learned there to provide the best possible online classes in the 2020 Fall and 2021 Spring Semesters. We hope that this paper has documented how this group of instructors confronted the challenges of teaching during the 2020 corona virus pandemic, as we begin to emerge into the post-corona world.

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オンライン留学の可能性と意義
——パンデミック下における取り組みを通して——

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要　　旨

　2020年初頭、世界中のあらゆる国々同様、南山大学外国人留学生別科は、突然新型コロナウイルス感染によるパンデミックに遭遇した。3月初め、大変難しい決断が下された。対面授業を中止、即刻留学生を帰国させ、春学期後半をオンライン授業に変更したのである。本稿は、日本語教員が如何にこの難題に取り組んだかを記録するものである。FDワークショップで取り上げた8つの課題、2020年春学期後半の授業形態、直面した10の挑戦、そしてそれらの挑戦から2020年秋学期、2021年春学期のために我々が学んだことを記す。本稿が他言語の外国語教員にとっても有益であり、2020年に起こったことを振り返る際の一助となることを願う。

キーワード：オンライン教育、Canvas、ZOOM、留学