AATJ 2015 ANNUAL SPRING CONFERENCE

PART ONE

Sheraton Chicago Hotel and Towers, Chicago, Illinois
Meeting Rooms (Level 2): Michigan, Huron, Ohio, Mississippi, Colorado, Arkansas
Thursday, March 26, 9:00 a.m.–5:00 p.m.

(On-site Registration and Check-in: Level 2 Lobby)

Papers whose titles appear in Japanese in the program will be delivered in Japanese;
those with only English titles will be delivered in English

9:00 a.m.–10:40 a.m. — Session 1

SESSION 1-A: PEDAGOGY PANEL [HURON ROOM]
Chairs: **Shinji Sato**, Princeton University; **Akiko Murata**, Hosei University

Panel Title: 「人類学的視点からみた日本語教育」**(Japanese Language Education: Anthropological Perspectives)**

「人類学的アプローチと日本語教育：理論と方法論」 **(Anthropological approaches and Japanese language education: Theories and research methods)**
   Shinji Sato, Princeton University

「多文化間フィールドワーク・プロジェクトと日本語教育」 **(Multicultural fieldwork and Japanese language education)**
   Akiko Murata, Hosei University

「ミニエスノグラフィー：人類学的フィールドワーク手法の言語文化学習への応用」 **(Mini-ethnography: Application of anthropological methods to Japanese language and culture training)**
   Hiroaki Kawamura, University of Findlay

「東北の被災地ボランティアと日本語教育： 民族誌法が生んだ岩手での津波復興支援活動と日本語学習実地体験」 **(Volunteer activities in Tohoku and Japanese language education)**
   Christopher Thompson, Ohio University

SESSION 1-B: PEDAGOGY PAPERS [MICHIGAN ROOM]
Chair: **Atsushi Fukada**, Purdue University

「初級（上）日本語コースの書く練習課題をフェイスブック非公開グループでコミュニケーションにつなげる実践プロジェクト」 **(Incorporating writing assignments into Facebook communication in high beginning Japanese language courses)**
   Ikuko Patricia Yuasa, Illinois Wesleyan University

「初級学習者の作文指導：ブログを使ったコミュニケーションのための作文プロジェクト」 （**Writing task for elementary learners as a communication activity using blogs)**
   Naemi McPherson and **Hiromi Uchida**, University of Hawai'i, Manoa

「バーチャルワールドを用いたコミュニケーション学習：日本語学習者のケース」 （**Learning to communicate in a virtual world: The case of a JFL classroom)**
   Kasumi Yamazaki, University of Toledo

「オンライン日本語コース受講者と対面式コース受講者の口頭能力の比較：客観的指標による実証研究」 **(Comparison between the oral proficiency of online Japanese course participants and that of face-to-face course participants)**
   Atsushi Fukada, Purdue University

SESSION 1-C: PEDAGOGY PAPERS [OHIO ROOM]
Chair: **Nobuaki Takahashi**, Elizabethtown College

「コース目標達成のプロセスの中での文法指導：中級クラスにおける試み」 **(Grammar instruction as part of the process for achieving course goals: An Intermediate Japanese course as a practical example)**
   Yoko Sakurai, The Japan Foundation, New York

複合動詞の指導：偶発学習においてできること **(Teaching compound verbs in the accidental learning environment)**
   Miho Fujiwara, Willamette University

「筆記試験からパフォーマンステストへ?日本語初級レベルにおける比較調査と学習への波及効果」 **(From traditional to performance-based assessment: Comparison at the beginning level and washback effects on learning)**
  Namiko Uchida, Purdue University

「日本語学習者同士による訂正フィードバックの推進とその効果」 **(The effect of explicit instruction of error correction techniques among learners of Japanese as a foreign language)**
  Nobuaki Takahashi, Elizabethtown College

SESSION 1-D: LANGUAGE AND CULTURE / PROFESSIONAL DEVELOPMENT SIG PAPER [MISSISSIPPI ROOM]
Chair: **Yasuo Uotate**, University of Florida

「第三言語としての日本語：学習者は日本語音声をどのように捉えているのか」 **(How the L3 learner of Japanese recognizes special sounds: Long vowel, small *tsu*, *n*-sound, and voiced sounds)**
  Harumi Miyake, Emory University

  "The use of Japanese sound symbolism in contemporary Japanese comics"
  Shigeru Suzuki, Baruch College, City University of New York

「初級レベルにおける文化ポートフォリオの試み」 **(Cultural portfolios at the beginning level)**
  Tomoko Hoogenboom, University of Maryland, Baltimore County

「フロリダ日本語教師会とメンバーの成長：アーティキュレーション・プロジェクトを通して」 **(State-level articulation projects: Professional development for the Association of Florida Teachers of Japanese)**
  Yasuo Uotate, University of Florida; **Mako Nozu**, University of South Florida; **Eiko Williams**, University of Miami; **Soichiro Motohashi**, University of South Florida

SESSION 1-E: AP JAPANESE SIG PANEL [COLORADO ROOM]
Chair: **Yoshiko Mori**, Georgetown University

Panel Title: 「**AP Japanese Language and Culture の課題と将来性**」 **(AP Japanese Language and Culture: Issues and Perspectives)**

"Assessing AP Japanese learners: Construction, administration, and scoring of the AP Japanese Language and Culture examination"
  Kimberly Jones, University of Arizona

"2014 AP Japanese Language and Culture Exam Report"
  Motoko Tabuse, Eastern Michigan University

「**AP Japanese を取った学生は大学の日本語教育に何を期待するか**」 **(What AP Japanese students expect from Japanese language instruction at the college level)**
  Yoshiko Mori, Georgetown University

"AP-level Japanese MOOC: Shall we dance?"
  Takako Aikawa, Massachusetts Institute of Technology

SESSION 1-F: LINGUISTICS PAPERS / CLASSICAL JAPANESE SIG PAPER [ARKANSAS ROOM]
  Chair: **Pana Barova-Ozcan**, Independent scholar

"Terms of reference in online community: Words for 'husband' used by young Japanese wives on Facebook"
  Hiromi Onishi, Grinnell College

"Image-schemas in Cognitive Linguistics and Verticality of Space in Japanese and English"
  Tae Kunisawa, University of New Mexico

"The Origins and Grammaticalization of the Classical Japanese *izen-kei*"
  Alexander Ratte, Ohio State University

"Function of the auxiliary verbal suffixes –*ki* and –*keri* in Heian women's diaries, with a special focus on the Sarashina diary"
  Pana Barova-Ozcan, Independent scholar

10:50 a.m.–12:30 p.m. — Session 2

SESSION 2-A: PEDAGOGY PAPERS [HURON ROOM]
Chair: **Yuko Kageyama-Hunt**, Harvard University

"Literary and cultural 'theory' in undergraduate Japanese studies"
  Anri Yasuda, George Washington University

「ポップカルチャーを教材として活用した初中級日本語コースの実践報告」 **(Enhancing content learning in late-beginning level Japanese language courses through popular culture)**
 Yoshiro Hanai, University of Wisconsin, Oshkosh

「留学中の課外行動パターンと言語能力上達の関連性の分析に基づく留学の意義考察と留学指導方法への提言」
 (Study abroad: Understanding the significance of language activities outside of the classroom)
 Miyuki Yamamoto, University of Massachusetts, Boston; **Masahiro Hara**, Truman State University

「3C' s 達成・協働学習・自律学習促進を目指したプロジェクト例」 **(Three projects to enhance the 3C's, collaborative learning, and learner autonomy: Debate, OLIVE, and WEIV for Business Japanese)**
 Yuko Kageyama-Hunt, **Ikue Shingu,** and **Takuma Miura**, Harvard University

SESSION 2-B: PEDAGOGY PANEL [MICHIGAN ROOM]
Chair: **Kazumi Hatasa**, Purdue University

Panel Title: 「自作 GPS ゲームの日本語教育での利用と実践報告」 **(Applications of Self-made GPS Games by ARIS in Japanese Language Instruction)**

「ARIS の概要」 **(Overview of ARIS)**
 Shinji Shimoura, Purdue University

「ARISを使った初級日本語デジタルスカベンジャー・ハント」 **(Creating and using a digital scavenger hunt for beginning Japanese with ARIS)**
 Shino Hayashi, Washington University in St. Louis; **Wakana Maekawa**, Harvard University; **Sachiko Kondo**, Oberlin College; **Junko Yamashita**, Hiroshima University

「中級日本語でのARISを使った作文活動」 **(Applications of ARIS for writing in intermediate Japanese)**
 Mayumi Hirano, University of Nevada, Las Vegas; **Yuta Mori**, University of Michigan; **Ai Sukegawa**, Oberlin College; **Megumu Tamura**, Purdue University

「ARISを使った上級日本語の読解指導」 **(Using ARIS for reading in advanced Japanese)**
 Satoru Ishikawa, Boston University; **Mika Oidaira**, Hiroshima University

SESSION 2-C: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [OHIO ROOM]
Chair: **Yasumasa Shigenaga**, University of Oregon

"L2 comprehension of Japanese OSV sentences"
 Yasumasa Shigenaga, University of Oregon

"Comprehension of scrambled sentences by L2 learners of Japanese"
 Akiko Kashiwagi-Wood, Oakland University

"Becoming a conversationalist at the dinner table: A longitudinal study of a JFL learner living in foreign language housing"
 Yumiko Matsunaga, University of Colorado, Boulder; **Junko Mori**, University of Wisconsin, Madison

「英語を母語とする日本語学習者の物語発話におけるトピック管理の発達」**(The development of topic management in Japanese by English-speaking learners of Japanese)**
 Kazunori Suzuki, Bunkyo University; **Kaori Yamasaki**, Ochanomizu University

SESSION 2-D: PROFESSIONAL DEVELOPMENT SIG PANEL [MISSISSIPPI ROOM]
Chair: **Sufumi So**, George Mason University

*Panel Title***:** 「J-GAP 4 か年事業報告：透明性、実現・持続可能性を求めたカリキュラムアーティキュレーションの新しい在り方」 **(The 4-year Work of J-GAP USA: A New Model of Curriculum Articulation in Search of Transparency, Practicality and Sustainability)**

「カリキュラムアーティキュレーションの推進活動とティーチャー ラーニング コミュニーティ(TLC) の形成」 **(Teacher engagement in the curriculum articulation effort and the formation of a teacher learning community (TLC)**
 Sufumi So, George Mason University

「カリキュラムアーティキュレーション事業を実施する上でのノウハウと注意事項：実体験に基づいて」 **(Technical know-how and tips for making curriculum articulation happen: An experiential account)**
 Mieko Kawai, University of Virginia

「日本語教育のアーティキュレーション支援モデルの開発を教師発信型プロジェクト実践者の経験から考える」 **(Implications of teacher-initiated project participants' experiences for building a new model of curriculum articulation)**
 Tomoko Marshall and **Tomomi Sato**, University of Virginia

SESSION 2-E: LINGUISTICS PAPERS [COLORADO ROOM]
Chair: **Ikuko Okugawa**, University of Tsukuba

"Learners' use, perception, and recognition of and motivation to learn the Japanese gender forms"
    Junko Ikeda Schwartzman, SUNY New Paltz

「音読における読み誤りの傾向と問題点—発音・アクセントを中心に」 **(Phonetic error analysis of intermediate Japanese students' reading from text)**
    Keiko Okamoto and **Miharu Nittono**, Columbia University

「日英語ナラティブにおける事態把握と日本語初級教科書での事態把握の傾向」 **(Construal in Japanese and English narrative discourse and in beginner Japanese textbooks)**
    Ikuko Okugawa, University of Tsukuba

SESSION 2-F: LITERATURE PAPERS [ARKANSAS ROOM]
Chair: **Cheryl Crowley**, Emory University

"Kaguyahime as marginal: How classical and modern figures mingle to create new ideals"
    Miyabi Yamamoto, Centre College

"Emotional registers of the Kagerō Diary"
    Maggie Childs, University of Kansas

"Poetry for non-poets: Uta as utility in the late medieval period"
    Janet Ikeda, Washington and Lee University

"The nun and the courtesan: Haikai poets Kaga no Chiyo (1702-1775) and Toyodaya Kasen (1716-1776)"
    Cheryl Crowley, Emory University

12:30 a.m.–1:30 p.m. — Lunch Break

12:30 p.m. – 1:30 p.m.

"Marugoto" Workshop

Michigan Room

Sponsored by Sanshusha, Kinokuniya, and JPT America. At this workshop, the publishers of *Marugoto: Japanese Language and Culture* will introduce the new textbook series, the ideals and standards behind its innovative design, and the reception it has received worldwide. Refreshments will be served**. RSVP required in advance**; please email info@jptamerica.com**.**

12:30 p.m. – 1:30 p.m.

Special Interest Group Meetings

Community College SIG: Arkansas Room

Professional Development SIG: Colorado Room

Proficiency Assessment SIG: Huron Room

Study Abroad for Foreign Language Advancement SIG: Ohio Room

1:30 p.m.–3:10 p.m. — Session 3

SESSION 3-A: PEDAGOGY PAPERS [HURON ROOM]
Chair: **Rizu Inoue**, University of Tsukuba

「日本語の履修をより長く継続させるには」 **(Investigation into the factors in discontinuance of Japanese language learning)**
Keiko Ueda, University of Missouri, St. Louis

「日本語プログラムの評価に関する一考査：e-Portfolio を使ったアセスメント」 **(Effective use of e-portfolios for Japanese program assessment)**
Yoshiko Saito-Abbott, California State University, Monterey Bay; **Motoko Tabuse**, Eastern Michigan University

"Collaboration and co-teaching of Japanese ethics and language: A Japanese FLAC course on industrialization and environment"
Nobuko Chikamatsu and **Yuki Miyamoto**, DePaul University

「サービス・ラーニングの実践とプログラム開発」 **(Practice and program development of service-learning)**
Rizu Inoue, University of Tsukuba

SESSION 3-B: PEDAGOGY PAPERS [MICHIGAN ROOM]
Chair: **Asami Tsuda**, University of British Columbia

「初級教科書『オンラインで学ぶ日本語』の設計理念と内容紹介」 **(A new Japanese online textbook "*Online de manabu Nihongo*": Content and design philosophy)**
Mariko M. Wei, Purdue University; **Kazumi Matsumoto**, Ball State University

「スピーキングを重視したオンライン日本語コースの設計・開発・運用」 **(Design, development, and operation of a speaking-focused online Japanese course)**
Mayu Miyamoto, Hiroko Mishima, and **Shohko Yanagisawa**, Purdue University

"Effects of online repetition practice on promoting mora awareness"
Natsumi Suzuki, Purdue University

「オンライン発音学習教材の効果と意義：音声研究の成果の応用可能性」 **(Meanings and effects of online pronunciation learning material: Possibilities of applying the outcomes of speech research)**
Asami Tsuda, University of British Columbia; **Kazuhiro Yonemoto**, Tokyo Medical and Dental University; **Hisako Hayashi**, Simon Fraser University

SESSION 3-C: SECOND LANGUAGE ACQUISITION (SLA) AND PEDAGOGY PAPERS [OHIO ROOM]
Chair: **Miki Yagi**, Harvard University

「日本語初級学習者を対象としたオンラインカタカナ語練習教材の効果」 **(Effects of online katakana word recognition practice for Japanese beginning learners)**
Yumiko Tashiro, Purdue University

"Internal and external contributors to Japanese learners' perception of lexical pitch accent"
Seth Goss and **Mineharu Nakayama**, Ohio State University

「録画課題と学生によるその自己分析：メタ認知的観点からの教育効果」 **(Video-recording assignments and students' self-analyses of recorded speech: Educational effects from the meta-cognitive viewpoint)**
Yumiko Kawanishi and **Mayumi Ajioka**, University of California, Los Angeles

「音韻の意識向上を目指したオーディオブック制作の実践報告：小説を「読み」「書き」「語り」「聞く」」 **(Heightening awareness of phonetic roles through creating an original audiobook)**
Miki Yagi and **Yumi Masui**, Harvard University

SESSION 3-D: STUDY ABROAD SIG PANEL [MISSISSIPPI ROOM]
Chair: **Yoshimi Sakakibara**, University of Michigan

Panel Title: 「日本語夏期集中講座におけるコミュニティーの形成：四つの実践報告」 **(Building Communities in Intensive Summer Japanese Courses)**

「イマージョン環境の日本語夏季集中講座における学習コミュニティー」(**"No English Spoken Here®": Learning communities in an intensive immersion language program)**
Ayaka Sogabe, University of Michigan

「コミュニティー：内と外へ」**(Community: Inward and outward)**
Minoru Aizawa, Japan Center for Michigan Universities

「地域社会との連携への取り組み」**(Collaborative approaches to increasing involvement with the local community)**
Yukari Tokumasu and **Tomoko Shibata**, Princeton University

「留学の成功をめざして：コミュニティーの視点から」**(How can students succeed in study abroad through communities?)**
Yoshimi Sakakibara, University of Michigan

SESSION 3-E: JAPANESE FOR SPECIFIC PURPOSES SIG PANEL [COLORADO ROOM]
Chair: **Yasu-Hiko Tohsaku**, University of California, San Diego

Panel Title: 「学習者の専門分野を合わせた日本語教育：多様化する学習者のニーズに対応するために」**(Japanese for Specific Purposes: To Meet the Needs of Diversified Learners)**

「学習者の専門分野を合わせた日本語教育：実践共同体で学ぶメディア・リテラシー」 **(Japanese for specific purposes: Teaching media literacy through communities of practice)**
Yuki Matsuda, University of Memphis

「学習者の専門分野を合わせた日本語教育：科学技術コンテンツを取り入れることの意味」 **(Japanese for specific purposes: The significance of integrating technical content into Japanese courses)**
Michio Tsutsui, University of Washington

「学習者の専門分野を合わせた日本語教育：国際協同教育による将来のキャリアへの影響」 **(Japanese for specific purposes: The impact of international cooperative education on future careers)**
Noriko Fujioka-Ito, University of Cincinnati

「学習者の専門分野を合わせた日本語教育：社会科学専攻の学生のための日本語教育」 **(Japanese for specific purposes: Japanese language education for social science students)**
Yasu-Hiko Tohsaku, University of California, San Diego

SESSION 3-F: LITERATURE PANEL [ARKANSAS ROOM]
Chair: **Robert Khan**, University of London, SOAS

Panel Title: **Showcasing the Elites: Multipolar Elite Participation in Later Twelfth-Century Japanese Court Poetry**

"Don't mention the wars: The military subtext to imperial poetry anthologies in Japan 1155-1185, the *Shoku Shikashû* and *Senzaishû*"
Robert Khan, University of London, SOAS

"Harmonizing Japan's religio-literary synthesis in Jakuzen's *Hōmon Hyakushu*"
Stephen Miller, University of Massachusetts, Amherst

"Patrons and professionals: Social constraints on criticism in *uta'awase*"
Thomas McAuley, University of Sheffield

"Women poets and their contributions to the *Shinkokinshū* "
Laurel Rasplica Rodd, University of Colorado, Boulder

3:20 p.m.–5:00 p.m. — Session 4

SESSION 4-A: PEDAGOGY PANEL [HURON ROOM]
Chair: **Eiko Ushida**, University of California, San Diego

Panel Title: 「東日本大震災と日本語教育：「太平洋の架け橋」構築に向けた試み」 **(Building a Bridge to the Pacific Through Japanese Language Education)**

「東日本大震災関連教材の傾向と利用法の考察」 **(Materials to teach the Great East Japan Earthquake: Tendency and effective implementation)**
Eiko Ushida, University of California, San Diego

「震災短歌：被災者の 「聲」 を聴き被災地を想う」 **(Shinsai tanka: Listening to victims' voices and reflecting on their lives)**
Kazue Masuyama, California State University, Sacramento

「セマティックユニットを通しての職人文化に関する学習者の知識・理解の向上」 **(Enhancing students' understanding of "shokunin" through thematic units)**
Junko Tokuda, University of Memphis

「歴史から学ぶ：ブログを通じた被災地との対話と自主学習」 **(Using a blog for building dialogues with people in Tohoku and enhancing autonomous learning)**
Hiroko Harada, University of Alaska, Anchorage

SESSION 4-B: PEDAGOGY PAPERS [MICHIGAN ROOM]
Chair: **Kiyomi Kawakami**, University of Iowa

「中級から上級への「描写力」の育成」 **(Developing the ability to describe: From intermediate to advanced)**
Yoshiko Tomiyama and **Emi Mukai**, Stanford University

「上級日本語授業における映画使用の新たな可能性：「文化比較」を越えた「価値観」の理解、尊重を目指して」 **(Understanding individuals' personal values through a movie)**
Naho Maruta, Wesleyan University

「学習者間の自由会話における共感の表明：会話を通じての社会的関係の構築を目指して」 **(Emphatic moments in free conversation between learners of Japanese: Toward the cultivation of social relations)**
Kiyomi Kawakami, University of Iowa

「VoiceOver Narration を使ったゼロ初級日本語クラスにおける自己紹介プロジェクト」 **("Self-introduction" project through voiceover narration in the lowest novice-level Japanese language course)**
Suyu Kuo, Sachie Koizumi, and **Kenji Endo**, University of Pennsylvania

SESSION 4-C: PROFICIENCY ASSESSMENT SIG PANEL [OHIO ROOM]
Chair: **Ken'ichi Miura**, Franklin & Marshall College

Panel Title: 「Proficiency Guidelines の応用と実践」 **(Practical Application of Proficiency Guidelines)**

「OPI コーパスに現れる漢字熟語：話技能向上に欠かせない漢語とは何か」 **(Two-character kanji compounds in an OPI corpus: Which kanji compounds are essential for advancing speaking skills?)**
Mamoru Hatakeyama, Carnegie Mellon University

「ACTFL運用能力ガイドラインにおける上級レベルのナレーション」 **(Narration at the advanced level as expected in the ACTFL Proficiency Guidelines)**
Suwako Watanabe, Portland State University

「口頭説明叙述能力向上を目指して：実践例」 **(An idea for improving oral narrative skills in the intermediate JFL course)**
Noriko Taira Yasohama, Northwestern University

「読解のプロフィシエンシー：多読のクラスからの報告」 **(Reading proficiency: Report from an extensive reading class)**
Yuka Kumagai, University of Southern California; **Noriko Hanabusa**, University of Notre Dame

SESSION 4-D: STUDY ABROAD SIG PAPERS [MISSISSIPPI ROOM]
Chair: **Mari Noda**, Ohio State University

「日本語での自立を促す学生主体の活動」 **(Empowering students in Japanese through student-led activities)**
Mari Noda, **Karen Curtin**, and **Ai Terada**, Ohio State University

「留学生の大学寮における経験と学び」 **(Experiences and learning in dormitories during study abroad in Japan)**
Fumi Yamakawa, International Christian University

"Study Abroad in Japan: A Case Study of Three American Undergraduates' Challenges and Cultural Learning"
Hiromi Tobaru, Ohio State University

SESSION 4-E: JAPANESE FOR SPECIFIC PURPOSES SIG PAPERS [COLORADO ROOM] [3:20 – 4:10 P.M.]
Chair: **Kiyomii Fujii**, Kanazawa Institute of Technology

「学習者の依頼・お礼のメールに見られる問題点の考察」 **(Analysis of learners' request/thank you emails)**
Junko Kondo, University of Michigan

「Problem Based Learning (PBL)を通してコミュニティと繋がる日本語学習」 **(PBL through community involvement to enrich Japanese language learning)**
Kiyomi Fujii and **Brent Wright**, Kanazawa Institute of Technology

SESSION 4-F: LITERATURE PAPERS [ARKANSAS ROOM]
Chair: **Kazue Harada**, Washington University in St. Louis

"EnJoe Toh: Butterflies and experimentation in literary language"
    Michael Tangeman, Denison University

 "Canon formation in the Western reception of Dazai Osamu: Reading *Regretful Parting*"
    Guohe Zheng, Ball State University

"Why does he kill so many cats?: Murakami Haruki's cat novels"
    Chiaki Takagi, University of North Carolina, Greensboro

 "Posthuman worlds: Subjectivity entanglements and queer families in Ueda Sayuri's *The Ocean Chronicles*"
    Kazue Harada, Washington University in St. Louis

SESSION 5: SPECIAL INVITED PRESENTATION ON ADVOCACY [COLORADO ROOM, 4:14 – 5:00 P.M.]
"Advocacy and Support with the Japan Foundation"
    Amanda Rollins, Japan Foundation, Los Angeles

PART TWO

Japan Information Center

737 North Michigan Avenue, Suite 1000, Chicago, IL
Thursday, March 26, 6:00 – 9:00 p.m.

**6:00 p.m.: Refreshments, Membership Meeting and Open Forum
Motoko Tabuse, AATJ President**

**7:00: Keynote Speech
Shigeru Miyagawa (MIT/University of Tokyo)
Open Education
Transforming the Educational Mission of the University**

In 2001, MIT embarked on OpenCourseWare, which offers on the web for free teaching materials from virtually all the courses that MIT teaches. This started the open education movement. Ten years later, in 2011, two Stanford professors offered their Introduction to AI class as an e-learning course, and over 160,000 learners registered from some 190 countries. This was the start of Massive Open Online Courses (MOOC). Between the two major providers of MOOCs, edX and Coursera, there are over 10 million registered users. Dr. Miyagawa will trace the history of open education and the aspirations and strategies we see in today's world of OpenCourseWare and MOOCs.

Dr. Shigeru Miyagawa is Professor of Linguistics and Kochi-Manjiro Professor of Japanese Language and Culture, MIT, and Project Professor and Director of Online Education, University of Tokyo. He is jointly appointed by MIT and the University of Tokyo. Dr. Miyagawa has been a pioneer of open courseware and online and web-based projects; they include "Star Festival: A Return to Japan" and "Visualizing Cultures." In Fall 2014 he co-facilitated the Massive Online Open Course (MOOC) "Visualizing Japan (1850s-1930s)."

8:00 p.m.: Networking

AATJ thanks IACE Travel, Kintetsu International, and the Illinois Association of Teachers of Japanese for sponsoring this event!

Other AATJ-sponsored Events in Chicago

Friday, March 27, 7:30 – 9:30 p.m.
Chicago Ballroom IX (Level 4)
Discussion Forum: Japanese Programs in Higher Education
Moderators:
Nobuko Chikamatsu (DePaul University)
Yoko Katagiri (University of Chicago)
Sayuri Kubota (Eastern Michigan University)
Junko Mori (University of Wisconsin-Madison)

Friday, March 27, 7:30 – 9:30 p.m.
Arkansas Room (Level 2)
"A Web-Based Portal to Classical Japanese: *Taketori monogatari*" (Classical Japanese SIG presentation and networking meeting)
Presenter:
Charles Quinn, Jr. (Ohio State University)

Saturday, March 28, 10:45 a.m. – 12:45 p.m.
Sheraton Ballroom I (Level 4)
"Contributions of 'Border-Crossing Literature': Perspectives from Linguistics, Literature, Language Education, and Writers"
This panel is part of the Association for Asian Studies program and requires registration for the AAS conference.
Chair: Shinji Sato (Princeton University)
Panelists:
Seiichi Makino (Princeton University)
Nanyan Guo (International research Center for Japanese Studies)
Yuri Kumagai (Smith College); Shinji Sato (Princeton University)
Shirin Nezammafi (Microsoft Gulf)