

An Analysis of a First-Year Class on the Self-Efficacy of University Students in Japan

Kimie Shin^{1,*} & Masafumi Nakagami²

¹Education Development & Learning Support Center, Ritsumeikan Asia Pacific University, Beppu, Japan

²College of International Management, Ritsumeikan Asia Pacific University, Beppu, Japan

*Correspondence: Education Development & Learning Support Center, Ritsumeikan Asia Pacific University, Beppu, 974-8577, Japan. Tel: 81-977-78-1111. E-mail: kimishin@apu.ac.jp

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Abstract

This study aimed to examine the effect of the first-year class in Japanese universities on developing students' self-efficacy. An analysis of the class design based on the theory of self-efficacy implies that such courses are primarily intended to develop students' self-efficacy by putting them through enactive mastery experiences. In addition, the courses are designed to use intensive cooperative learning to provide vicarious experiences, which act as a mechanism to trigger a synergy effect on students' enactive mastery experiences during the course. The courses were also designed to utilize a social persuasion mechanism to support students engaged in enactive mastery experiences. Statistical analysis reveals that the students in these first-year courses have improved some aspects of self-efficacy during the course period, consistent with the course design.

Keywords: *first year education; self-efficacy; instructional design*

1. Introduction

In first-year education in Japan, methods to improve students' self-regulation and proactive attitude are currently being widely implemented (Yamada, 2013). As university education has become more popular, a problem has developed: many students enter university with lack of a "desire to learn," which often leads to difficulties in learning at the university (Kawashima, 2008). To ensure their success, fostering students' proactive and self-regulating attitudes has become a learning goal for first-year education in Japanese universities (Yasunaga, 2012). To pursue this goal, various teaching and class management methods suitable for the Japanese educational environment, based on the theories of scholars such as Bandura (1977) and Zimmerman (1990), have been proposed by researchers including Yasunaga (2013). With the introduction of impactful governmental educational policies aimed at improving the quality of first-year education (Ministry of Education, Culture, Sports, Science and Technology, 2008; 2012), methods, classes, and programs to support self-regulated learning have now become popular in first-year education in Japan. Because self-regulated learners control their own actions and learning environment to find ways to succeed even in poor environments (Zimmerman, 1990), the progress in first-year education is expected to help students utilize university resources more effectively in order to accomplish their future goals.

However, the effectiveness of such classes and programs is not clear. In Japan, some studies have empirically shown that self-efficacy, which social cognitive theorists assumed was one of the key elements of self-regulated learning (Zimmerman, 1989), influences the academic outcomes of first-year students (Wada & Yamamoto, 2014). Because self-efficacy is a person's belief in the probability that he or she will accomplish his or her goals using his or her individual skills in a given environment (Bandura, 1994), developing self-efficacy is an important element in motivating students to learn. Therefore, a more precise understanding of self-efficacy in first-year education could contribute significantly to improving the outcomes of university education. Although some empirical studies in self-efficacy have investigated the influence of specific teaching methods or academic subjects, such as mathematics, on self-efficacy (for example, see Yamada et al., 2010), no research so far has focused on first-year education.

This study attempts to examine the influence of a first-year class on students' self-efficacy. Because the analysis

examines an actual class in daily practice, we cannot test the hypotheses in a controlled experimental environment. Instead, we evaluate the influence of the class by analyzing the class design from the perspective of the theory of self-efficacy. Classifying the linkage between theory and class activities allows us to see the class's resource allocation. Trends in resource allocation describe the features of the class, which indicate the effect of the class on students' self-efficacy. Pursuant to this analysis, we also examine the change in students' general self-efficacy scales during the course period.

The remainder of this paper is organized as follows: Section 2 presents an overview of the class; Section 3 analyzes the relationship between the theory and class activities; Section 4 compares the difference in students' self-efficacy before and after the course; and Section 5 discusses the results and presents the conclusions.

2. Overview of the Class

This paper analyzes the "Introduction to APU" course, a semester-long elective course offered twice a year (spring semester/fall semester) for first-year students at a university in Japan. One class, consisting of 30 students, is held each week for 15 weeks. Within the class, groups of five are formed for various group activities. A third- or fourth-year teaching assistant supports each group. An overview of each class is presented in Table A1 in the Appendix.

The primary objective of this course is to assist in forming attitudes that will prepare students for all aspects of university life and to develop students' abilities to utilize various academic and nonacademic university resources, such as peer leader activities and multicultural events, to achieve their future goals. Thus, the class is designed to enhance students' skills as self-regulated learners, specifically focusing on the acquisition of active learning and problem-solving skills, and encouraging students to develop their ability to work toward future goals and maintain a high level of motivation for learning (Shin, 2013).

In order to improve students' chances of academic success, the class was designed to develop their self-efficacy, in accordance with the claims of social cognitive theorists that self-efficacy is a key variable affecting self-regulated learning (Zimmerman, 1989). Two main theories were applied to fulfill this objective while designing the course.

The first theory was developed by Bandura (1977), who claimed that four factors (i.e., enactive mastery experiences, vicarious experiences, social persuasion experiences, and experiences involving somatic and emotional states) affect self-efficacy. To address this theory, the class implemented various activities designed to introduce students to these types of experiences, which were expected to help the students develop self-efficacy.

Second, the class took into account the cooperative-learning theory proposed by Johnson et al. (1993). To increase opportunities for students to encounter the four types of experiences noted by Bandura (1994), the class was designed to use cooperative learning experiences. These basic elements (i.e., reciprocal interdependence; face-to-face interaction; individual and group accountability; interpersonal and small-group skills; and group processing, including reflection and points of improvement) were intended to create a favorable environment in which students' experiences would develop their self-efficacy.

3. Course Design Analysis

3.1 Method

Self-efficacy is classified into task-specific self-efficacy and general self-efficacy. Task-specific self-efficacy refers to a person's belief in the possibility of accomplishing a specific task or behavior, whereas general self-efficacy refers to an individual's perception of his or her ability to perform across a variety of different situations (Judge et al., 1998). Mainly focused on task-specific self-efficacy, Bandura (1977) claimed that four factors (i.e., enactive mastery experiences, vicarious experiences, social persuasion experiences, and experiences involving somatic and emotional states) affect self-efficacy. On the other hand, although task-specific self-efficacy is viewed as one of the key elements influencing general self-efficacy, no widely accepted theory has been proposed about the mechanism that influences general self-efficacy.

Based on this view, this study attempted to examine the resource allocation of the first-year course, specifically looking at its promotion of task-specific self-efficacy, to find those features of the course designed to develop students' self-efficacy. For the analysis, we evaluated each activity from two perspectives. One examines the factors that Bandura (1977) claimed to affect self-efficacy. The other perspective examines the features of tasks to be accomplished during the activities.

The key elements of the activities intended to develop students' self-efficacy are as follows. Bandura (1994) stated that enactive mastery experiences involve overcoming obstacles through perseverance. To create a process through which students can engage in such experiences, the course must implement activities that include elements that could make each student experience positive progress. At the same time, a true enactive mastery experience must also involve activities containing elements to make students realize their limitations or experience difficulties. In the remainder of this paper, we call these experiences success and failure, respectively. The effective combination of both activities is expected to provide students with an enactive mastery experience.

On the topic of vicarious experiences, Bandura (1994) claimed that observing people similar to oneself achieving success through sustained effort could also develop self-efficacy. Therefore, a key element of the activities to make students encounter vicarious experiences is the provision of an opportunity to share the experiences of others.

Regarding social persuasion, Bandura (1994) stated that people who are persuaded verbally that they possess the capability to master a given activity are likely to make a greater effort to succeed. Therefore, a key element in an activity to create this experience involves other people providing positive persuasion or advice to students.

Physiological (somatic and emotional) states, as defined by Bandura (1994), were not included in the course analysis. Although each activity in the course was not explicitly intended to enhance students' physiological (somatic and emotional) states, this course nevertheless introduced two schemes in its basic course design to accomplish this objective. First, cooperative learning, which underpinned all the activities in the learning scheme, was intended to improve students' physiological (somatic and emotional) states as the course progressed. Second, the course introduced interviews and advice from the senior teaching assistant as it progressed. One of the objectives of the support from the teaching assistant is to enhance students' physiological state.

When considering tasks to be accomplished, the activities can be classified according to two features. One is the goal of the task that the activity means for students to accomplish. The other is the degree and the type of influence exerted to affect task-specific self-efficacy. The combination of these features indicates the influence of the activities on a certain task-specific self-efficacy measure.

Based on this idea, this study classified each activity from the viewpoint of the four factors proposed by Bandura (1977), and also categorized activities using a task-related viewpoint. Classifying the activities to examine the course's resource allocation allows us to see the features of the course design, thereby inferring the effect of the course on students' self-efficacy.

3.2 Result and Discussion

Table 1-1, Table 1-2, and Table 1-3 present the course activities that were intended to help students undergo enactive mastery experiences (Table 1-1), vicarious experiences (Table 1-2), and social persuasion experiences (Table 1-3). The details of the activities are listed in Table A2 in the Appendix.

This course required students to accomplish three tasks as a way to fully encounter enactive mastery experiences. One of the tasks was meant to help students acquire skills in time management. In this course, training was offered not only during the class, but also outside the class in the form of homework. A notable feature of the class is that, unlike an ordinary class, the teaching assistants advise students regarding time management in order to meet their due dates. Another task involved acquiring basic skills for learning at the university. The teaching assistants also play an important role in this objective outside the class by assisting students in completing assignments. The final task was to acquire basic skills for success. Although this goal could be too general to be categorized as a task, we included it in the analysis to fully show the features of the course.

To accomplish the assigned tasks, students are expected to experience both failure and success. One way to ensure this process is make students engage in similar activities repeatedly in pursuit of a goal, during which they will repeatedly experience both failure and success, although not according to some specific timing. Experiencing failures and successes during continuous work is an important step in learning to overcome obstacles. Furthermore, the objective is more likely to be accomplished with adequate support from others, helping to develop students' collaboration skills while also engaging them in an enactive mastery experience. In this paper, we call such activities "repeated activity."

When facilitating the task of acquiring basic skills for success, the process of engaging in an enactive mastery experience could involve a combination of non-repeated activities. We will call each of those activities a "one-time activity." Major features of a one-time activity are that the activity is completed within a class session and that each activity is intended to make students experience failure or success. Therefore, unlike repeated activities, the process of overcoming obstacles in this context could be created with an intended sequence of failure and success.

The task of each activity in the realm of vicarious experiences is the experience that the activity intends students to observe. This implies that most vicarious experience activities are the same as those of the enactive mastery experiences. They differ in that the activities regarding vicarious experiences are meant for students to share or observe the experiences of others in the class with respect to in-class or in-course activities. In this course, those activities are related to enactive mastery experiences.

Two elements may affect activities' influence on the development of self-efficacy. One element is the person who went through the experience. This course provides the opportunity for students to share the experiences of other groups as well as the experiences of their own group members. The other element involves the characteristics of the experience that students observe. The characteristics are categorized based on two criteria. One is the result of the experience. The results of any experience can be positioned somewhere on a spectrum between success and failure. The other criterion is the amount of effort expended during the experience. Combining these two characteristics expresses the feature of the experience's influence on others. Watching someone succeed after exerting some effort influences observers more positively. In contrast, success without effort and failure without effort seem to negatively affect the self-efficacy of the experience's observer.

Table 1-1. Class Design for Developing Self-Efficacy

		Sources of influence for developing self-efficacy Experience/Enactive Attainment									
		Acquiring time management skills		Acquiring basic university learning skills			Acquiring basic skills for success				
		In-class	Outside of class	In-class	Outside of class	Failure	Failure → Success	In-class	Outside of class	Outside of class	
Task		Finishing within the time limit	Keeping deadlines	Facilitation/ Discussion/ Presentation/etc.	Writing essay/ Interviewing /Caring out a survey			Success	Finishing within the time limit	Facilitation/ Discussion/ Presentation/etc.	Writing essay/Interviewing/Caring out a survey
Key elements of the activities	Frequency of activities	Repeated activity			One-time activity		Repeated activity				
①	Introducing other people	①-1	①-2	①-3	①-4			①-5	①-6	①-7	①-8
②	White thread: Group discussion	②-1	②-2	②-3	②-4			②-5	②-6	②-7	②-8
③	Colliding against the wall/barrier of different cultures	③-1	③-2	③-3	③-4	③-5			③-6	③-7	③-8
④	Trying out the discussion leader role	④-1	④-2	④-3	④-4	④-5		④-6	④-7	④-8	④-9
⑤	Talking to the guest upperclassmen	⑤-1	⑤-2	⑤-3	⑤-4			⑤-5	⑤-6	⑤-7	⑤-8
⑥	Goal-setting and time management	⑥-1	⑥-2	⑥-3	⑥-4			⑥-5	⑥-6	⑥-7	⑥-8
⑦	Awareness as an APU student/Finding out about our university		⑦-1		⑦-2						⑦-3
⑧	Touching on the way of thinking called 'Career Design'	⑧-1	⑧-2	⑧-3	⑧-4				⑧-5	⑧-6	⑧-7
⑨	Turning dreams into reality	⑨-1	⑨-2	⑨-3	⑨-4			⑨-5	⑨-6	⑨-7	⑨-8
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-1	⑩-2	⑩-3	⑩-4			⑩-5	⑩-6	⑩-7	⑩-8
⑪	Getting over a slump	⑪-1	⑪-2	⑪-3	⑪-4			⑪-5	⑪-6	⑪-7	⑪-8
⑫	Brainstorming a multicultural project	⑫-1		⑫-2	⑫-3			⑫-4	⑫-5	⑫-6	⑫-7
⑬	Applying "Introduction to APU" to everyday life	⑬-1	⑬-2	⑬-3	⑬-4			⑬-5	⑬-6	⑬-7	⑬-8
⑭	Presentation on the 'Multicultural Project Proposal' in a campus with a multicultural environment	⑭⑮-1	⑭⑮-2	⑭⑮-3	⑭⑮-4			⑭⑮-5	⑭⑮-6	⑭⑮-7	⑭⑮-8
⑮											

Table 1-2. Class Design for Developing Self-Efficacy

		Sources of influence for developing self-efficacy							
		Modeling/Vicarious Experience							
		Task		Acquiring time management skills/Acquiring basic skills for success					
Key elements of the activities	Observation/Awareness	Location of resources		In-class					
		Type of influence		Other member in the same group		Other group			
		Failure	Success	Not putting in an effort	Putting in efforts	Failure	Success		
	①	Introducing other people		①-9	①-10	①-11	①-12		
	②	White thread: Group discussion		②-9	②-10	②-11	②-12	②-13	②-14
	③	Colliding against the wall/barrier of different cultures		③-9	③-10	③-11	③-12		
	④	Trying out the discussion leader role		④-10	④-11	④-12	④-13	④-14	④-15
	⑤	Talking to the guest upperclassmen		⑤-9	⑤-10	⑤-11	⑤-12		
	⑥	Goal-setting and time management		⑥-9	⑥-10	⑥-11	⑥-12		
Topic of each class	⑦	Awareness as an APU student/Finding out about our university							
	⑧	Touching on the way of thinking called ‘Career Design’			⑧-8	⑧-9	⑧-10	⑧-11	⑧-12
	⑨	Turning dreams into reality					⑨-9		⑨-10
	⑩	Is there enough interaction between international and Japanese students on campus?			⑩-9		⑩-10		⑩-11
	⑪	Getting over a slump			⑪-9		⑪-10		⑪-11
	⑫	Brainstorming a multicultural project			⑫-8		⑫-9		⑫-10
	⑬	Applying “Introduction to APU” to everyday life			⑬-9		⑬-10		⑬-11
	⑭⑮	Presentation on the ‘Multicultural Project Proposal’ in a campus with a multicultural environment			⑭⑮-9		⑭⑮-10		⑭⑮-11

Table 1-3. Class Design Developing Self-Efficacy

		Sources of influence for developing self-efficacy														
		Social(verbal) Persuasion														
		Task		Acquiring time management skills/Acquiring basic skills for success												
Key elements of the activities	Feedback/comments/advice	For whom		For individual		In-class				Outside of class						
		By whom	Group member	TA	Instructor	Guest	Group member	TA	Instructor	Guest	Group member	TA	Instructor	Guest	TA	TA
	①	Introducing other people											①-14	①-15	①-16	
	②	White thread: Group discussion						②-15					②-16	②-17	②-18	
	③	Colliding against the wall/barrier of different cultures		③-13	③-14			③-15	③-16				③-17	③-18	③-19	
	④	Trying out the discussion leader role			④-16			④-17	④-18				④-19	④-20	④-21	
	⑤	Talking to the guest upperclassmen						⑤-13					⑤-14	⑤-15	⑤-16	
	⑥	Goal-setting and time management			⑥-13			⑥-14					⑥-15	⑥-16	⑥-17	
Topic of each class	⑦	Awareness as an APU student/Finding out about our university											⑦-4	⑦-5	⑦-6	
	⑧	Touching on the way of thinking called ‘Career Design’											⑧-13	⑧-14	⑧-15	
	⑨	Turning dreams into reality		⑨-11	⑨-12			⑨-13					⑨-14	⑨-15	⑨-16	
	⑩	Is there enough interaction between international and Japanese students on campus?						⑩-12	⑩-13				⑩-14	⑩-15	⑩-16	
	⑪	Getting over a slump		⑪-12	⑪-13			⑪-14	⑪-15				⑪-16	⑪-17		
	⑫	Brainstorming a multicultural project											⑫-11	⑫-12	⑫-13	
	⑬	Applying “Introduction to APU” to everyday life		⑬-12	⑬-13			⑬-14	⑬-15				⑬-16	⑬-17	⑬-18	⑬-19
	⑭⑮	Presentation on the ‘Multicultural Project Proposal’ in a campus with a multicultural environment												⑭⑮-12	⑭⑮-13	

As for social persuasion, the activity tasks match the intension of the persuasion. The impact of the persuasion is affected by the target of the persuasion, the characteristics of the people who do the persuading, and the form of the persuasion. In this course, some persuasive discussions are targeted at individual students. Some additional persuasive speeches are made to groups or to the entire class. We categorized the types of persuaders into four groups. The first is classmates, and particularly a student's own group members. Second is the teaching assistant who assists with group work for each group. Third is the course's lecturer, and the fourth category comprises other individuals affiliated with the university. Additionally, the form of the persuasion can be classified into three categories: in-class opportunity, outside opportunity, or teaching assistant or lecturer's feedback on student assignments and homework. Unlike the other opportunities, this third category includes non-verbal persuasion such as writing.

Examining the combination of activities in the course reveals a number of intriguing features. Several characteristics are related to the enactive mastery experience (Table 1-1). First, repeated activities intended to accomplish two objectives (i.e., acquire time management skills and acquire basic university learning skills) are implemented in almost every class session. These types of training are implemented outside the session as well as in class. Second, examining the pattern of the one-time activities reveals a feature of the course designed to make students acquire basic skills for success. The course is intended to make students experience failure or a combination of failure and success in the early part of the course. In the latter part of the course, the activities are intended to help students to experience a continuous sense of success.

As for the activities regarding vicarious experiences (Table 1-2), the analysis revealed several tendencies. This course aims to utilize vicarious experiences as a mechanism to create a synergy effect helping students improve their efficacy by utilizing the experiences of their classmates regarding the enactive mastery experience. In particular, the activities regarding the tasks intended to help acquire basic skills for success and the vicarious experiences show a consistent pattern. The earlier part of the course provides students with opportunities to share both positive and negative experiences. In contrast, the latter part of the course is designed so that students share only experiences that are favorable for developing self-efficacy.

Examining the activities involving social persuasion (Table 1-3) revealed still more characteristics of the course. First, the most beneficial form of persuasion—persuasion directly targeted at an individual—had a particularly effective persuader: the teaching assistant. Notably, teaching assistants engaged in both in-class and out-of-class persuasion, and also non-verbal persuasion such as writing in addition to verbal persuasion. Second, an examination of the details of the persuasion activities (see Table 2A in the Appendix) makes it apparent that the teaching assistants primarily engage in persuasion based on the activities targeted at the enactive mastery experience. It implies that the major intention of the social persuasion in this class is to support the enactive mastery experience. Therefore, we may conclude that the major task of the activities regarding social persuasion is the same as that of the enactive mastery experience. Third, the lecturer gave advice to the whole class, but not to individual students or the small groups; this was effective, but in a different way than direct advice. Fourth, the course was designed to allow group members to frequently offer advice to each other.

After evaluating the activities from the perspective of enactive mastery experiences, vicarious experiences, and social persuasion experiences, we may understand the basic structure of the course. This course primarily intends to put students through an enactive mastery experience to develop their self-efficacy. The mechanism of social persuasion is used to strengthen the effect of that enactive mastery experience; it also complements the process by advising students to overcome obstacles to achieve success. The course also makes intensive use of cooperative learning to act as a mechanism for vicarious experience. By sharing the enactive mastery experiences of their classmates, students trigger a synergy effect designed by the course's creators. If the course has a positive impact on students' self-efficacy, any such development should have observable results related to the enactive mastery experience it provides. Because this course introduced repeated activities intended to help students acquire time management skills, basic university learning skills, and basic skills for success, some aspect of self-efficacy related to these areas can be expected to improve, presuming the course functioned as it was designed.

4. Data Analysis

4.1 Method

In this section, we examine the change in students' self-efficacy during the course period. Our study analyzes data collected from Japanese students participating in the 2012 spring semester course (April to July). Because Japanese universities begin their terms in April, this class is one of the first taken by new university students. Two classes were offered during the semester, and data was collected from both. Among the 60 total students enrolled in the course, 57

students were Japanese citizens who had grown up in Japan and three were foreign students who lived outside Japan before university and did not speak Japanese as a native language. A survey was conducted twice during the course. The first survey was conducted during the first class session to evaluate students' self-efficacy before taking the course. The second survey was taken at the end of the last class session to evaluate students' self-efficacy after taking the course.

This study used the self-efficacy scale adopted by Narita et al. (1995), presented in Table 2. The study selected 23 items from the general self-efficacy scale of Sherer et al. (1982) to examine the validity of the scale for a Japanese population. Our survey used the scale translated into Japanese by Narita et al. (1995), but the scale items presented in this paper are shown in English as presented by Sherer et al. (1982). Unlike either Sherer et al. (1982) or Narita et al. (1995), however, our study used a four-point scale instead of a five-point scale. We adopted this four-point scale because Japanese tend not to express their opinion (Joho shisutemu to shakai kankyo kenkyukai, 2012). Using a five-point scale might lead Japanese respondents to choose "not applicable" instead of their true opinion. Reverse items are indicated with (R). For the reverse items, reverse scores are presented in the Table 2.

The last row presents the sum of all scales as item (total). Narita et al. (1995) claimed that the self-efficacy scale for Japanese consists of a single factor, unlike the claim of Sherer et al. (1982) that it consists of two factors, a general self-efficacy scale and a social self-efficacy scale. For reference, we use (G) to indicate items referring to the general self-efficacy factor, and (S) for items referring to the social self-efficacy factor, as distinguished by Sherer et al. (1982)

4.2 Results and Discussion

This study analyzed data from Japanese students. Thirteen samples were excluded from the analysis due to missing data. In Table 2, column 1 presents the sample median of each self-efficacy scale item before students took the course. Column 2 shows the sample of median of each self-efficacy scale item after completing the course. Only item (1), "When I make plans, I am certain I can make them work," showed a difference in median. However, average values were higher after the course for all items on the scale except item (10), "If I meet someone interesting who is hard to make friends with, I'll soon stop trying to make friends with that person," and item (19), "I feel insecure about my ability to do things."

The Wilcoxon signed-rank test was conducted to examine the differences before and after taking the course. The p-values of the test statistics are presented in column 3. Among the items, only item (1), "When I make plans, I am certain I can make them work" ($p = 0$), is statistically higher after the class than before at the 1% significance level. In addition, item (1) is the only item for which the median of the samples is higher after taking the class than before.

Examining the items by statistical significance at the 10% level (two-tail test), we see that several items show a higher scale after the course than before: item (1) "When I make plans, I am certain I can make them work" ($p = 0$); item (3), "If I can't do a job the first time, I keep trying until I can" ($p = .051$); item (7), "If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me" ($p = .068$); item (8), "I avoid facing difficulties" ($p = .034$); and item (20), "I am a self-reliant person" ($p = .05$). A statistically significant increase was also revealed in item (total), the sum of all scores ($p = .002$) after taking the course.

The general self-efficacy scale proposed by Sherer et al. (1982) measures willingness to initiate behavior, willingness to expend effort in completing the behavior, and persistence in the face of adversity. Examining the items whose values increased during the course period from this perspective, it is likely that improvement was made in all areas, but primarily in willingness to initiate behavior.

Sherer et al. (1982) also distinguished between a general self-efficacy factor and a social self-efficacy factor. Evaluating the items that increased during the course period from this perspective, it is likely that improvement was made to both factors, but relatively more so to general self-efficacy.

Table 2. Score of the General Self-Efficacy Scale

Items	Median		Wilcoxon
	before	after	signed-rank test p-value
(1) G When I make plans, I am certain I can make them work	2	3	0
(2) G One of my problems is that I cannot get down to work when I should.	2	2	0.379
(3) G If I can't do a job the first time. I keep trying until I can.	3	3	0.051
(4) S It is difficult for me to make new friends.	3	3	0.767
(5) R G When I set important goals for myself, I rarely achieve them.	3	3	0.445
(6) R G I give up on things before completing them.	3	3	0.217
(7) S If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me.	3	3	0.068
(8) R G I avoid facing difficulties.	2	3	0.034
(9) R G If something looks too complicated, I will not even bother to try it.	2	2	0.133
(10) S If I meet someone interesting who is hard to make friends with. I'll soon stop trying to make friends with that person.	3	3	0.28
(11) G When I have something unpleasant to do, I stick to it until I finish it.	3	3	0.67
(12) G When I decide to do something, I go right to work on it.	3	3	0.079
(13) R G When trying to learn something new, I soon give up if I am not initially successful.	3	3	0.686
(14) S When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.	3	3	0.131
(15) R G When unexpected problems occur, I don't handle them well.	3	3	0.353
(16) R G I avoid trying to learn new things when they look too difficult for me.	3	3	0.246
(17) G Failure just makes me try harder.	3	3	0.11
(18) R S I do not handle myself well in social gatherings.	3	3	0.592
(19) R G I feel insecure about my ability to do things.	2	2	0.175
(20) G I am a self-reliant person.	2	3	0.05
(21) S I have acquired my friends through my personal abilities at making friends.	3	3	0.52
(22) R G I give up easily.	3	3	0.637
(23) R G I do not seem capable of dealing with most problems that come up in life.	3	3	0.224
(total)	60.5	62.5	0.002

R: reverse items
G: general self-efficacy factor (by Sherer et al. (1982))
S: social self-efficacy factor (by Sherer et al. (1982))

5. General Discussion

This study examined the effect of a first-year class in developing the self-efficacy of university students in Japan. First, an analysis was conducted to classify the relationship between class activities and the theory proposed by Bandura (1977), examining the course features. The analysis indicates that the course was primarily intended to improve students' self-efficacy by putting them through enactive mastery experiences. Notably, the course used intensive cooperative learning as a vicarious experience mechanism to trigger a synergy effect regarding the enactive mastery experience. In addition, this course used the social persuasion mechanism to strengthen the effects of students' enactive mastery experiences. Further, the mechanism is utilized to help students undergo experiences to overcome obstacles.

Statistical analysis has shown that the students developed some of the measures on the general self-efficacy scales during the course period. Several key tendencies were observed upon closer examination. First, significant improvement was observed on the item, "When I make plans, I am certain I can make them work." This item is closely linked to the activities related to the task of time management. Time management is one of the tasks that the course was actively intended to develop through various activities. Therefore, it is possible that this feature of the class design was reflected in the course's result, namely, an improvement in students' task-specific self-efficacy regarding time management. Second, in general, it is likely that general self-efficacy improved during the course period.

Because the statistical analysis was conducted only with a group actively enrolled in the course (that is, a "treatment" group as opposed to a "control" group), the analysis only indicates that students' self-efficacy improved during the course period; we cannot conclude that the class itself led to the improvement in students' self-efficacy. However, the results do imply the possibility that the class has positively influenced the students' self-efficacy. Future research can explore identification of the causality, such as through evaluating the effect under a more ideal experimental research setting, and analysis of the detailed mechanism of the class.

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Appendix

Table A1

Class topic and activities	
Class topic	Activities
① Introducing other people	Listening to others with a spirit of curiosity
② White thread: Group discussion	Proactively expressing one's own opinions
③ Colliding against the wall/barrier of different cultures	Experiencing intercultural/multicultural collaborative/cooperative learning through interacting with the English-basis class
④ Trying out the discussion leader role	Taking on the roles of both discussion leader and member during the group discussions
⑤ Talking to the guest upperclassmen	Listening to the upperclassmen's stories, and then having a conversation about how to make the best of university life as a freshman
⑥ Goal-setting and time management	Analysing the record of one week's activities
⑦ Awareness as an APU student, learning about our Alma Mater	Attending the First University President's special lecture
⑧ Touching on the way of thinking called 'Career Design'	Attending the Career Office's special lecture
⑨ Turning dreams into reality	Doing a peer consultation with a partner and outlining specific goals to fulfil one's own dreams
⑩ Is there enough interaction between international and Japanese students on campus?	While learning in a multicultural environment, analyze the fact that interaction is limited, brainstorm possible reasons/causes and propose solutions
⑪ Getting over a slump	Noticing whether one has experienced any slumps and thinking of ways to overcome them
⑫ Brainstorming a multicultural project	Starting a project in mixed groups of English-basis and Japanese-basis students/Overcoming the language barriers
⑬ Applying "Introduction to APU" to everyday life	Reflecting on what has been learnt and taken note of throughout the semester, and how to apply these lessons to university life
⑭⑮ Presentation on the 'Multicultural Project Proposal' in a campus with a multicultural environment	Presenting a project collaboratively made in multicultural groups

Table A2

Sources of influence for developing self-efficacy

Experience/Enactive Attainment

Acquiring time management skills

		In-class	
		Finishing within the time limit	
		Repeated activity	
①	Introducing other people	①-1	Finishing the activity within the time limit
②	White thread: Group discussion	②-1	Finishing the activity within the time limit
③	Colliding against the wall/barrier of different cultures	③-1	Finishing the activity within the time limit
④	Trying out the discussion leader role	④-1	Finishing the activity within the time limit
⑤	Talking to the guest upperclassmen	⑤-1	Finishing the activity within the time limit
⑥	Goal-setting and time management	⑥-1	Finishing the activity within the time limit
⑧	Touching on the way of thinking called 'Career Design'	⑧-1	Finishing the activity within the time limit
⑨	Turning dreams into reality	⑨-1	Finishing the activity within the time limit
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-1	Finishing the activity within the time limit
⑪	Getting over a slump	⑪-1	Finishing the activity within the time limit
⑫	Brainstorming a multicultural project	⑫-1	Finishing the activity within the time limit
⑬	Applying "Introduction to APU" to everyday life	⑬-1	Finishing the activity within the time limit
⑭	'Multicultural Project	⑭⑮-1	Finishing the activity within the time limit
⑮	Proposal" in a campus with a multicultural environment		

		Outside of class	
		Keeping deadlines	
		Repeated activity	
①	Introducing other people	①-2	Submit assignments until the deadline
②	White thread: Group discussion	②-2	Submit assignments until the deadline
③	Colliding against the wall/barrier of different cultures	③-2	Submit assignments until the deadline
④	Trying out the discussion leader role	④-2	Submit assignments until the deadline
⑤	Talking to the guest upperclassmen	⑤-2	Submit assignments until the deadline
⑥	Goal-setting and time management	⑥-2	Submit assignments until the deadline

Acquiring time management skills

⑦	Awareness as an APU student/Finding out about our university	⑦-1	Submit assignments until the deadline
⑧	Touching on the way of thinking called 'Career Design'	⑧-2	Submit assignments until the deadline
⑨	Turning dreams into reality	⑨-2	Submit assignments until the deadline
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-2	Submit assignments until the deadline
⑪	Getting over a slump	⑪-2	Submit assignments until the deadline
⑬	Applying "Introduction to APU" to everyday life	⑬-2	Submit assignments until the deadline
⑭	'Multicultural Project	⑭⑮-2	Submit assignments until the deadline
⑮	Proposal" in a campus with a multicultural environment		

		In-class	
		Facilitation/Discussion/Presentation/etc.	
		Repeated activity	
①	Introducing other people	①-3	Raising one's hand and reciting one's observations
②	White thread: Group discussion	②-3	Raising one's hand and reciting one's observations
③	Colliding against the wall/barrier of different cultures	③-3	Presenting summaries of group discussions
④	Trying out the discussion leader role	④-3	Using the KJ method to hold group discussions/presenting summaries of group discussions
⑤	Talking to the guest upperclassmen	⑤-3	Showing interest and asking about upperclassmen's experiences
⑥	Goal-setting and time management	⑥-3	Having reflective discussions within the group
⑧	Touching on the way of thinking called 'Career Design'	⑧-3	Using the KJ method to hold group discussions/presenting summaries of group discussions
⑨	Turning dreams into reality	⑨-3	Having reflective discussions within the group
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-3	Discussing in the group/presenting summaries of group discussions
⑪	Getting over a slump	⑪-3	Using the KJ method to hold group discussions/presenting summaries of group discussions
⑫	Brainstorming a multicultural project	⑫-2	New group formations of international students with Japanese students/Discussing in Japanese and English/Presenting summaries of group discussions in both Japanese and English
⑬	Applying "Introduction to APU" to everyday life	⑬-3	Using the KJ method to hold group discussions/presenting summaries of group discussions
⑭	Presentation on the	⑭⑮-3	Cooperating with the international student group
⑮	'Multicultural Project Proposal" in a campus with a multicultural environment		

		In-class	
		Facilitation/Discussion/Presentation/etc.	
		Repeated activity	
Acquiring basic university learning skills			

Outside of class		Writing essay/Interviewing/Caring out a survey	Repeated activity
①	Introducing other people	①-4	Listening with interest to the other person, proactively listening and creating topics
②	White thread: Group discussion	②-4	Writing a reflective essay on what was learned this class
③	Colliding against the wall/barrier of different cultures	③-4	Writing a reflective essay on what was learned this class
④	Trying out the discussion leader role	④-4	Writing a reflective essay on what was learned this class Interviewing an upperclassman outside of class and making a report about it/writing a reflective essay on what was learned this class
⑤	Talking to the guest upperclassmen	⑤-4	Writing a reflective essay on what was learned this class/creating a one-week schedule chart/recording its implementation
⑥	Goal-setting and time management	⑥-4	Writing a reflective essay on what was learned this class
⑦	Awareness as an APU student/Finding out about our university	⑦-2	Writing a reflective essay on what was learned this class
⑧	Touching on the way of thinking called 'Career Design'	⑧-4	Writing a reflective essay on what was learned this class Making smaller objectives, carrying them out and writing a report/Listening to others and carrying out interviews with the proactive stance and curiosity learned until this point
⑨	Turning dreams into reality	⑨-4	Writing a reflective essay on what was learned this class
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-4	Creating a poster on 10 ways to overcome a slump
⑪	Getting over a slump	⑪-4	Talk to international students outside of class and start creating the project proposal
⑫	Brainstorming a multicultural project	⑫-3	Using what was discussed within the group as a basis, reflect on what was learned during this course as a whole and write an essay on how to fully utilize it
⑬	Applying "Introduction to APU" to everyday life	⑬-4	Write about experiences in university life as case studies/write a reflective essay regarding the TA
⑭	Presentation on the 'Multicultural Project Proposal' in a campus with a multicultural environment	⑭⑮-4	
Acquiring basic skills for success			
In-class			
Failure			
One-time activity			
③	Colliding against the wall/barrier of different cultures	③-5	Mixing the Japanese-basis class and the English-basis class into groups for discussion (Unable to communicate with words due to the language barrier/first-time experience)

④	Trying out the discussion leader role	④-5	All of the group members taking turns to facilitate (each with his/her own style)
Acquiring basic skills for success			
In-class			
Failure→Success			
One-time activity			
①	Introducing other people	①-5	1st time failure + 2nd time success (Facilitating with their own styles + learning effective strategies/styles and implementing them)
②	White thread: Group discussion	②-5	1st time failure + 2nd time success (Each member doing it his/her own way + learning effective strategies/styles and implementing them)
④	Trying out the discussion leader role	④-6	Experiencing the difficulties of being a facilitator + becoming a good follower (improving discussion methods within the group)
⑤	Talking to the guest upperclassmen	⑤-5	Being unable to ask questions well to upperclassmen the first time/Able to show interest and proactively ask questions the second time/actively communicating one's own thoughts and ideas
⑥	Goal-setting and time management	⑥-5	Realizing that one's own usage of time is ineffective + thinking up a plan that corresponds with one's goals/being able to come up with points for improvement through tasks and being able to come up with a concrete plan until the final exam period
Acquiring basic skills for success			
In-class			
Success			
One-time activity			
⑨	Turning dreams into reality	⑨-5	Showing curiosity towards one's partner, realizing the attraction and value of being able to deeply understand them (Listening to one's partner/giving them feedback during the pair consultation)/Realizing the happiness and value of having someone listen to one's own goals and thoughts
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-5	Realizing the value of cooperation (Making new discoveries through the compilation of the entire group's research content)
⑪	Getting over a slump	⑪-5	Engaging in group discussion without the TA using the KJ method/managing the class by themselves

⑫	Brainstorming a multicultural project	⑫-4	Having discussions with international students/They were completely unable to discuss during the 3rd class, but compared to last time their level of conversation has improved
⑬	Applying "Introduction to APU" to everyday life	⑬-5	Their discussion is the most productive out of all the ones they have had/Their presentation content and skills also improve
⑭	Presentation on the 'Multicultural Project Proposal" in a campus with a multicultural environment	⑭⑮-5	They present their project proposal in the large classroom as a mixed group with the international students
Acquiring basic skills for success			
In-class			
Finishing within the time limit			
Repeated activity			
①	Introducing other people	①-6	Submit assignments until the deadline
②	White thread: Group discussion	②-6	Submit assignments until the deadline
③	Colliding against the wall/barrier of different cultures	③-6	Submit assignments until the deadline
④	Trying out the discussion leader role	④-7	Submit assignments until the deadline
⑤	Talking to the guest upperclassmen	⑤-6	Submit assignments until the deadline
⑥	Goal-setting and time management	⑥-6	Submit assignments until the deadline
⑧	Touching on the way of thinking called 'Career Design'	⑧-5	Submit assignments until the deadline
⑨	Turning dreams into reality	⑨-6	Submit assignments until the deadline
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-6	Submit assignments until the deadline
⑪	Getting over a slump	⑪-6	Submit assignments until the deadline
⑫	Brainstorming a multicultural project	⑫-5	Submit assignments until the deadline
⑬	Applying "Introduction to APU" to everyday life	⑬-6	Submit assignments until the deadline
⑭	Presentation on the 'Multicultural Project Proposal" in a campus with a multicultural environment	⑭⑮-6	Submit assignments until the deadline
Acquiring basic skills for success			
In-class			
Facilitation/Discussion/Presentation/etc.			
Repeated activity			
①	Introducing other people	①-7	Raising one's hand and reciting one's observations
②	White thread: Group discussion	②-7	Raising one's hand and reciting one's observations
③	Colliding against the wall/barrier of different	③-7	Presenting summaries of group discussions

④	Trying out the discussion leader role	④-8	Using the KJ method to hold group discussions/presenting summaries of group discussions
⑤	Talking to the guest upperclassmen	⑤-7	Showing interest and asking about upperclassmen's experiences
⑥	Goal-setting and time management	⑥-7	Having reflective discussions within the group
⑧	Awareness as an APU student/Finding out about our university	⑧-6	Using the KJ method to hold group discussions/presenting summaries of group discussions
⑨	Turning dreams into reality	⑨-7	Having reflective discussions within the group
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-7	Discussing in the group/presenting summaries of group discussions
⑪	Getting over a slump	⑪-7	Using the KJ method to hold group discussions/presenting summaries of group discussions
⑫	Brainstorming a multicultural project	⑫-6	New group formations of international students with Japanese students/Discussing in Japanese and English/Presenting summaries of group discussions in both Japanese and English
⑬	Applying "Introduction to APU" to everyday life	⑬-7	Using the KJ method to hold group discussions/presenting summaries of group discussions
⑭	Presentation on the 'Multicultural Project Proposal" in a campus with a multicultural environment	⑭⑮-7	Cooperating with the international student group
Acquiring basic skills for success			
Outside of class			
Writing essay/interviewing/caring out a survey			
Repeated activity			
①	Introducing other people	①-8	Listening with interest to the other person, proactively listening and creating topics
②	White thread: Group discussion	②-8	Writing a reflective essay on what was learned this class
③	Colliding against the wall/barrier of different cultures	③-8	Writing a reflective essay on what was learned this class
④	Trying out the discussion leader role	④-9	Writing a reflective essay on what was learned this class
⑤	Talking to the guest upperclassmen	⑤-8	Interviewing an upperclassman outside of class and making a report about it/writing a reflective essay on what was learned this class
⑥	Goal-setting and time management	⑥-8	Writing a reflective essay on what was learned this class/creating a one-week schedule chart/recording its implementation
⑦	Awareness as an APU student/Finding out about our university	⑦-3	Writing a reflective essay on what was learned this class

⑧	Touching on the way of thinking called 'Career Design'	⑧-7	Writing a reflective essay on what was learned this class
⑨	Turning dreams into reality	⑨-8	Making smaller objectives, carrying them out and writing a report/Listening to others and carrying out interviews with the proactive stance and curiosity learned until this point
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-8	Writing a reflective essay on what was learned this class
⑪	Getting over a slump	⑪-8	Creating a poster on 10 ways to overcome a slump
⑫	Brainstorming a multicultural project	⑫-7	Talk to international students outside of class and start creating the project proposal
⑬	Applying "Introduction to APU" to everyday life	⑬-8	Using what was discussed within the group as a basis, reflect on what was learned during this course as a whole and write an essay on how to fully utilize it
⑭	Presentation on the 'Multicultural Project Proposal' in a campus with a multicultural environment	⑭⑮-8	Write about experiences in university life as case studies/write a reflective essay regarding the TA

Modeling/Vicarious Experience

Acquiring time management skills/Acquiring basic skills for success

		In-class	
		Other member in the same group	
		Result	
		Failure	
①	Introducing other people	①-9	Not an attractive introduction
②	White thread: Group discussion	②-9	Hardly talks/talks too much
③	Colliding against the wall/barrier of different cultures	③-9	Can't communicate with words
④	Trying out the discussion leader role	④-10	Can't facilitate well
⑤	Talking to the guest upperclassmen	⑤-9	The upperclassmen are so outstanding one feels he/she can't be like them
⑥	Goal-setting and time management	⑥-9	Realizing that the other members are not good at time management

Acquiring time management skills/Acquiring basic skills for success

		In-class	
		Other member in the same group	
		Result	
		Success	
①	Introducing other people	①-10	See members who are able to make interesting introductions
②	White thread: Group discussion	②-10	See members who are able to fully participate in discussions

③	Colliding against the wall/barrier of different cultures	③-10	See members who are good at non-verbal communication (through body language, gestures)
④	Trying out the discussion leader role	④-11	See other members who are good at the facilitator role/see other members who are good at the follower role
⑤	Talking to the guest upperclassmen	⑤-10	Learn about the experiences of upperclassmen overcoming their mistakes/See their bright and lively conditions
⑥	Goal-setting and time management	⑥-10	Understand what the first batch of APU students and staff were able to accomplish/Learn the contributions of APU alumni to society/demonstrate assertiveness
⑧	Touching on the way of thinking called 'Career Design'	⑧-8	See members who are good at organizing data
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-9	Watch each other's presentations and see how the quality of discussion has gone up compared to the content in the first few classes
⑪	Getting over a slump	⑪-9	See members who are good at organizing data
⑫	Brainstorming a multicultural project	⑫-8	Observe the improvement of the international students' Japanese skills/level up of the other members' English skills and communication skills
⑬	Applying "Introduction to APU" to everyday life	⑬-9	Watch each other's presentations and see how the quality of discussion has gone up compared to the content in the first few classes
⑭	Presentation on the 'Multicultural Project Proposal' in a campus with a multicultural environment	⑭⑮-9	See how much effort the other groups put in/the quality of other groups' presentations/the level of teamwork

Acquiring time management skills/Acquiring basic skills for success

		In-class	
		Other group	
		Effort	
		Not putting in an effort	
①	Introducing other people	①-11	Too shy or embarrassed to talk/talks softly/hard-to-understand explanations
②	White thread: Group discussion	②-11	Wants to be more proactive but can't do it
③	Colliding against the wall/barrier of different cultures	③-11	Has given up on communicating with others
④	Trying out the discussion leader role	④-12	Close-minded, always sticking to his/her own way of doing things
⑤	Talking to the guest upperclassmen	⑤-11	Doesn't show much interest in the upperclassman/doesn't empathise

⑥	Goal-setting and time management	⑥-11	Does his/her work haphazardly
⑧	Touching on the way of thinking called 'Career Design'	⑧-9	Sleeps in class
Acquiring time management skills/Acquiring basic skills for success			
In-class			
Other group			
Effort			
Putting in effort			
①	Introducing other people	①-12	A lively introduction/Having an interest in one's partner
②	White thread: Group discussion	②-12	Trying out what was learned
③	Colliding against the wall/barrier of different cultures	③-12	Seeing members trying their best to overcome the language barrier/seeing members trying to liven up the atmosphere even if they don't understand one another well
④	Trying out the discussion leader role	④-13	Trying to do what he/she can by him/herself
⑤	Talking to the guest upperclassmen	⑤-12	Being interested in one's upperclassmen and listening to their stories/Empathizing with them/Learning from the upperclassmen
⑥	Goal-setting and time management	⑥-12	Learning how TAs manage their time well despite their busy schedules
⑧	Touching on the way of thinking called 'Career Design'	⑧-10	Listening while taking notes/Raising one's hand and asking questions
⑨	Turning dreams into reality	⑨-9	Learning about one another's set goals and their own approaches to reach the same goal
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-10	Undergoing trial and error
⑪	Getting over a slump	⑪-10	Getting wholeheartedly involved
⑫	Brainstorming a multicultural project	⑫-9	Listening carefully to what the other wants to say/showing interest in each other/Becoming able to empathize with the other
⑬	Applying "Introduction to APU" to everyday life	⑬-10	Realizing that each member is actively participating in group work/realizing that they are enjoying themselves while doing so
⑭	Presentation on the 'Multicultural Project	⑭⑮-10	Determining which groups prepared well/Realizing that each member is trying his/her best to present
⑮	Proposal" in a campus with a multicultural environment		
Acquiring time management skills/Acquiring basic skills for success			
In-class			
Other group			
Result			

Failure			
②	White thread: Group discussion	②-13	Seeing other groups' unorganized presentations
④	Trying out the discussion leader role	④-14	Seeing other groups not finish their presentations within the given time
⑧	Touching on the way of thinking called 'Career Design'	⑧-11	Seeing other groups not finish their presentations within the given time
Acquiring time management skills/Acquiring basic skills for success			
In-class			
Other group			
Result			
Success			
②	White thread: Group discussion	②-14	Seeing cooperative groups' presentations
④	Trying out the discussion leader role	④-15	Seeing groups who finish their presentations on time/seeing excellent presentation skills/techniques
⑧	Touching on the way of thinking called 'Career Design'	⑧-12	Seeing other groups' excellent presentation skills
⑨	Turning dreams into reality	⑨-10	Seeing their passionate participation
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-11	Seeing other groups' excellent presentation skills
⑪	Getting over a slump	⑪-11	Seeing high level of teamwork
⑫	Brainstorming a multicultural project	⑫-10	Seeing other groups having friendly discussions
⑬	Applying "Introduction to APU" to everyday life	⑬-11	Seeing everyone comfortably participating
⑭	Presentation on the 'Multicultural Project	⑭⑮-11	Seeing everyone cooperating and doing their best
⑮	Proposal" in a campus with a multicultural environment		
Social (verbal) Persuasion			
Acquiring time management skills/Acquiring basic skills for success			
In-class			
For individual			
Group member			
③	Colliding against the wall/barrier of different cultures	③-13	Give feedback on their good points
⑨	Turning dreams into reality	⑨-11	Receiving feedback from group members about one's goals and specific objectives to achieve them
⑪	Getting over a slump	⑪-12	Giving feedback on specific things they were helped with
⑬	Applying "Introduction to APU" to everyday life	⑬-12	Cheering each other one/Expressing their thanks

Acquiring time management skills/Acquiring basic skills for success		
In-class		
For individual		
TA		
③	Colliding against the wall/barrier of different cultures	③-14 Feedback from the TA (portray what happened/what went well and points for improvement)
④	Trying out the discussion leader role	④-16 Feedback from the TA (what went well and points for improvement)
⑥	Goal-setting and time management	⑥-13 Feedback from the TA (what went well and points for improvement)
⑨	Turning dreams into reality	⑨-12 Feedback from the TA (what went well and points for improvement)
⑪	Getting over a slump	⑪-13 Feedback from the TA (what went well and points for improvement)
⑬	Applying "Introduction to APU" to everyday life	⑬-13 Feedback from the TA (what went well and points for improvement)
Acquiring time management skills/Acquiring basic skills for success		
In-class		
For individual		
Instructor		
(N/A)		
Acquiring time management skills/Acquiring basic skills for success		
In-class		
For individual		
Guest		
⑤	Talking to the guest upperclassmen	⑤-13 Communicate that there is something each one can do
Acquiring time management skills/Acquiring basic skills for success		
In-class		
For group		
Group member		
③	Colliding against the wall/barrier of different cultures	③-15 Share what was difficult
④	Trying out the discussion leader role	④-17 The importance of a follower's attitude
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-12 Communicate one's own realizations
⑪	Getting over a slump	⑪-14 Was able to cooperate well with others
⑬	Applying "Introduction to APU" to everyday life	⑬-14 Cheer each other on/Praise each other
Acquiring time management skills/Acquiring basic skills for success		
In-class		

For group		
TA		
②	White thread: Group discussion	②-15 Feedback from the TA (what went well and points for improvement)
③	Colliding against the wall/barrier of different cultures	③-16 Feedback from the TA (what went well and points for improvement)
④	Trying out the discussion leader role	④-18 Feedback from the TA (what went well and points for improvement)
⑥	Goal-setting and time management	⑥-14 Feedback from the TA (what went well and points for improvement)
⑨	Turning dreams into reality	⑨-13 Feedback from the TA (what went well and points for improvement)
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-13 Feedback from the TA (what went well and points for improvement)
⑪	Getting over a slump	⑪-15 Feedback from the TA (what went well and points for improvement)
⑬	Applying "Introduction to APU" to everyday life	⑬-15 Feedback from the TA (what went well and points for improvement)
Acquiring time management skills/Acquiring basic skills for success		
In-class		
For group		
Instructor		
(N/A)		
Acquiring time management skills/Acquiring basic skills for success		
In-class		
For group		
Guest		
⑤	Talking to the guest upperclassmen	⑤-14 Communicate that there were things he/she was not able to do as a first year but he/she was able to change for the better
Acquiring time management skills/Acquiring basic skills for success		
In-class		
For the whole class		
Group member		
(N/A)		
Acquiring time management skills/Acquiring basic skills for success		
In-class		
For the whole class		
TA		

⑬	Applying "Introduction to APU" to everyday life	⑬-16	Expectations for the students and message of support
Acquiring time management skills/Acquiring basic skills for success			
In-class			
For the whole class			
Instructor			
①	Introducing other people	①-14	The introductions of the second batch of pairs has improved/The change in facial expressions and attitude brought about by their interest
②	White thread: Group discussion	②-16	The number of recitations during the 2nd time increased from the 1st time/the speakers' tangents are also decreasing/communicating the importance of conscious participation
③	Colliding against the wall/barrier of different cultures	③-17	The difficulties faced from this class will be of use later on/communicate the value of facing difficulties
④	Trying out the discussion leader role	④-19	1. Relay the importance of both facilitator and follower roles/relay the value of being able to act as a facilitator
⑥	Goal-setting and time management	⑥-15	Relay how translating it into physical form heightened awareness of time/relay the importance of time management and order of priorities
⑨	Turning dreams into reality	⑨-14	Communicate the worth of one's actions/communicate that each person is valued
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-14	Communicate how the organization of information leads to new discoveries/Praise the members' cooperation with one another
⑪	Getting over a slump	⑪-16	Commend the group members for being able to manage the class by themselves
⑫	Brainstorming a multicultural project	⑫-11	Communicate the importance of meetings outside of class
⑬	Applying "Introduction to APU" to everyday life	⑬-17	Communicate how the students should utilize what they have learned afterwards and hone their leadership skills
⑭	Presentation on the 'Multicultural Project Proposal' in a campus with a multicultural environment	⑭⑮-12	Feedback for presentations
Acquiring time management skills/Acquiring basic skills for success			
In-class			
For the whole class			
Guest			
⑤	Talking to the guest upperclassmen	⑤-15	Participate and state what was learned from everyone in the group

⑦	Awareness as an APU student/Finding out about our university	⑦-4	Receive a message from the first APU President about the expectations for APU students and their responsibilities
⑧	Touching on the way of thinking called 'Career Design'	⑧-13	Receiving information of what companies expect to students
Acquiring time management skills/Acquiring basic skills for success			
Outside of class			
For individual/group			
TA			
①	Introducing other people	①-15	First half: Hold an interview with the group and provide support
②	White thread: Group discussion	②-17	First half: Hold an interview with the group and provide support
③	Colliding against the wall/barrier of different cultures	③-18	First half: Hold an interview with the group and provide support
④	Trying out the discussion leader role	④-20	First half: Hold an interview with the group and provide support
⑤	Talking to the guest upperclassmen	⑤-16	First half: Hold an interview with the group and provide support
⑥	Goal-setting and time management	⑥-16	First half: Hold an interview with the group and provide support
⑦	Awareness as an APU student/Finding out about our university	⑦-5	First half: Hold an interview with the group and provide support
⑧	Touching on the way of thinking called 'Career Design'	⑧-14	First half: Hold an interview with the group and provide support
⑨	Turning dreams into reality	⑨-15	Second half: Hold interviews with group members and groups that need support as appropriate
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-15	Second half: Hold interviews with group members and groups that need support as appropriate
⑪	Getting over a slump	⑪-17	Second half: Hold interviews with group members and groups that need support as appropriate
⑫	Brainstorming a multicultural project	⑫-12	Second half: Hold interviews with group members and groups that need support as appropriate
⑬	Applying "Introduction to APU" to everyday life	⑬-18	Second half: Hold interviews with group members and groups that need support as appropriate
⑭	Presentation on the 'Multicultural Project Proposal' in a campus with a multicultural environment	⑭⑮-13	Second half: Hold interviews with group members and groups that need support as appropriate
Acquiring time management skills/Acquiring basic skills for success			
Outside of class			
For individual			
TA			

①	Introducing other people	①-16	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
②	White thread: Group discussion	②-18	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
③	Colliding against the wall/barrier of different cultures	③-19	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
④	Trying out the discussion leader role	④-21	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
⑤	Talking to the guest upperclassmen	⑤-17	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
⑥	Goal-setting and time management	⑥-17	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
⑦	Awareness as an APU student/Finding out about our university	⑦-6	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
⑧	Touching on the way of thinking called 'Career Design'	⑧-15	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
⑨	Turning dreams into reality	⑨-16	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
⑩	Is there enough interaction between international and Japanese students on campus?	⑩-16	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
⑫	Brainstorming a multicultural project	⑫-13	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class
⑬	Applying "Introduction to APU" to everyday life	⑬-19	Feedback on the assignments from the TA/Points that the student is working hard on and points that were admirable/things noticed during class