

## 2025 年度 教員の自己点検・自己評価報告書

所属学部 学科	職位	氏 名
経営学部 国際ビジネス学科	講師	Michael Larsen
最終学歴	学 位	専門分野
California State University, Sacramento	Masters TESOL	Teaching English to Speakers of Other Languages

### I 教育活動

#### ○理念・目標・方針・計画（方法）

##### 【理念】 - Philosophy

Previously, I did research on motivation and gamification. Since motivation plays a huge role in learning, engagement, and academic success, I want to do more research on **motivation and gamification**.

Some possible philosophical approaches include:

##### **Constructivism: Learning Through Interaction**

**Key Idea:** Learning is an **active, social, and self-directed** process. Gamification aligns with constructivism because it **encourages problem-solving, collaboration, and engagement** rather than passive learning.

- **Jean Piaget (Cognitive Constructivism)** – Learners construct their own knowledge through experience. Games and interactive challenges help learners develop cognitive structures.
- **Lev Vygotsky (Social Constructivism)** – Learning happens in **social contexts**, and motivation increases when learners interact with peers (e.g., multiplayer games, leaderboards, teamwork). *Example: Minecraft Education Edition* allows students to collaborate, experiment, and learn through interactive problem-solving.

---

### 2. Pragmatism: Learning Through Experience

**Key Idea:** Education should be based on **experience and real-world application**. Gamification enhances motivation because it creates **meaningful challenges** that mimic real-life learning.

- **John Dewey** – Learning happens best through **experiential, problem-based activities** (which games provide).
- **Progressive Education** – Encourages curiosity, engagement, and autonomy, all of which are enhanced by gamification.

*Example: Duolingo* uses real-world challenges, rewards, and immediate feedback to make learning engaging and interactive.

---

### 3. Self-Determination Theory (SDT): Intrinsic Motivation in Games

**Key Idea:** Motivation is strongest when learners feel **autonomy, competence, and relatedness**—all of which gamification fosters.

- **Autonomy** – Players make choices in a game (e.g., customizing avatars, selecting

challenges).

- **Competence** – Games provide **immediate feedback**, helping students build mastery.
- **Relatedness** – Multiplayer elements or social features increase engagement.

*Example: Kahoot! and Classcraft* gamify learning by rewarding effort, fostering competition, and encouraging collaboration.

---

#### 【目標】 – Goal

This year, I want to employ techniques to increase my students' motivation to participate. Therefore, I will try to educate myself about motivation from a psychological perspective.

#### 【方針】 – Policy

I want my classes to be fun as a means of motivating students to participate.

#### 【計画 (方法)】 – Plan

I hope to accomplish some of the things below:

### I. Understand Key Theories of Motivation

Familiarize myself with the major psychological theories that explain motivation:

- **Intrinsic vs. Extrinsic Motivation** – Deci & Ryan (Self-Determination Theory)
- **Maslow's Hierarchy of Needs** – Basic needs to self-actualization
- **Herzberg's Two-Factor Theory** – Motivation in the workplace
- **Expectancy Theory** – Motivation through expected outcomes (Vroom)
- **Goal-Setting Theory** – How setting specific goals improves performance (Locke & Latham)
- **Behavioral Theories** – Reinforcement & punishment (Skinner)
- **Cognitive Theories** – Self-efficacy (Bandura), mindset (Dweck)

#### Where to start:

*"Drive: The Surprising Truth About What Motivates Us"* – Daniel Pink (focuses on autonomy, mastery, purpose)

*"Why We Do What We Do: Understanding Self-Motivation"* – Edward Deci

---

### 2. Explore Research-Based Books & Academic Articles

- Look into **peer-reviewed journals** like:
    - *Journal of Motivation and Emotion*
    - *American Psychologist*
    - *Psychological Science*
    - *Annual Review of Psychology*
  - Websites like **Google Scholar**, **PubMed**, and **ResearchGate** can provide access to studies.
  - Classic books:
    - *"Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness"* – Ryan & Deci
    - *"Mindset: The New Psychology of Success"* – Carol Dweck (growth vs. fixed mindset)
-

### 3. Take Online Courses & Lectures

Several platforms offer free and paid courses on motivation psychology:

- **Coursera** – *The Science of Well-Being* (Yale), *Motivation and Self-Control*
  - **edX** – *The Psychology of Personal Growth*
  - **MIT OpenCourseWare** – Free psychology courses
  - **YouTube** – Channels like *CrashCourse Psychology*, *The School of Life*, *TED Talks on Motivation*
- 

### 4. Apply Motivation Theories in Real Life

- **Self-Reflection** – What motivates you? How can you structure your goals better?
  - **Workplace Motivation** – Use motivation theories to improve productivity.
  - **Habit Formation** – Apply principles like reinforcement and self-determination to build habits.
- 

### 5. Follow Experts & Stay Updated

- **Podcasts:**
    - The Happiness Lab* (Dr. Laurie Santos)
    - The Psychology Podcast* (Scott Barry Kaufman)
    - Hidden Brain* (Shankar Vedantam)
  - **Blogs & Research Websites:**
    - Psychology Today (Motivation section)
    - APA (American Psychological Association)
- 

More specifically in **education**:

#### I. Key Theories of Motivation in Education

Understanding these frameworks will help you see how motivation affects students' learning:

- **Self-Determination Theory (SDT)** – Ryan & Deci
  - Students are more motivated when they feel **autonomy, competence, and relatedness**.
  - Example: Giving students choices in assignments boosts engagement.
- **Growth Mindset** – Carol Dweck
  - Students who believe intelligence can grow ("**I can improve through effort**") are more persistent.
  - Example: Praising effort instead of intelligence fosters resilience.
- **Expectancy-Value Theory** – Eccles & Wigfield
  - Motivation is strongest when students believe they **can succeed** and the task is **valuable**.
  - Example: Relating math problems to real-life situations increases perceived value.
- **Goal-Setting Theory** – Locke & Latham
  - Specific, challenging, and attainable goals improve academic performance.
  - Example: Encouraging students to set personal learning goals.

- **Attribution Theory** – Weiner
    - How students explain success/failure (effort vs. ability) affects motivation.
    - Example: Helping students see failure as a learning opportunity increases perseverance.
- 

## 2. Books & Research on Motivation in Education

*"12 Rules for Life: An Antidote to Chaos"* – Jordan B. Peterson

*"We Who Wrestle with God: Perceptions of the Divine"* – Jordan B. Peterson

*"Mindset: The New Psychology of Success"* – Carol Dweck

*"How We Learn"* – Benedict Carey (science-backed learning techniques)

*"Self-Determination Theory in Education"* – Ryan & Deci (deep dive into SDT for teachers)

*"Make It Stick: The Science of Successful Learning"* – Brown, Roediger, & McDaniel

For academic articles, check:

- *Journal of Educational Psychology*
  - *Educational Psychology Review*
  - *Google Scholar* (search "motivation in education")
- 

## 3. Online Courses & Videos

- **Coursera:**

*Learning How to Learn* (Dr. Barbara Oakley) – covers motivation & learning strategies

*Motivating Gen Z Learners*

- **EdX:**

*The Science of Learning* – HarvardX

- **YouTube Channels:**

*TED-Ed* – Educational motivation videos

*The Learning Scientists* – Research-based study tips

---

## 4. Practical Strategies for Motivation in Education

- **Autonomy:** Let students choose topics or project formats.
- **Competence:** Provide immediate feedback to boost confidence.
- **Relevance:** Connect lessons to real-world applications.
- **Growth Mindset:** Encourage "yet" (e.g., "I haven't mastered this yet").
- **Gamification:** Use rewards, leaderboards, or interactive elements.

○担当科目（前期・後期） Courses taught (first and second semesters)  
(前期) (first semester)

英語 I

英語オーラルコミュニケーション I

国際ビジネス特講 I

English Test Prep I

English Test Prep III

(後期) (second semester)

英語Ⅱ

英語オーラルコミュニケーションⅡ

国際ビジネス特講Ⅱ

English Test PrepⅡ

○教育方法の実践○ Teaching method implementation

Students have become very addicted to looking at their phones, so I tried to incorporate phone usage into my lessons. I used online quizzes much more. This increased the participation rate and homework completion rate by quite a bit. The students were also getting instant feedback on their correct and incorrect answers.

○作成した教科書・教材○ Textbooks and teaching materials created

I moved away from paper quizzes and homework. Instead, I created Microsoft Teams quizzes for all of my lessons. I also made handouts for every lesson so that students could write down the answers from the textbooks. These answers were on the quizzes, so this motivated the students to pay attention more closely during the lessons.

○自己評価○ Self-evaluation

I did not use games the way that I had planned. Instead, I found a way to use the students' phone addiction as a means of increasing their motivation to complete the homework assignments.

## Ⅱ 研究活動 II Research activities

○研究課題 - Research topic

My research this year will focus on motivation in education from a psychological perspective.

○目標・計画

【目標】 - 【the goal】

My goal is to educate myself about motivation in education from a psychological perspective so that students will more willingly participate in my classes and have fun doing it.

【計画】 - 【plan】

I will read books on this subject and make use of online resources.

○2018年4月から2026年3月の研究業績（特許等を含む）

○Research achievements (including patents) from April 2018 to March 2026

I did a lot of research on AI. There are many AI versions and websites available to us to use for free, so my research focused on familiarizing myself with all these new resources.

I also became part of a team that is publishing a book on business management titled, *Japanese Business Management Today – Concepts, Cases, and Practices*.

(著書)

I read 3 books on Gamification.

The Gamification of Learning

The Gamified Classroom

Gamify: How Gamification Motivates People to Do Extraordinary Things

I started reading the bi-monthly publication of JALT: The Language Teacher.

(学術論文)

I self-published a textbook called “Academic Writing for EFL/ESL Beginners.”

(学会発表)

I attended the International JALT Conference.

(特許)

(その他)

○科学研究費補助金等への申請状況、交付状況（学内外）

○ Application status and grant status for Grants-in-Aid for Scientific Research (internal and external)

**The following grant was approved:**

**April 23, 2025**

To the Director, Research Institute for Regional Innovation,  
Aichi Toho University

**2025 Joint Research Grant Application (New Proposal)**

**Name:** Tran Thi Tuyet Nhung

**Principal Researcher (Chief):**

Affiliation: Faculty of Business Administration

**Other Joint Researchers:**

- **Name (Sub-chief):** Masataka Terashima — Faculty of Business Administration
- **Name:** Jordan Rolfe Johnson — Faculty of Business Administration
- **Name:** Michael Larsen — Faculty of Business Administration

---

**Research Title**

**"A Study on Startups and Entrepreneurial Spirit in Japan: Focusing on the Potential for Disruptive Innovation"**

---

○所属学会○ Academic societies

This year I did not join the Japan Association of Language Teachers. I felt it had become to political and ideologically captured by leftist trends in the West. However, since the annual conference will be held in Nagoya in 2026, I will join the association and attend the conference.

○自己評価○ Self-evaluation

There seems to be a general global trend away from reading paper published books. Following this trend, I also found myself reading predominantly online. I did not study motivation directly as I had planned. Instead, I researched ways to tap into the screen addiction of our students and customize lessons accordingly to maximize participation.

Ironically, I was quite happy to become part of a research group that is publishing a book. I learned a lot about business management as a result of being involved in this project.

Ⅲ 大学運営 Ⅲ University management

○目標・計画

【目標】 - 【the goal】

My goal is to be an active member of our faculty in supporting student learning and activities.

【計画】 - 【plan】

I will serve on the International Committees

I will attend the graduation and entrance ceremonies.

I will attend the cultural festival at our school.

○学内委員等○ University committee members, etc.

I continued to serve on the 国際交流センター運営委員会  
(International Exchange Center Steering Committee)

We had new leadership that reinvigorated the committee. The meetings are conducted and led by Yasui-san. I helped research possible exchange partners and the programs they offered. I also made use of the Notta Bot to record, transcribe, and summarize our meeting in March.

○自己評価○ Self-evaluation

Estaban-sensei created some new guidelines for the committee that have been very helpful. We discontinued some events and focused on those that met our goals more directly. This year, I think we will try to find ways to use the Culture And Language Lounge more as well.

#### IV 社会貢献 IV Social contribution

##### ○目標・計画

###### 【目標】 - 【the goal】

I hope to motivate students to meet foreigners in real-life situations and enjoy using their English in ways that promote international understanding and provide social benefits.

###### 【計画】 - 【the plan】

I plan to continue to contribute to the spiritual lives of people in Nagoya by serving as a pastor at the Nagoya Union Church.

I will continue to perform weddings as a Christian minister.

##### ○学会活動等 ○ Academic activities, etc.

In addition to my classes, I supported the English Speaking Society by attending their meetings. We also went on a field trip to an exhibition on Brazil.

I attended the presentations put on by the high school students on a Saturday.

I attended the clubs festival put on by the university students on a Saturday.

I did a presentation for a group of students who visited our campus from North America.

I participated in the third joint high school / university workshop on AI.

##### ○地域連携・社会貢献等 ○ Community collaboration, social contribution, etc.

I continued to serve as a church pastor and wedding officiant.

##### ○自己評価 ○ Self-evaluation

I would like to see more visitors as guest speakers for classes or special events. Other than that, I am satisfied with my extracurricular activities.

#### V その他（自己研鑽等） - Other

###### 【目標】 - 【the goal】

I hope to self-publish more novels.

###### 【計画】 - 【the plan】

I will continue to write novels in my spare time.

#### VI 総括 VI. Summary

AI has become the predominant theme for teachers these days. As a result, a lot of our time, focus, and research has gravitated toward that topic. The potential pitfalls and benefits of this new technology are still evolving as we struggle with how to incorporate AI into our lesson planning and homework. This caused my planned topic of gamification to fall by the wayside. It's possible that AI will create many new ways of incorporating gamification as a motivating force into our lessons in the near future.

My activity level remained high. I started teaching new classes as we continue to improve our new university curriculum. I have enjoyed this challenge and will continue to look for

new ways to use AI and other available resources to improve my teaching.

以 上