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## 1. Educational history

- 1985 B.A. in Economics, University of Prince Edward Island, Canada  
1986 M.A. in Economics, University of Western Ontario, Canada  
1991 B.Ed. in Secondary Education, University of Prince Edward Island, Canada  
2000 M.A. in Teaching English as a Second Language, University of Illinois at Urbana-Champaign, USA

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## 2. Working & research experience

- 2000-04 Assistant Professor, English Department, Kobe College, Japan  
2003-07 Curriculum Coordinator and Instructor, Division of English as an International Language,  
University of Illinois at Urbana-Champaign, USA  
2007-09 Sessional Lecturer, Psychology Department, Saint Mary's University, Canada  
2009-06 TESOL Teacher Trainer, English Department, Ball State University, USA  
2010-09 Lead Teacher, Cincinnati Waldorf School (K-12), USA  
2012-09 Adjunct Professor, Faculty of International Studies, Meiji Gakuin University, Japan  
2013-04 - Assistant Professor, Graduate School of Economics, Hitotsubashi University, Japan  
2016-04 - Associate Professor, Graduate School of Economics, Hitotsubashi University, Japan  
2018-04 - Instructor, English for Liberal Arts Program, International Christian University, Japan  
2019-04 - Professor, Graduate School of Economics, Hitotsubashi University, Japan

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## 3. Teaching at Hitotsubashi

### A. Lectures

#### (a) Undergraduate program

Academic and Professional Presentations I, Academic and Professional Presentations II,  
Research-Based Academic Writing I, Research-Based Academic Writing II

#### (b) Graduate program

Academic and Professional Presentations I, Academic and Professional Presentations II,  
Research-Based Academic Writing I, Research-Based Academic Writing II

### B. Seminars

Undergraduate (third-year students)  
Undergraduate (fourth-year students)  
Graduate

### C. Messages to students

My lecture courses and seminars adopt a content and language integrated learning (CLIL) approach, which requires active student discussion and is a useful way for students to develop their English skills while also learning economics content. I encourage students to develop a breadth and depth of knowledge, because theories of learning suggest that this is the source of innovation and critical thinking. Further, as people learn best in social contexts, it is important to listen actively, think flexibly, communicate compassionately, and engage fully so that you can learn from the perspectives of others.

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### 4. Major research themes

My research and teaching draws upon specialties in economics, educational psychology and second language acquisition as well as training in general education and Teaching English as a Second Language (TESL). My research often explores how theory is realized or policy is implemented in practice, using qualitative methods to observe the complexities of these processes through case studies. My backgrounds in psychology and economics come together in the field of behavioral economics, and while this includes experimental research, my main interest is not merely predicting how humans behave or the cognitive bases for that behavior, but how individuals understand their behavior in various contexts, how they articulate their fluid and wide-ranging identities in their daily lives, and how they learn through social interaction.

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### 5. Research activity

#### A. Publications

##### (b) Journal articles (Add \* to publications in refereed journals)

- "Online facilitation of classroom instruction: An evaluation of the relative merits of three web-based instructional management (IM) systems", unpublished paper, *Computer-based Foreign Language Teaching*, University of Illinois at Urbana-Champaign, 1998.
- "Reverse engineering 'Phonepass': Evaluating the construct validity of a test spec for Ordinate Corporation's Automatic Spoken Language Test", unpublished paper, *Advanced Studies in Language Testing*, University of Illinois at Urbana-Champaign, 1999.
- "Effective uses of IT for foreign language learning in Japan", 『US National Science Foundation / 文部省 若手外国人研究者短期研究プログラム研究報告』, 2000, pp. 34-35.
- "Motivating learning through ethnographic research projects", *The Language Teacher* 25(11), 2001, pp. 31-33.
- "Requesting information online: An exploratory study of native and non-native English discourse patterns", *Kobe College Studies* 47(3), 2001, pp. 57-82.
- "I like the teacher who always listens to my opinion': Prospective students' perceptions of 'the best kind of teacher' ", *Kobe College Studies* 48(3), 2002, pp. 3-27.
- "Retooling Japan for the 21<sup>st</sup> century: Higher education reforms and the production of 'international' scholars", in G. Poole and Y. Chen (Eds.) *Education in East Asia: Neoliberalism and the Professoriate*, 2009, pp. 73-98, Rotterdam: Sense Publishers.
- "Toward the implementation of short-term overseas language study: Report of study visit to EF Boston", *FY2013 Research Report on Overseas Language Study*, Hitotsubashi University, 2014, pp. 3-12.

"A four-year content-language integrated undergraduate economics curriculum," *Proceedings of the 14th Asia TEFL International Conference on Language Teaching*, 2016, pp. 87-91.

"Debate for language and content acquisition? Insights from Japanese university students," *Proceedings, IV Russian Conference on Language and Culture*, 2017, pp. 84-96.

\* "Scaffolding excellence: Content-language integration and the development of Japanese 'global leaders'," *International Journal of Research Studies in Education*, Vol.7, No.3, 2018, pp. 33-48.

#### **(d) Others**

"Reconnecting after COVID: The effect on family, business and community in Canada's smallest province", unpublished research report, 2022.

### **B. Recent research activity**

#### **(a) Presentation at academic association meetings (add \* to keynote speeches and invited speeches)**

\* "Adjusting to the English online classroom: Challenges and possibilities for teaching in the 'new normal'", 198<sup>th</sup> Invited Seminar, Center for Higher Education and Research, Nagoya University, Japan, September 24, 2021.

#### **(b) Participation to research projects in Japan**

Employment on the periphery of Japanese higher education: A study of foreign adjunct faculty (co-researcher), Center for Liberal Arts, Meiji Gakuin University, 2020.

#### **(c) Participation to international research projects**

Reconnecting after COVID: The effect on family, business and community in Canada's smallest province (principal investigator), Prince Edward Island, Canada, June-September, 2022.

### **C. Awards**

Short-term Study Fellowship for Young Foreign Researchers, US National Science Foundation (NSF) / Japanese Ministry of Education, 2000.

Foreign Language and Area Studies (FLAS) Fellowship, US Department of Education, 2002-2003.

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## **6. Administrative works at Hitotsubashi**

### **(b) University committee members**

Interviewer, graduate student entrance examinations committee

Interviewer, recommended student entrance examinations committee

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## **7. Activities outside of Hitotsubashi**

### **(a) Lecturing at other universities**

"Adjusting to the English online classroom: Challenges and possibilities for teaching in the 'new normal'", 198<sup>th</sup> Invited Seminar, Center for Higher Education and Research, Nagoya University, Japan, September 24, 2021.

**(b) Membership to academic associations**

Japan Association of Language Teachers (JALT)

American Educational Research Association (AERA)

American Association of Applied Linguistics (AAAL)

**(e) Others**

Referee, Nagoya Journal of Higher Education

Examiner, Cambridge English Speaking Test (FCE, CAE, CPE, BEC Tests), Tokyo, Japan, 2016-2018.