

## **Collaborative learning with CCC members in Learning 21<sup>st</sup> century skills and worldviews during the COVID-19**

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### Abstract

This study examines the effects of dialogue with CCC (Campus Crusade for Christ) members (1 CCC vs. 3 students) on Japanese English learners' attitudes toward speaking English. The authors focus on how students feel about speaking English and explore the effects of presentations and frequent interactions with CCC members by analyzing their statements in questionnaires and pre-post Speaking Tests. To help prepare for the digitized society, the participants (n=17 Japanese university students) studied English and presentation skills from April 2021 to January 2022 on topics derived from epistemology and ontology. The pedagogical training focused on helping students find solutions to humanity's many crucial issues in the 21st century. Throughout the 30-week online program, training in higher-order thinking skills and integrating ICT and human dialogue with young overseas people was emphasized. The learning procedures were as follows: 1) Flipped and TBL lessons were conducted throughout 30 weeks, actively engaged in presentations with slides and discussions with MP4 videos uploaded on Facebook after the presentation. 2) All students (n=17) had their English lessons using real-time virtual interaction with Zoom. In addition, students interacted with the CCC members every three weeks during the first term and every other week during the second term. This interaction aimed to improve cross-cultural communication skills with some feedback about their presentations. Furthermore, in May 2021, the students took an Oral Proficiency Interview-computer speaking pre-test and post-test in January 2022. The students' mean score level improved from CEFR B1.1 to B1.2. Finally, pre-questionnaires and post-questionnaires are compared to examine their progress of oral proficiency and cross-cultural sensitiveness. By observing the lessons over two semesters, it was found that the activities impacted the students' perspectives on studying cross-cultural communication skills and different worldviews. In addition, they provided contextualization and socialization to the learning through the interactive and meaningful context of the training.

Keywords: ontology, epistemology, worldviews, TBL, flipped learning, integration of human interaction, ICT/AI