

Introduction to the Third Volume of the Journal of Research and Pedagogy

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We are pleased to publish our third volume of the Journal of Research and Pedagogy, a collection of papers by the faculty who work in and support Otemae University's Institute of International Education. For three years now, this journal has served to showcase the original research and the innovative classroom pedagogy that informs our core curriculum here at Otemae.

We move into the third year since the establishment of the Institute of International Education with a confirmed commitment to providing our students with a solid education in the liberal arts. Our curriculum is designed to support critical thinking, helping students develop into actively contributing members of society. In this age when education and liberal ideas are increasingly endangered and under attack, we believe our commitment to these educational ideals and to our students is of great importance.

The research and pedagogical essays in this journal support and confirm our educational philosophies. More than ever in this year of rising nationalism and isolationism in many parts of the world, we are proud to confirm our commitment to the importance of international education and the building of understanding and cooperation between countries. The piece by Gordon Carlson, which opens this volume, lays out a strong argument and path for the future of internationalization at Otemae University. This is followed by a pedagogical exercise by John Jackson, who explains how a case study in ecological management and tourism connects local culture to the global, and help students understand the global impact local activism can have.

James Gracey and Ben Humphreys offer studies into effective classroom practices. Gracey's paper lays out the importance of failure and how it underpin a successful and engaging classroom learning experience. In his piece, Humphreys focuses on the effective implementation of technology in vocabulary lessons. Both papers explore new teaching methodologies designed to make our curriculum here at Otemae engaging and enjoyable as well as educational. In addition to these pedagogical pieces, Fujita Michiyo's research articles questions the implementation of the patriarchal family system in Japan and examines the way in which some women were made their families' heirs or maintained a degree of autonomy.

These pedagogical contributions are followed by two essays that are of particular import in today's political climate. Daniel Tang argues for the importance of the incorporation of Peace Studies into EFL learning as a way to teach students critical political thinking. Kathryn Tanaka follows this with an essay on human rights in Japanese literature, and an argument for the inclusion of human rights education broadly across courses in EFL, the humanities, and social sciences. Collectively, Tang and Tanaka effectively point to Peace Studies and human rights

education as a way to navigate the widening gap between the push towards globalization and international cooperation, on one hand, and the increasing wave of conservative nationalism on the other.

The volume closes with a selection of speeches from Otemae University's 2016 student English Speech Contest and a review of the activities of our faculty members during the 2016 calendar year. We are pleased to have this opportunity to introduce the broad intellectual concerns of our students and our faculty to an audience outside our university.

As a group, the articles we present this year reaffirm our commitment to thoughtful and engaged critical education and research. We seek to create students who can think critically and actively, students who aim to contribute to society in meaningful ways. These articles lay out some of the tools we draw upon to achieve these goals. We hope that they serve to inspire and bring together educators from all over the world in service of the common goals we all share.