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UTokyo Online Education:

UTokyo Global FFDP 2022 Gabriel Hervas





Video for DAY 4

Course & syllabus design

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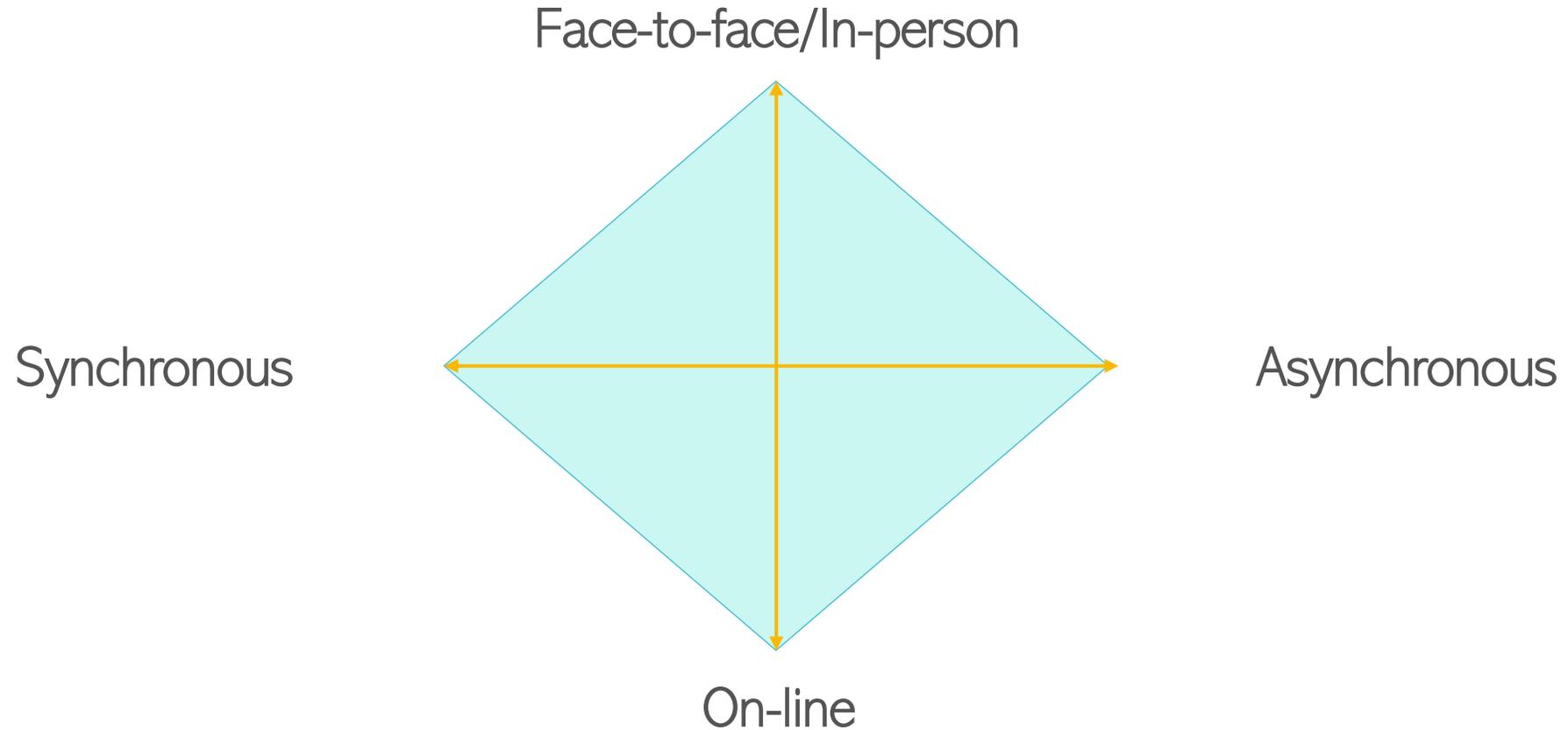
Center for Research and Development of Higher Education

The University of Tokyo

COURSE FORMATS/MODALITIES



Two variables to consider for every moment of the course



Course formats/modalities

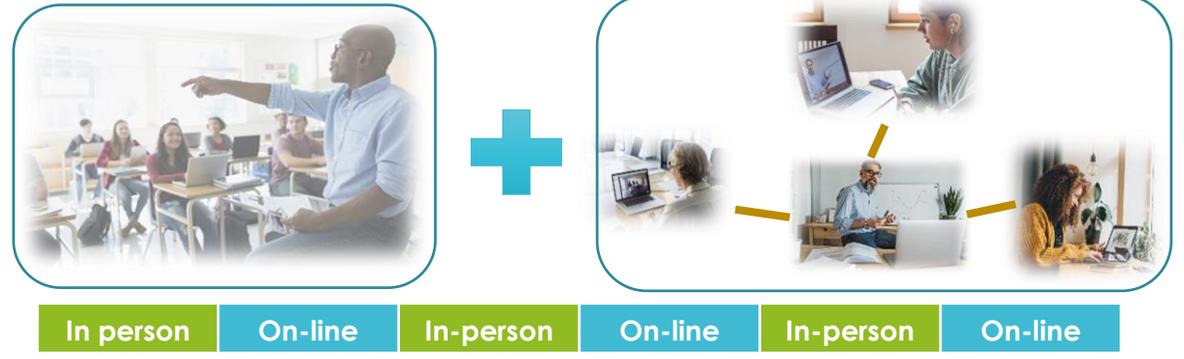
Face-to-face

“Conventional” classes
Synchronous (although we also ask for asynchronous work)



Hybrid/ blended

Face-to-face + on-line (at different times)
Synchronous and tends to involve asynchronous (LMS)



On-line

E-learning (formal) non-formal (MOOCs, etc.)
Synchronous and tends to involve asynchronous (LMS)



Hy-flex

Face-to-face + on-line at the same time (option)
Synchronous (although we also ask for asynchronous work)



COURSE DESIGN



Aspects to consider

Practical ideas from the science of learning (Day 1), teaching-learning methods, strategies & techniques (Day 2), assessment & feedback (Day 3)

Create a safe learning & inclusive environment, build on previous knowledge & expectations, evince relevancy, support self-regulation, co-create, cooperative learning opportunities, peer-assessment, interleave knowledge, dual coding, use of breaks, scaffold, desirable sense of difficulty, meaningful and diverse tasks, retrieve & use, active learning techniques, course formats, continuous assessment, formative & diagnostic assessment, formative feedback, value process & effort, clear criteria, anticipate issues with assessment/grading, etc.



How to: Backward design (Adapted from Wiggins & McTighe, 2005; 2011)

What will students be able to do? -> How will we check if they are able to do it? -> How should be the process for being able to do it?

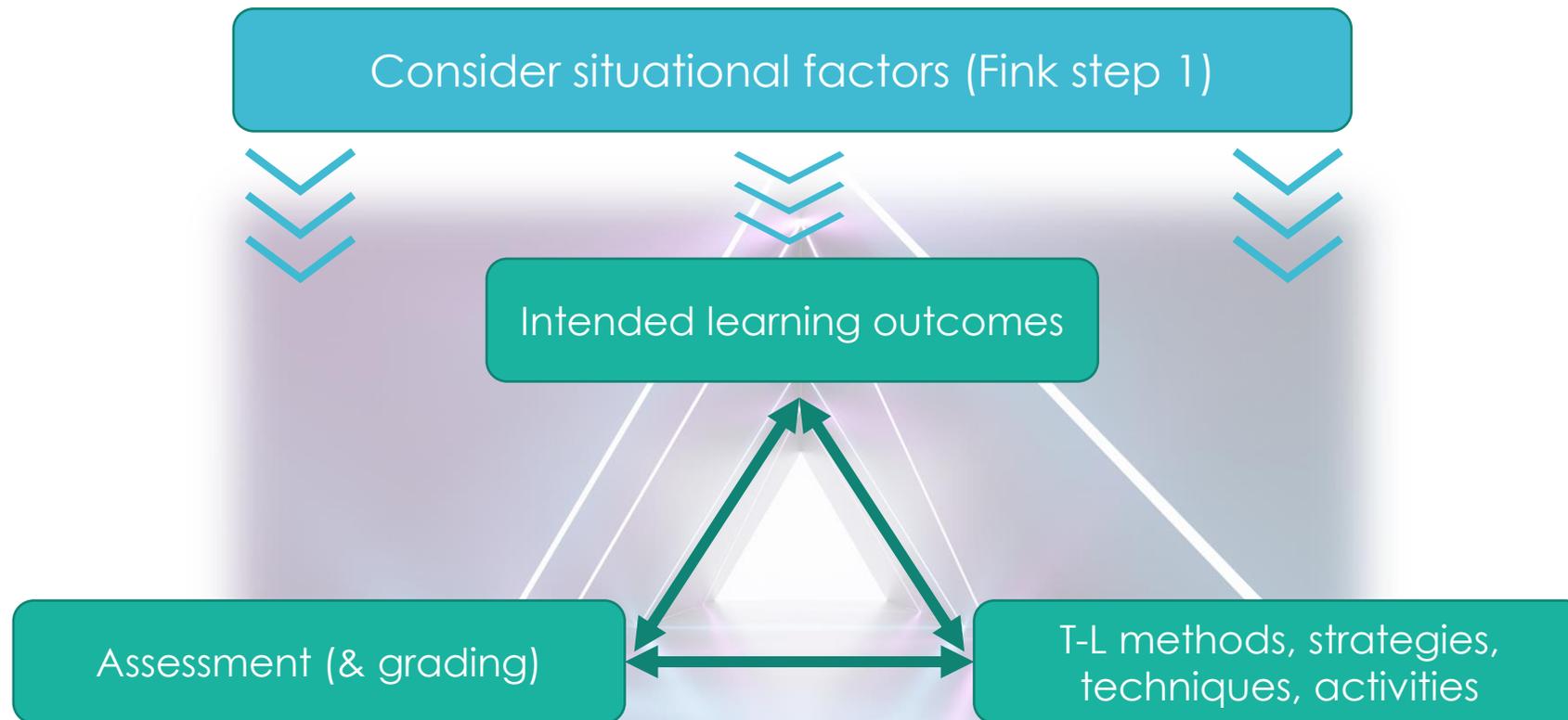


In a less linear approach:

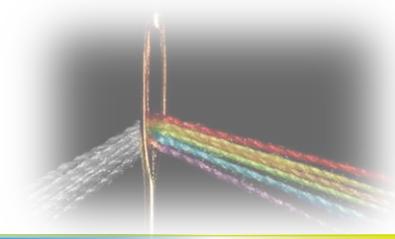


Rationale: Constructive alignment (Biggs 1999; Biggs & Tang, 2011)/ Integrated course design (Fink, 2003)

Learning environment that supports aligning: (1) learning outcomes, (2) T-L methods/strategies/techniques/activities, (3) assessment



How to: Universal design for learning / Inclusive mindset



Framework for inclusive course design (using many ideas from the science of learning-> DAY 1).

For more on this, see web-references

- Build on **expectations** and **beliefs**: choices, autonomy/ relevance, value, authenticity/ threats & distractions.
- **Sustained effort**: clear outcomes, diverse tasks, cooperation, value of process.
- **Self regulation**: expectations, beliefs, motivation, self-assessment, reflection.

Engagement
(WHY)

- **Perception**: customized displays, auditory alternatives, non-visual alternatives.
- **Language & symbols**: clear meaning, notations, language/cultural diversity, multiple media.
- **Comprehension**: connect knowledge, scaffold, feedback, practice & transference.

Representation
(WHAT)

- **Physical**: accessible tools and environments.
- **Expression & communication**: multiple media, fading of scaffold.
- **Executive options**: goal-setting, strategic planning, monitoring progress.

Action &
expression
(How)

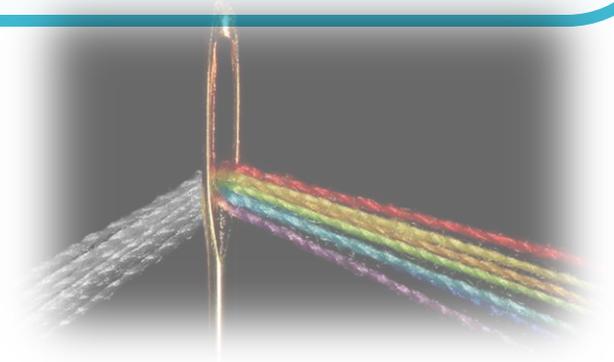
How to: Universal design for learning / Inclusive mindset

More ideas:

For more on this, see web-references

- Inclusivity & accessibility statement (see later). Invite your students you share their ideas, suggestions, needs, etc.
- Share the relevant information of the course clearly (self-regulation).
- Know your students and their needs, interests, knowledge/abilities/skills (remember, diagnostic assessment).
- Consider and “use” (when available and ethically) your students’ previous background: educational, cultural, etc. (remember, learning analytics).
- Choose/create content, resources and materials that are diverse, inclusive, and accessible (fonts, size, backgrounds, subtitles, etc.)
- Invite your students to co-create and offer alternatives to choose (remember when we talked about “based-strategies”).

...



Other less visible aspects

- The whole **curriculum** of the program.
- TA's contribution.
- Use/creation of **Learning Management System**.
- Explore the learning **environment** (classroom & resources available).
- **Copyright** issues, students' privacy, etc.
- **Anticipating** difficulties and adjustments.
- The actual **students** (know them).
- **Self-assess** the course to improve.



Educational resources/technology/tools

- Other than the resources already mentioned, for course design, you can explore the use of Articulate360 (Storyline 360), Adobe Captivate



Course design

Comments, ideas, & doubts so far...

Take note of them, stop the video when needed.

**Remember to take
a break**



SYLLABUS DESIGN



Definition

- Greek – Latin – Modern Latin....
- Summary/outline of the main aspects that are involved in an academic course.

Which aspects?

A contract, a promise, an invitation, a path...

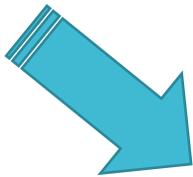


Attention. Syllabus is not the word used everywhere. You might find alternatives such as “program”, “teaching-learning plan”, “study plan”, “course plan”, etc.

Usefulness

For students

- Reference when **selecting** a course
- Might enhance motivation & **self-regulation**



Common ground to begin the course (about contents,
learning process, policies, atmosphere, etc.)
Meeting point of expectations over the course

For teachers

- Contributes to **organizing** the course
 - Ensures **curricular** consistency
- Useful for **professional** situations



(One) potential structure

- “Administrative” details
- Pre-requisites for taking the course
- Course description:
 - Brief course summary
 - Course goals/objectives
 - Learning objectives/outcomes
 - Contents, competences, etc.
 - Course schedule (calendar & topics, key dates, deadlines)
- T-L methods & format
- Assessment & grading
- Learning resources
- Course policies and protocols
- Accessibility & inclusion statement
- Others



(One) potential structure

- “Administrative” details

Course name, semester/period, credits, classroom/ environment, teaching staff info. (and TA's), contact info, office hours, tutorship options...

- Evince to your students that T-L is a process that occurs also **out of class** by showing your disposition and **availability** through different channels and at different times.
- Be **consistent** with office hours/availability across the course.
- **Wellbeing**: take care of yourself and your personal time. Weekends?

Teaching staff & contact

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Tuesdays/Wednesdays (8am-17pm). When possible, send me an e-mail

beforehand. Other than this, if I am at the office, feel free to enter.



(One) potential structure

- Pre-requisites for taking the course

E.g., previous courses.

- Also, are there any desirable/very recommendable knowledge/skills/attitudes that the students should “bring from home” to begin the course?

Selection, participation, application, credits, certification, and observers



Selection process and criteria

There are no requirements to enroll in this course other than being a graduate student, a postdoctoral fellow, a researcher, or a faculty member at The University of Tokyo.

If the number of applicants exceeds the prescribed number (around 20), selection will be made by examining the written items in the application form, the applicants' previous experience (JSPS fellowships, teaching assistants, etc.), and their English skills. Also, please also note that selection may be made to balance the variety of disciplines among participants.

Since this course is a version of UTokyo FFP (modified in terms of contents, structure, and approach to adjust it to international potential career paths), those who participated in that course can also enroll in this one; still, priority will be given to participants without that previous experience.

Finally, before the beginning of the course, we will ask the participants selected to submit a brief **teaching philosophy statement**. If you are interested in submitting your teaching philosophy statement to complement your application, we encourage you to send the document to the lecturer (utokyo_fd@he.u-tokyo.ac.jp) as we will also value your interest and effort in the selection process.



(One) potential structure

- **Course description:**

- Brief course summary
 - Course goals/objectives
 - Learning objectives/outcomes
 - Contents, competences, etc.
 - Course schedule (calendar, topics, key dates)
-
- It can be a brief **outline** of the course (hence, of the main sections of the syllabus).
 - In a glimpse, we can get an idea of the most relevant aspects and **WHY** the course is important/relevant.



(One) potential structure

- **Course description:**

- Brief course summary
- **Course goals/objectives**
- **Learning objectives/outcomes**
- Contents, competences, etc.
- Course schedule (calendar, topics, key dates)

- In class.



Syllabus design

Comments, ideas, & doubts so far...

Take note of them, stop the video when needed.

**Remember to take
a break**



(One) potential structure

- **Course description:**
 - Brief course summary
 - Course goals/objectives
 - Learning objectives/outcomes
 - **Contents, competences, etc.**
 - Course schedule (calendar, topics, key dates)
- You can (might be asked to) specify the **contents** in detail and, also, **skills, competences, etc.** that will be worked/developed.



***Competence:** capability to apply combination of knowledge, skills, attitudes to perform successfully: discipline specific or key/soft/core/transversal (critical thinking, communication, collaboration, global citizenship, ...).

(One) potential structure

- **Course description:**

- Brief course summary
- Course goals/objectives
- Learning objectives/outcomes
- Contents, competences, etc.
- **Course schedule (calendar, topics, key dates)**

Session No.	Main contents (Overall description)
DAY 0 (online) 19/April/2022	Briefing We will introduce ourselves, present the course and its parallel structure, explore the learning environment, and solve doubts about all relevant.
DAY 1 (online) 26/April/2022	The science of learning We will explore and discuss what the science of learning (neuroscience, psychology, education, etc.) tells us about how people learn and its practical implications over the design of our courses, classes (also, from an inclusive point of view).
DAY 2 (online) 10/May/2022	Teaching and learning methods, strategies, and techniques We will build on Day 1 to, now, learn and practice in relation to different methods, strategies and techniques that promote active learning. Among others, we will discuss flipped classroom, peer-instruction, jigsaw, etc.
DAY 3 (online) 24/May/2022	Assessment, feedback, and rubrics We will learn and practice in relation to the different purposes of assessment, when, how and who can be involved, and its connections with formative feedback. Also, we will practice the creation of questions for tests and rubrics.
DAY 4 (online) 7/June/2022	Course and syllabus design We will learn and practice in relation to course and syllabus design, exploring their different components (with special emphasis on learning outcomes), and the integration of what we learnt on days 2 and 3.
DAY 5 (in-person) 21/June/2022 <i>Classroom pending of approval</i>	Class design Building on the previous sessions, we will learn and practice in relation to how to structure our classes and its components/sequence. We will design a class that will be instructed during the following days and will receive feedback on its design.
DAY 6 (in-person) 28/June/2022 <i>Classroom pending of approval</i>	Class design & instruction I We will teach a brief class designed during day 5 and we will receive constructive feedback from our peers and different agents so we can improve our design and instruction.
DAY 7 (in-person) 5/July/2022 <i>Classroom pending of approval</i>	Class design & instruction II We will teach the same class (modified after receiving feedback) and we will again receive constructive feedback from our peers and different agents so we can improve our design and instruction.
DAY 8 (in-person) 19/July/2022 <i>Classroom pending of approval</i>	Deconstructing knowledge and career paths We will problematize some contents addressed during the course, generating reflection and critical thinking. Also, we will address our career paths as academics in higher education and reflect about our future career paths.

- Sequence synthesizing the classes, their contents (or other aspects such as major assignments, exams, etc.), etc. In many cases, it involves a brief **class-by-class** outline: “Session 1: In this session...”

(One) potential structure

- T-L methods & format

It refers to the teaching and learning process that you design.

- What **learning experience(s)** will your students go through?
- Which **methods, strategies or techniques** will be used?
- Which is the **format** of the course (hybrid, hy-flex, etc.) and how you will put into practice? How will the **LMS** will be used?
- Relevance/options of **tutorship**.



(One) potential structure

- **Assessment & grading**

It refers to how **assessment** will take place and what and how (standards, criteria, tasks) we will grade the students' learning.

- **When** (deadlines), **who** (e.g., peer-review?), **feedback** procedures, major **assignments**, etc.
- Grading: **points**, **%**, **relevant dates** (e.g., exams), grading **policies** (e.g., a minimum grade in particular task), etc.
- You can also refer to what “assessment” **means** in this course if you do not address this later.
- Keep in mind the LOs.



(One) potential structure

• Learning resources

What your students and you are going to use for learning during the course. We can make the difference between “mandatory” and “optional” or for further learning.

E.g.:

- ❖ references;
- ❖ other documents and relevant materials;
- ❖ further learning references/materials, etc.



(One) potential structure

- **Course policies and protocols**

E.g., about:

- ❖ academic integrity;
- ❖ attendance;
- ❖ class behavior;
- ❖ retaking policies;
- ❖ use of cameras when online;
- ❖ COVID-19 safety protocols COVID-19;
- ❖ University, School policies & protocols that affect the course, etc.



(One) potential structure

• Accessibility & inclusion statement

- State your **commitment** towards making your course accessible and inclusive, and your **openness** to ideas to enhance accessibility and inclusion.
- You can also include institutional links regarding these aspects.

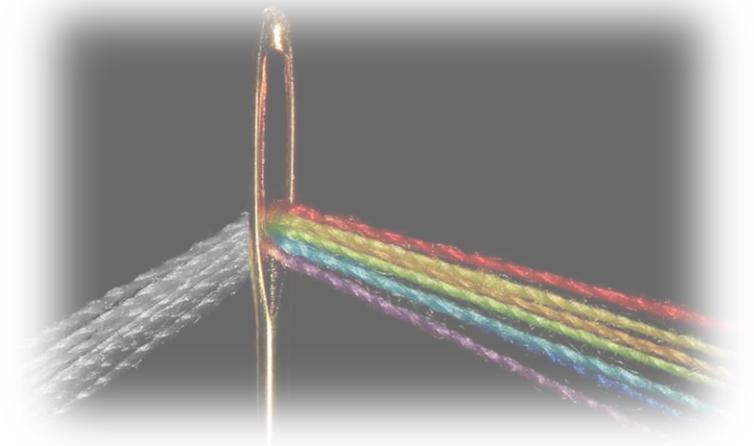
(Web-references for more examples)



Accessibility statement

It is our goal to create a learning experience that is as **safe, inclusive, equitable, accessible, and welcoming** as possible. If you anticipate (or through the course experience) any issues related to the design or instruction of the course, please do not hesitate to write us as soon as possible (utokyo_fd@he.u-tokyo.ac.jp) so we can work together in exploring any options and adjustments.

We are committed to this, and we are happy to consider any adjustments (as long as they do not alter the purpose of the course); reach us out with your ideas and feedback at any moment, they are more than welcome.



(One) potential structure

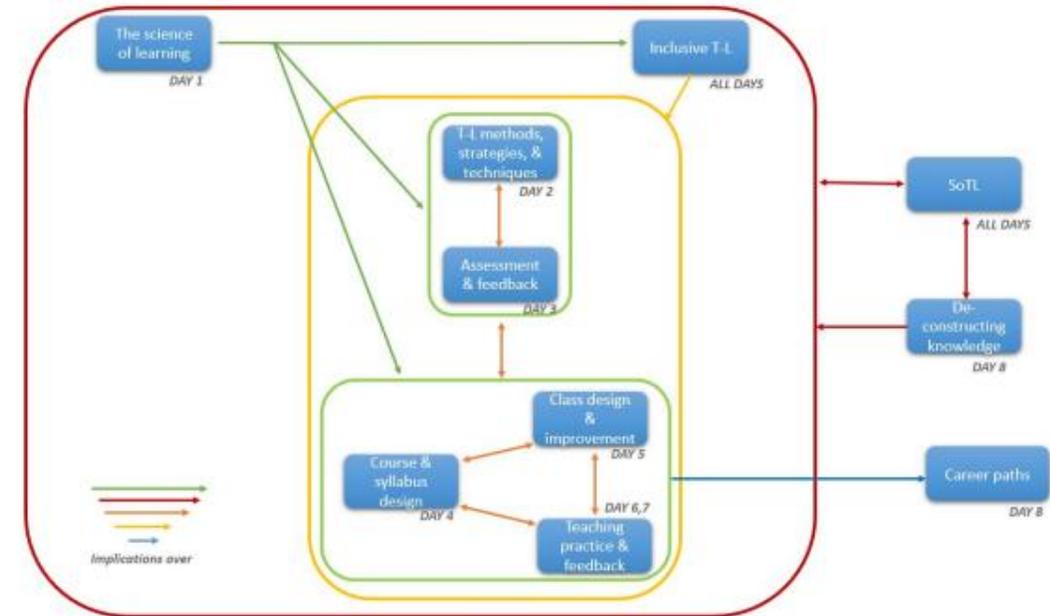
• Others

E.g.:

- ❖ “personal” message to the students;
- ❖ suggestions for taking the course;
- ❖ FAQ;
- ❖ graphic syllabus & outcomes map;
- ❖ other institutional **links** (students’ support);
- ❖ **copyright** statements;
- ❖ teaching **philosophy**;
- ❖ **technical** requirements;
- ❖ **connection** with future courses and within the curriculum;
- ❖ **keywords**, etc.

Graphic syllabus

Visual overall representation of the contents of the program and their connections.



Overall ideas

- **Academic**, but **close** to our students (lexicon, etc.).
- Positive and **engaging**. States its **value**.
- Consistent and with elements **aligned**.
- **Viable**.
- **Open** to adjustments: balances course goals (discipline-based), curriculum goals, and ACTUAL students' (knowledge/interests).
- Considers universal design ideas (**inclusive**).
- **Detailed**, but **readable** & well-organized.



Rubrics to assess syllabi in the references. Also, take a look to the table with the criteria that we will use to assess our syllabi

Example

<https://drive.google.com/file/d/1XlkJgso0Bh7wfp6i-uU7ZDOHcJsLh6hK/view?usp=sharing>



The University of Tokyo Global Future Faculty Development Program Syllabus



(Design with the logo of UTokyo Global FFDP as a credit.)

Course title
UTokyo Global Future Faculty Development Program
(UTokyo Global FFDP)
Course title as a Common Graduate Course (credits)
Teaching Development in Higher Education in English (2cred.)
Lecturer
Gabriel Hervas
Contact
utokyo_fd@he.u-tokyo.ac.jp
Enrollment
Repetitive enrollment not allowed
Enrollment from other Schools allowed
Teaching-learning environment
Hybrid: online (Zoom) & in-person (see information/map at the end)
Website
<https://www.utokyofd.com/>

Teaching staff & contact

Lecturer
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Support
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- Hongo Campus, Administration Bureau Building 2, Office #314.
- Tuesdays/Wednesdays (8am-17pm). When possible, send me an e-mail beforehand. Other than these days, if I am at the office, feel free to enter.

You are always welcome.

- Accessibility map for Hongo Campus:
<http://sh.u-tokyo.ac.jp/material/pdf/2019040133371.pdf>



(Design with the map to locate the lecturer's office.)



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Although not included here, the references for days 1, 2, 3 are also of use when thinking about the design of a course.

References

Relevant references and web-references for syllabus analysis.

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<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>
- Example of syllabus rubrics at different institutions:
 - Cornell University. <https://ceils.ucla.edu/wp-content/uploads/sites/2/2017/12/Syllabus-Evaluation-Rubric-Cornell-University-1.pdf>
 - Iowa State University: <https://www.celt.iastate.edu/wp-content/uploads/2019/05/Seven-Steps-to-a-Learner-Centered-Syllabus.pdf>
 - The University of Minnesota. <https://faculty.umn.edu/resources-communications/peer-review-teaching>
 - University at Buffalo. <https://www.buffalo.edu/content/dam/www/ubcei/syllabus-toolbox/Syllabus-Rubric-2015.pdf>
 - University of Cincinnati. <https://www.uc.edu/content/dam/uc/cetl/docs/Rubric%20for%20Assessing%20Your%20Teaching%20Syllabus.pdf>
 - University of Texas Rio Grande Valley. <https://www.utrgv.edu/cte/files/documents/resources/utrgv%20syllabus%20evaluation%20rubric.pdf>
 - University of Virginia (Palmer, Bach, & Streifer). <https://cte.virginia.edu/sites/cte.virginia.edu/files/Syllabus-Rubric-Guide-2-13-17.pdf>
 - University of Wyoming (Watson & Nuhfer). <https://www.uwyo.edu/science-initiative/lamp/files/syllabus-rubric.pdf>

Useful web-references

- Accessibility statements; <https://www.bates.edu/accessible-education/faculty/sample-syllabus-statement/> ; <https://poorvucenter.yale.edu/AccessibilityStatements>
- Accessible syllabus ideas: <https://sites.duke.edu/dukeaccessiblesyllabus/designing-the-document/> ; <https://www.accessiblesyllabus.com>
- Backward design: <https://www.rochester.edu/college/cetl/faculty/online/backward.html> ; <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>
- Backward design and understanding by design resources: <https://jaymctighe.com/resources/#1521225059546-51d65de1-41c2>
- Course mapping: <https://www.coursemapguide.com/>
- DEI: <https://diversity.uiowa.edu/resources/dei-style-guide> ; <https://www.cmu.edu/teaching/designteach/diversityequityinclusion/index.html>
- Graphic syllabus: <https://www.slu.edu/ctl/resources/resource-guides/graphic-syllabus.pdf>
- Creating learning outcomes: <https://www.bu.edu/provost/files/2017/06/Creating-Learning-Outcomes-Stanford.pdf>
- Learning progressions: <https://www.acer.org/au/gem/learning-progression-explorer> ; <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/learning-progressions>
- Liquid syllabus: <https://scalar.usc.edu/works/c2c-digital-magazine-spring--summer-2021/the-liquid-syllabus-anti-racist>
- Taxonomies: [Microsoft Word - UCDTLA0034.doc](#)
- Universal design for learning / Inclusive mindset: <https://teaching.utoronto.ca/teaching-support/udl/> ; [UDL: Executive Functions \(cast.org\)](https://www.cast.org) ; <https://www.csun.edu/universal-design-center> ; <https://www.universaldesign.ie> ; <https://facultyinnovate.utexas.edu/instructional-strategies/inclusive-teaching-and-learning>



Thank you

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