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DAY 5  
Review & Class design

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Ms. Airi Kawakami (support)

*Center for Research and Development of Higher Education*

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Held on 2022



Add to My List

**Teaching Development in Higher Education in English/  
UTokyo Global Future Faculty Development Program  
(UTokyo Global FFDP)**



UTokyo Global FFDP

# Suggestions & class policies

Please, reach us out if there is a circumstance that you feel will affect your **participation**, if you find yourself **overwhelmed**, if we can do **anything** to make this course more **accessible and inclusive**, etc. Do not hesitate. Let's talk!

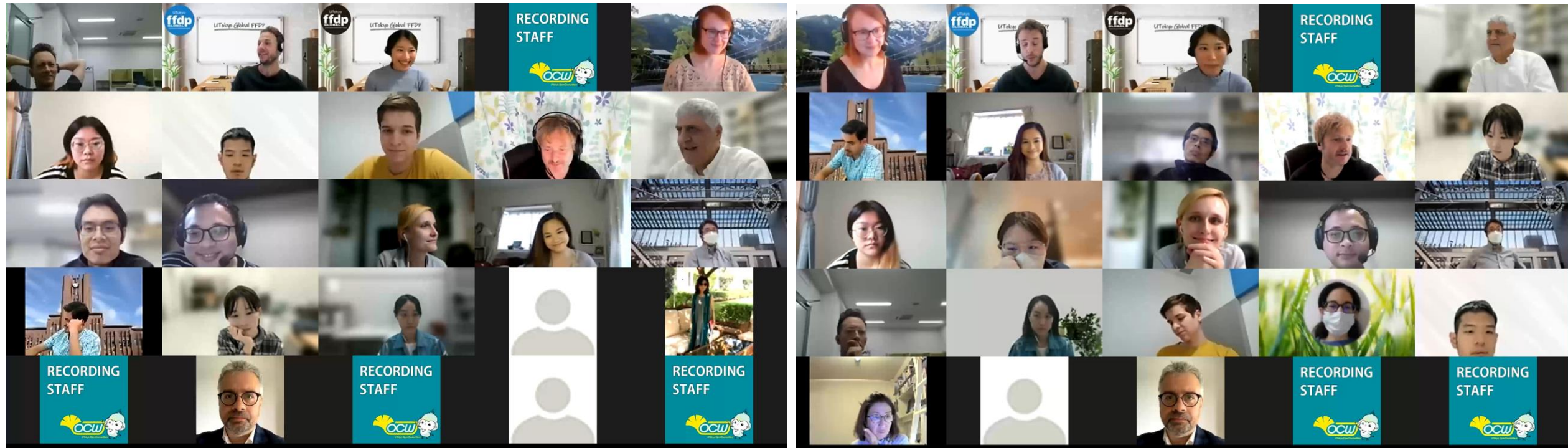


## Check the label



We shall address each other using the name and gender pronouns they told us.  
Stay **positive** and keen to learn. Show interest in what others say and listen **actively**.  
Respectfully “**interrupt**” the instructor as much as necessary. **Share** ideas actively.  
Be **respectful, constructive**, and **speak** without reserve (敬意, 忌憚なく, 建設的).

# Welcome!



We actually smiled (sometimes)!



# Where are we?

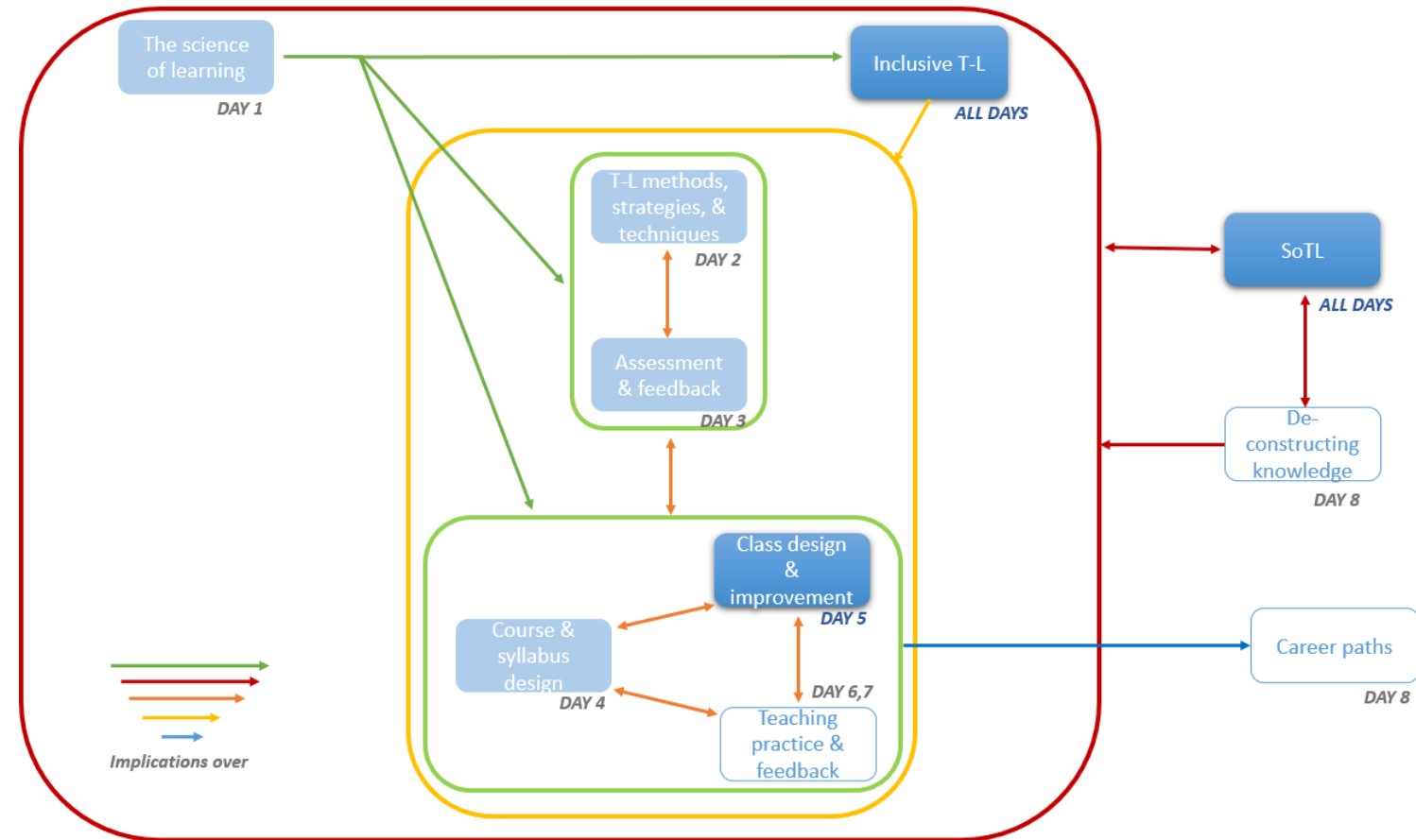
Time think and discuss about the **design & improvement of a class with our peers**

At a fundamental level!



## Why/goals

- To promote the acquisition of fundamental skills/knowledge to structure a class that enhances learning following an SoTL approach.
- To generate experiential & peer-reflection learning opportunities about the design of a class and the value of feedback.
- To review & contribute to internalize previous through experiential learning (class design & poster tour).





# Agenda

- Following the previous session...
- Review until today
- Class design & improvement (with feedback)
- Following next week

## Main activities

(1) Review until today through poster tour, (2) discussion & doubts about class design & improvement, (3) review and feedback of class design.



# Intended learning outcomes **Seen on DAY 4**



At the end of the session (including feedforward, assignments, etc.) and at a fundamental level, participants would be able to:



- Summarize & argue about the most relevant ideas of the program up to this moment.
- Design & structure a class/lesson considering its main events and considering T&L techniques/strategies and assessment practices that enhance learning and inclusion.
- Follow a model for continuous improvement when designing a class/course.



# Synthesis of DAY 4



What do you think is the difference (if any) between course (or class) goals, objectives, and outcomes? (in less than 3 lines)

Write by yourself an example of a learning outcome of a course that you could teach (it does not matter the course or content that you choose)

What would you do to make your courses/classes more inclusive?  
(State 3 aspects, actions, etc. that contribute to an inclusive design of a course/class)

22. Which is the first step that you would take when designing a course/class? (0 point)  
88% of respondents (21 of 24) answered this question correctly.

[More Details](#)

- Determining teaching and learni... 1
- Determining content 2
- Determining learning goals/obj... 21 ✓
- Determining assessment 0

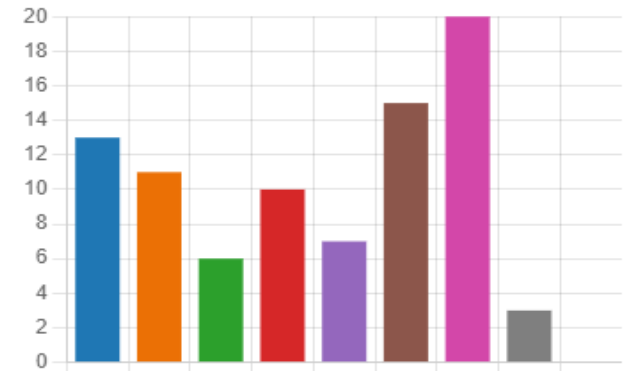


21. A syllabus should: (0 point)

0% of respondents (0 of 24) answered this question correctly.

[More Details](#)

- Be visually appealing 13 ✓
- Include all the potential details ... 11
- Be considered a closed contract ... 6
- Disclose for the students releva... 10 ✓
- Maintain a formal writing style i... 7
- Argue the relevance of the course 15 ✓
- Present and connect the main c... 20 ✓
- All of the above 3
- None of the above 0



# Reviewing the previous class so far

**DAY 1.** Teacher makes a synthesis

**DAY 2.** Building on the participants' previous comments about their learning & doubts

**DAY 3.** Activities: test (participants' questions included), groupwork discussion & fulfilling a table

**DAY 4.** Questioning the participants to name/describe the main topics in class (not the teacher)

**DAY 5.** Recovering questions from the initial survey (diagnostic assessment)

**Ideas for class design**



# Video review: Class design & improvement

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Comments/doubts/ideas



# Let's review what we have learned so far

- Questions

1. How do students learn and its pedagogical implications? (DAY 1)
2. What methods, techniques, & strategies can we use (how?) to contribute to our students' active learning? (DAY 2)
3. How and with what purpose(s) can we obtain information about learning (assessment & evaluation)? (DAY 3)
4. How can we design our courses & syllabus? (DAY 4. You can introduce ideas from DAY 5)



# Poster tour. Part I (30 min)

- **Individually:** Recall what we addressed (contents or design of the class, videos, follow-up, forum discussion, etc.). Write the ideas on separate post-its.
- **Groups:** Create a poster that summarizes the main ideas & remaining doubt(s):
  - Present the key aspects (briefly, with examples, graphic elements, etc.)
  - Present 1/2 **specific questions** that might remain unsolved & **why**  
(Ensure that you can explain the poster in 2 minutes & place it on the wall)



Before the break:

Number yourself alphabetically from 1 to 4 (groups of 5 one number repeated)

E.g., Airi 1, Chiara 2, Gabriel 3, Keiko 4, Ronald 4



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DAY 1  
DAY 2  
DAY 3  
DAY 4



# BREAK 1

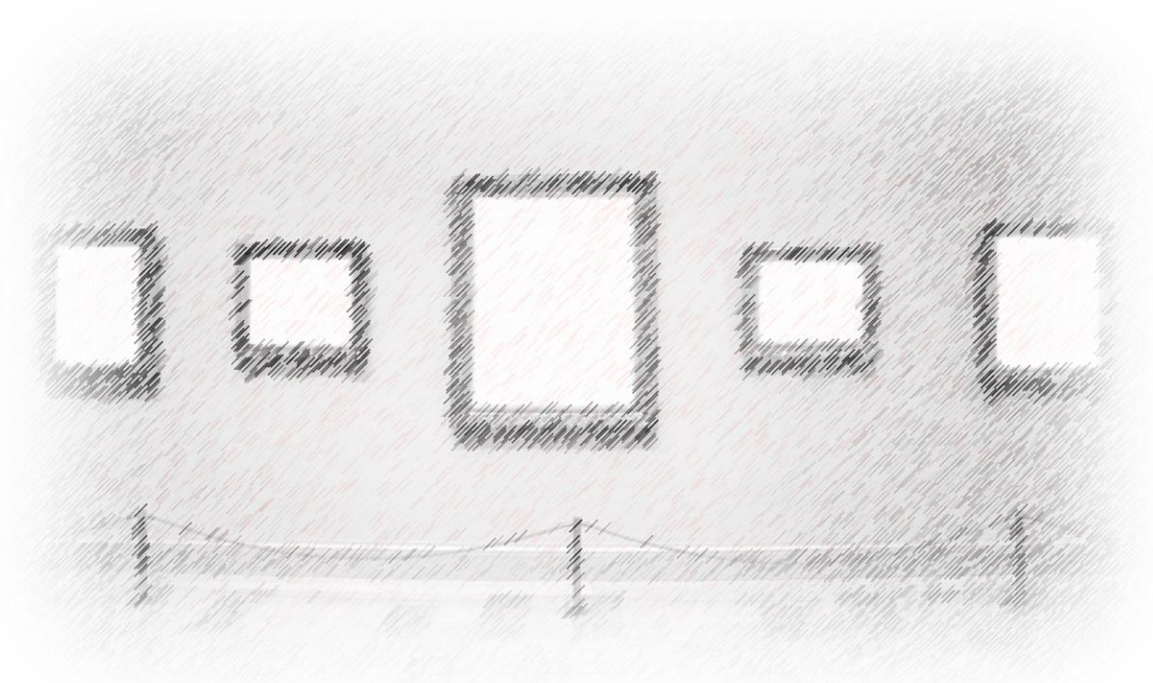
## 8 MIN





# Poster tour. Part II (45 min)

1. **Tour the 4 posters** with those with the same number (1s, 2s, ...) (25min)
  - Introduce yourselves (2min; only first poster)
  - Poster presentation & feedback (including questions) (5min) (take notes on the feedback)
  - Move to the next poster.
2. Original groups (10min)
  - **Adjust the poster** after feedback
3. **Synthesis**: learning experience & contents (10min)



# Addressed (not just concepts: notions, why, implications...)

## DAY 1

- Memories
- Safe environments
- Sense of purpose & belonging
- Beliefs and social engagement
- Building on previous knowledge
- Show relevancy & meaningful practices
- Motivation
- Self-regulation
- Co-creation
- Interleaving
- Dual-coding
- Scaffolding & expertise
- Breaks
- Desirable level of difficulty
- Retrieving
- Rewards
- Peer-modeling
- [Analysis of the class itself](#)
- ...

## DAY 2

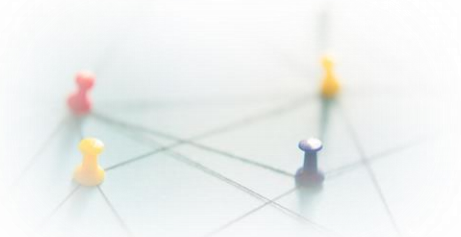
- Groupwork & teamwork (criteria)
- Learner-centered & when to
- Active learning
- Teacher as facilitator
- Interactive lessons or direct instruction
- Peer-instruction
- Just-in-time teaching
- Team-based learning
- "Case"-based strategies
- Flipped classroom
- Gamification
- Jigsaw/group of experts
- Think-pair-share
- [Gallery walk/poster tour](#)
- Fishbowl
- PerUsAll
- Cognitive skills & critical thinking
- Self-assessment
- ...

## DAY 3

- Multiple-choice questions
- Semi-constrained questions
- Assessment & evaluation
- Purposes of assessment
- [Classroom assessment techniques](#)
- Automatic assessment
- Learning analytics
- [Formative feedback](#)
- Feedforward
- Feedback alternatives
- Self- & peer-assessment & issues
- Complains about assessment
- Misconduct with assignments
- Adjusting on-line exams
- Speed-dating
- Rubrics
- ...

## DAY 4 & 5

- Course formats/modalities
- How to review previous sessions
- Goals, objectives, & outcomes
- Writing learning outcomes
- Bloom's taxonomy
- Diversity/inclusion in the syllabus
- [To consider for feedback](#)
- [Self-assess feedback](#)
- Syllabus review
- Syllabus components
- Backward design
- Universal design for learning ideas
- Constructive alignment practice
- Graphic syllabus
- Visual syllabus
- Bias in course design
- Gagné's 9 events
- Potential class sequence
- ...



# CLASS DESIGN FEEDBACK

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# To consider when offering/receiving feedback/ideas

- Address the **task**, not the person.
- Speak/write **without reserve**, but **respectfully**.
- Mention **strengths**, but also be **corrective**.
- Focus on improvement and be **suggestive** (questions, examples, etc.).
- **Argue** by referring, in special, to our **shared** learning about the topic.
- Be open:
  - To **receive** feedback. Try to understand why your peer says something.
  - To **receive** questions/responses to the feedback. Try to understand the whys and to offer clarifications.



We listen actively  
We decide if we make changes

BREAK 2  
8 MIN





# Others' eyes: Revising our class design



- In groups: 40 min (10 min/person):
    - **Briefly describe** your class design & its rationale (why the structure, activities, ...)
    - Ask/receive **feedback** for further improvement
  - **Inclusive** (type & diversity of activities, potential materials used, etc.)
  - **Structure: logic & naturality of the sequence** (introduction, development, summary/ conclusion)
  - **Learning outcomes (LO)**: clarity & connection with the contents (the content is relevant for the LOs)
  - **Alignment** (techniques & assessment are pertinent for the LOs)
  - **Learner-centered** (promotes participation/discussion/cooperation, builds on prior knowledge, etc.)
  - Adequate **design/use of T-L strategies/techniques, assessment**, etc.
  - **Time distribution** (appropriate and enough time, etc.)
  - Perceived **difficulty**
- DAY 1  
DAY 2  
DAY 3  
DAY 4
- Whole class. Summary of the main points addressed in the feedback (10min)

Related to the feedback tool



# CLOSING UP & BEFORE NEXT WEEK



# Synthesis of today

- Review of videos.
- Review of previous sessions.
- Class structure & design.
  
- Design involving:
  - Flipped classroom.
  - Materials with gaps.
  - Learning by doing: class design & feedback
  - Poster tour.



# Before next session (or later)...

Upload presentation for DAY 6 and (voluntary) new version of design sheet following feedback June 28<sup>th</sup> (before the class)

Get familiar with the feedback tool that we will use (suggestions welcome until June 25<sup>th</sup>):

Bring electronic device for feedback (if not possible, let us know)

Begin to think about the TPS (task on DAY 7 to deliver at the end of the course. Share your doubts)

**Criteria available**

**Let's check this  
together**

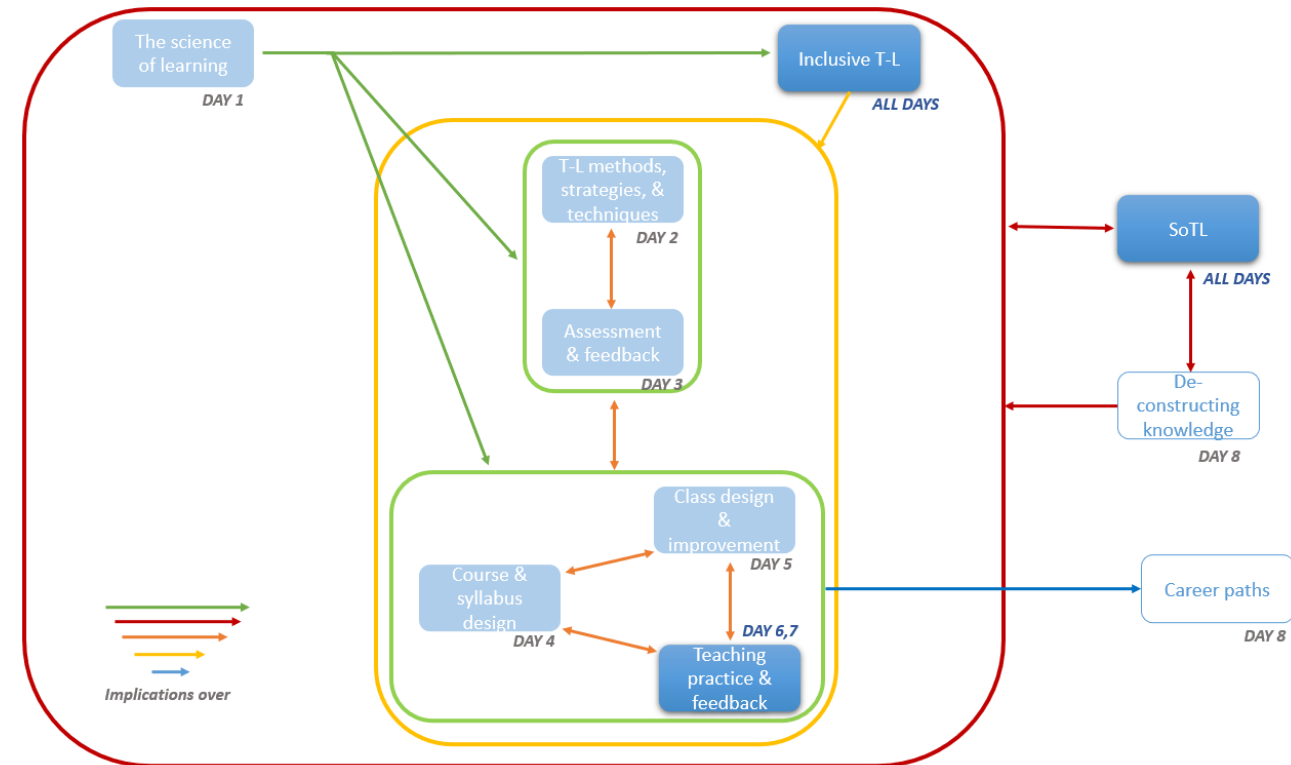


# Next session

## Teaching practice & feedback

How can we teach, design and improve our classes/lesson to enhance students' learning?

With supporters



If you cannot attend the following sessions, please, let us know in advance (check the syllabus regarding the absence during sessions 5, 6 & 7)

# DAY 6 & 7 (participants + observers + supporters)

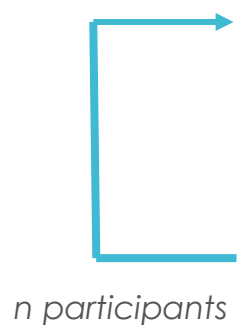
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a) Briefly **introduce** each other



b) Participant **1** **teaches** the lesson

c) Peers fulfill feedback form for Participant 1 (Participant 1 **takes a break**)



a) Peers discuss & agree on the **feedback to share** with Participant 1 (Participant 1 **takes a break**)

b) **Supporter summarizes** the feedback for Participant 1.  
If necessary, Participant 1 seeks **clarification** (not discussion). In general, **supporter responds**.

# Remember

This is an opportunity to experience in a safe environment.

You are the experts in your fields.

Hesitating, doubting, “mistakes”: natural!



## Ideas

It's 8min. Focus on a 2/3 aspects that you want to practice; do not try to fit all you can think of (content & pedagogical).

From Day 1, check the pedagogical implications (e.g., for an inclusive perspective. Ideas also in the follow up).

From Day 2 & 3, T-L techniques/strategies and CATs, purposes of assessment, etc.

From Day 4, how to write LOs & universal design for learning.

From Day 5, ideas on the structure of a class.



# Next session



## Access to the classroom

From DAY 5 to DAY 8 (four days), UTokyo Global FFDP will take place in person at Hongo Campus.

Hongo Campus map: <https://www.u-tokyo.ac.jp/content/400020145.pdf>

Accessibility map for Hongo Campus: <http://ds.adm.u-tokyo.ac.jp/material/pdf/20190403133321.pdf>

- ① In case it helps, we will wait at **Tatsuoka gate until 12:45h** to guide you.
- ② Class begins (13h) at the **Center for Research and Development of Higher Education. Room 315: 3<sup>rd</sup> floor of the Administration Bureau Bldg. 2.** Left side when entering Tatsuoka gate (building has a ramp to access).

**Attention to mail & Google Classroom**





Thank you!

See you: June 28<sup>th</sup>

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Center for Research and Development of Higher Education

The University of Tokyo



“Just” talk 😊



# Some ideas (not just concepts) ...



From the follow-up document...

“scaffolding in education basically involves what **teachers do to guide, support, accommodate and facilitate students’ learning**. It is part of any **inclusive design**, and it can be considered an **umbrella term** as it involves nearly everything that we do with these goals in mind: building on prior knowledge, adjusting the teaching pace to learning, breaking the content into pieces, using demonstrations and modeling, selecting worked examples, analogies, diverse tasks adequate to the learning moments, self-assessing of learning, etc.

Perhaps the main idea to remember is that scaffolds are **flexible/adjustable**; what we do to support students’ learning might vary depending on the person and the learning moment, and it tends to be **reduced/removed as the person learns** (remember, too much scaffolding can impede learning)”.

# References

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

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- Web-references about classroom management:
  - <https://teaching.cornell.edu/resource/getting-started-managing-classroom-conflict>
  - [https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/10\\_Interventions\\_When\\_Students\\_Get\\_Out\\_of\\_Hand\\_0\\_ed.pdf](https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/10_Interventions_When_Students_Get_Out_of_Hand_0_ed.pdf)