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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!



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 facilitators as much as necessary. **Share** thoughts and ideas actively. Be **respectful**, **constructive**, and **speak** without reserve. In online communication, overreactions are welcome.





DAY 8

De-constructing knowledge & career paths

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The University of Tokyo

Agenda

- Discussion about 2 topics you selected
- Career paths
- Teaching philosophy statement

Main activities

Fishbowl, peer-feedback



Intended learning outcomes



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



- Refer the most relevant roles & the challenges that HE institutions and academics face.
- Reflectively argue about instructional decisions related with the creation of groups and the responsibility of students' responsibility over their own learning.
- Sketch a career path to fulfill professional & personal interests & needs.
- Write a teaching philosophy statement exposing in a reflective manner their approach and ideas about teaching & learning.
- Use “fishbowl” as a teaching and learning technique.

We have not finished yet but...



**CONGRATULATIONS!
& THANK YOU!**



Fishbowl. Topics selected

1. You ask your students to complete an assignment before the class (the following class builds on that previous work). For different reasons, a % of students do not complete the assignment. Do you change the design of the following class so everyone can attend & participate?

Participant 1, 2, etc.

2. We should always group students merging diverse backgrounds and different learning moments to enhance learning.

Participant 6, 7, etc.



Fishbowl 1. Case

Participant 1, 2, etc.

You ask your students to complete an assignment before the class (the following class builds on that previous work). For different reasons, a % of students do not complete the assignment. Do you change the design of the following class so everyone can attend & participate? Why?

- Think individually (2 min)
- Fishbowl discussion (12 min)
- Outer circle “debriefing” (4 min): doubts emerged, comments about arguments shared, ideas/arguments missing, alternative angles, etc.



Fishbowl 2. Grouping students

Participant 6, 7, etc.

We should always group students merging diverse backgrounds and different learning moments to enhance learning.

- Think individually (2 min)
- Fishbowl discussion (12 min)
- Outer circle “debriefing” (4 min): doubts emerged, comments about arguments shared, ideas/arguments missing, alternative angles, etc.

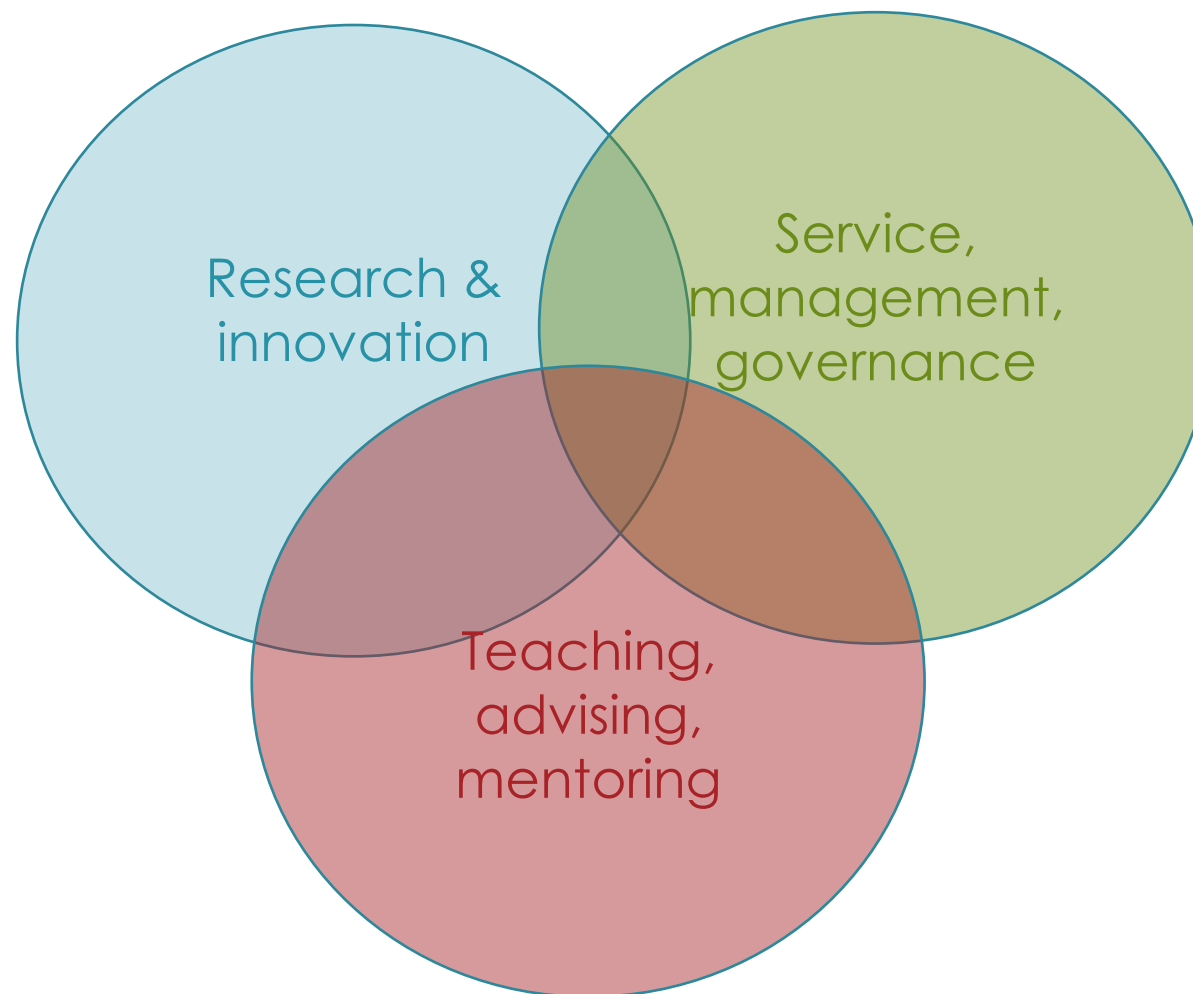


Fishbowl. Debriefing

- Overall experience, utility in your fields, difficulties, etc.
- You could use it to work on & assess communicative/reflective/critical skills (using ideas from your field), use of discourse/language, etc.
- You can make students discuss the same or different topics, allow them to stop the discussion, change during the discussion, you can include peer-assessment, etc.



Career paths



Self-assess your professional development/learning needs & interests at present

Writing projects, Leading projects/labs, Open science, Qualitative & quantitative research, Responsible research and innovation, leadership, etc.

Research & innovation

T-L strategies, methods, strategies, etc., Assessment, Course & class design, Guiding students/doctoral students, designing interdisciplinary courses, etc.

Teaching, advising, mentoring

Managing teams, conducting institutional research, leadership, finding funding, promoting students' enrollment, institutional organization, etc.

Service, governance, management

Career paths

Step 1. Goal setting

Where do you want to be/where do you see yourself in X years?

-
-
-
-

Step 2. Self-analysis

Which are so far your main achievements, skills, qualifications to get there?

Research & innovation:

-
-

Teaching, advising, mentoring:

-
-

Service, governance, management:

-
-

Others:

-
-

Step 3. Needs analysis

What are your current needs/gaps to get there? Main difficulties? Potential help from?

Research & innovation:

-
-

Teaching, advising, mentoring:

-
-

Service, governance, management:

-
-

Others:

-
-

Step 4. Planning

What should you do to get there?

1 year:

-
-

2 years:

-
-

5 years:

-
-

10 years:

-
-

BREAK 1



Career paths

Write them!

Step 1. Goal setting

Where do you want to be/where do you see yourself in X years?

-
-
-
-

Consider them & focus on Step 3: gaps, difficulties, help from

Step 2. Self-analysis

Which are so far your main achievements, skills, qualifications to get there?

Research & innovation:

-
-

Teaching, advising, mentoring:

-
-

Service, governance, management:

-
-

Others:

-
-

Step 3. Needs analysis

What are your current needs/gaps to get there? Main difficulties? Potential help from?

Research & innovation:

-
-

Teaching, advising, mentoring:

-
-

Service, governance, management:

-
-

Others:

-
-

Write it!

Step 4. Planning

What should you do to get there?

1 year:

-
-

2 years:

-
-

5 years:

-
-

10 years:

-
-

Career paths

G1: Participants 1 to 4 + Observer 1
G2: Participants 5 to 8 + Observer 2
G3: Participants 9 to 13 + Observer 3 & 4
G4: Participants 14 to 17 + Observer 5 & 6

- Individually: 25 minutes
- Share your plans & receive ideas (4 people): 7min/person
- Whole class synthesis of most relevant aspects: 5 minutes



We are on a break... (*hope you get the reference*)

Until: 15:30



Teaching (or academic) portfolios

- WHAT?

Organized account of our ideas, goals and experiences (quality and variety of your work, achievements, professional development, etc.), often from a self-reflective (how, why, etc.) stance.

- WHY?

A way to reflect and project ourselves. (a) Hiring, promotion/tenure, etc., (b) self-understanding & improvement

- HOW?

- Decisions: **Purpose**: self-reflection & improvement, projection; **Style** (context, purpose, discipline, ...); Teaching or academic
- To consider: (a) Sustainability and “readability”: be selective; (b) Ongoing process: begin early to evince development; (c) Pay attention to copyright & privacy issues

- IDEAS

- Synthesis of ideas: <https://www.unco.edu/graduate-school/pdf/campus-resources/Teaching-Portfolio-Karron-Lewis.pdf>
- Creating a portfolio with Google Sites: <https://www.myprimaryparadise.com/2021/03/29/digital-teaching-portfolio/>
- E-portfolio examples: <https://anriavanzyl2018copy.wordpress.com/> <https://www.gretchencseibel.com/>



Teaching (or academic) portfolios



- Personal information
- Career timeline / CV
- Personal, professional goals, interests, etc.
- Selection of relevant achievements, skills, etc.
- Teaching dimension: Teaching philosophy statement, samples of “materials” created (syllabi, activities, assessment schemes, lessons, etc.), description of teaching (or other roles) experience and responsibilities (you can attach your CV), “proofs” of quality teaching (e.g., students’ evaluations of your work, letters of recommendation, etc.), “proofs” of your professional development efforts and interests (this program, for instance), doctoral dissertations directed, videos teaching, etc.
- Research dimension: research philosophy statement (e.g., about RRI, open science, etc.), abstracts of relevant papers, relevant projects leaded/participated, sample of conference papers, grants received, editorial boards, referee for journals, etc.
- Service dimension: duties fulfilled, contributions at a committee, department, School, institutional level, institutional awards, contribution to professional associations, etc.

BREAK 2



When hiring, you might be asked to...

- Present & discuss teaching materials (lessons, syllabi, etc.)
- Teach a simulated lesson or act as a guest lecturer
- Be interviewed by groups of students
- Present a teaching philosophy statement
- Be questioned about your use of teaching strategies, assessment practices, teaching experiences, inclusive strategies, your balance between teaching and research, etc.

...



Teaching philosophy statement (TPS)

- Submitted before day 1
- Self-reflective account where we convey our ideas (with examples) about teaching and learning, portraying us and our philosophy as educators.
- For us, for students, to apply for a position...
- Main aspects addressed:
 - Approach to teaching
 - Teaching practice & experience
 - Ideas for improving T&L

Information (Google Classroom):



Teaching philosophy statement (TPS)

- Number yourself from 1 to 4: P1, P2, P3, P4, P5
- Read your partner's TPS & take notes for feedback. Focus on the ideas to write a TPS & the participant "highlights" (6 min)
 - P1 reads P2's TPS; P2 reads P3's; P3 reads P4's; P4 reads P1's.
- Read your partner's TPS & take notes for feedback. Focus only on its readability/clarity, excerpts more difficult to understand (3 min)
 - P1 reads P3's TPS; P2 reads P4's; P3 reads P1's; P4 reads P2's.
- Feedback:
 - Feedback for P1 (5 min)
 - Feedback for P2 ("")
 - Feedback for P3 ("")
 - Feedback for P4 ("")

G1: ...

G2: ...

G3: ...



Comments

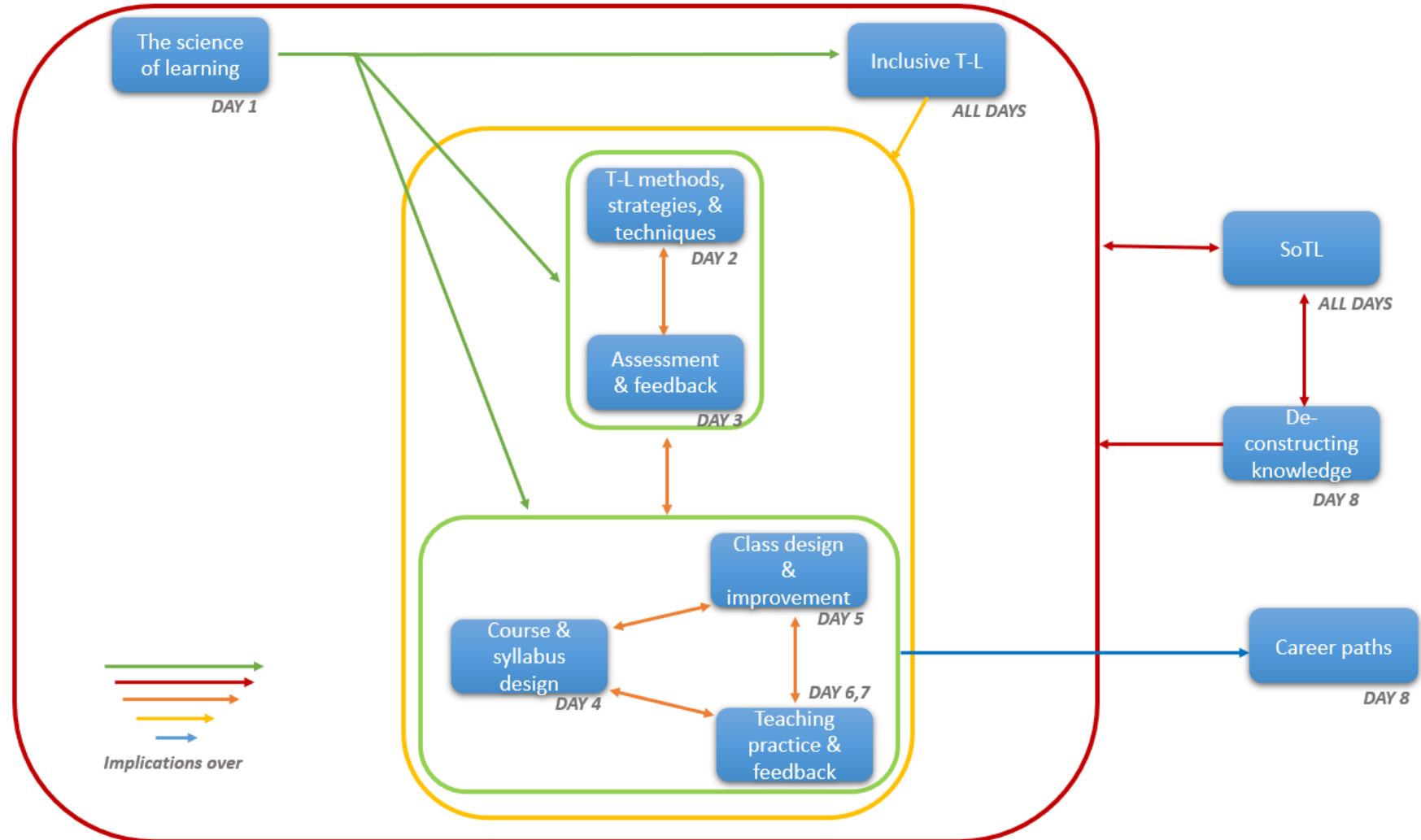
- ¿?

Synthesis of today

- Discussion about grouping students & students' responsibility and our designs.
- Career paths.
- Teaching philosophy statement.
- Design involving:
 - Fishbowl.
 - Peer-feedback.



Synthesis of the course



Addressed (notions, why, implications, creation,...)

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
- ...

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

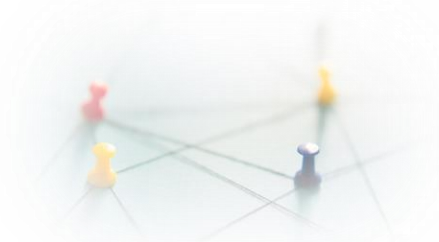
- Multiple-choice questions
- Semi-constrained questions
- Assessment & evaluation
- Purposes of assessment
- Classroom assessment techniques
- Automatic assessment
- Learning analytics
- Formative feedback
- Feedforward
- Feedback alternatives
- Self- & peer-assessment & issues
- Complaints about assessment
- 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
- ...

DAY 6 & 7

- Class design
- Class instruction practice
- Peer-feedback

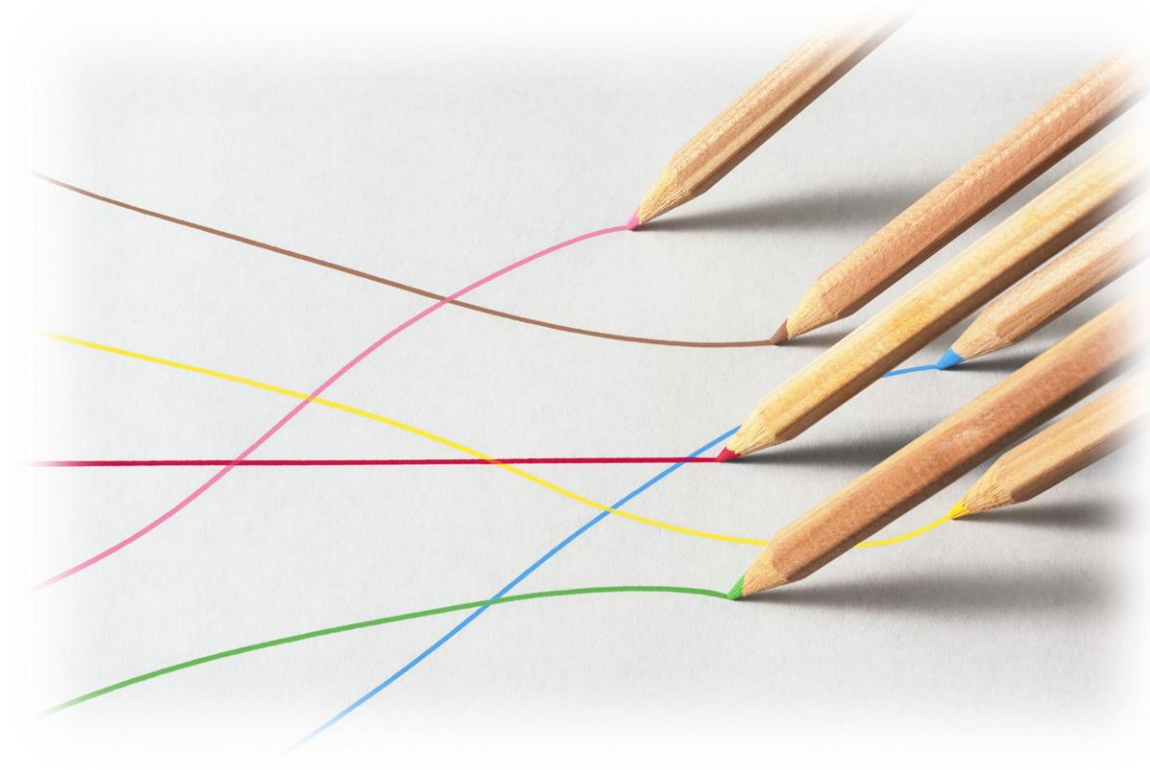


Now what?

- You decide:
 - peer-observation & feedback
 - learning & neuroscience seminar
 - alternative techniques & strategies
 - CV & cover letters
 - etc.
- We have your ideas, interests, but reach us out with your own so we can improve and organize new initiatives that suit you.

Limit for any pending task (if a few!): July 26th (no further extensions possible; extension involves a limit on the grade; if most previous tasks missing, assessment/passing the course might not be possible).

Certificate awarding ceremony (September 15th) & representative (see survey)



Your experience. We'd love to hear your thoughts



Also, survey (August 5th), follow-ups, etc.

Link to survey & QR code



UTokyo Global FFDP





Thank you!

Wherever we find ourselves, if we can lend you a hand with anything, write or come to talk to us!

Or just come by and say hi! 😊

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