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クレジット：UTokyo Online Education, Symposium on Future Faculty Development UTokyo Global FFDP, 2021, 佐藤 浩章



Future Faculty Program at Osaka University : The Challenges and the future

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Overview

1. Overview of the program
2. Assessment of the program
3. The challenges and the future of the program

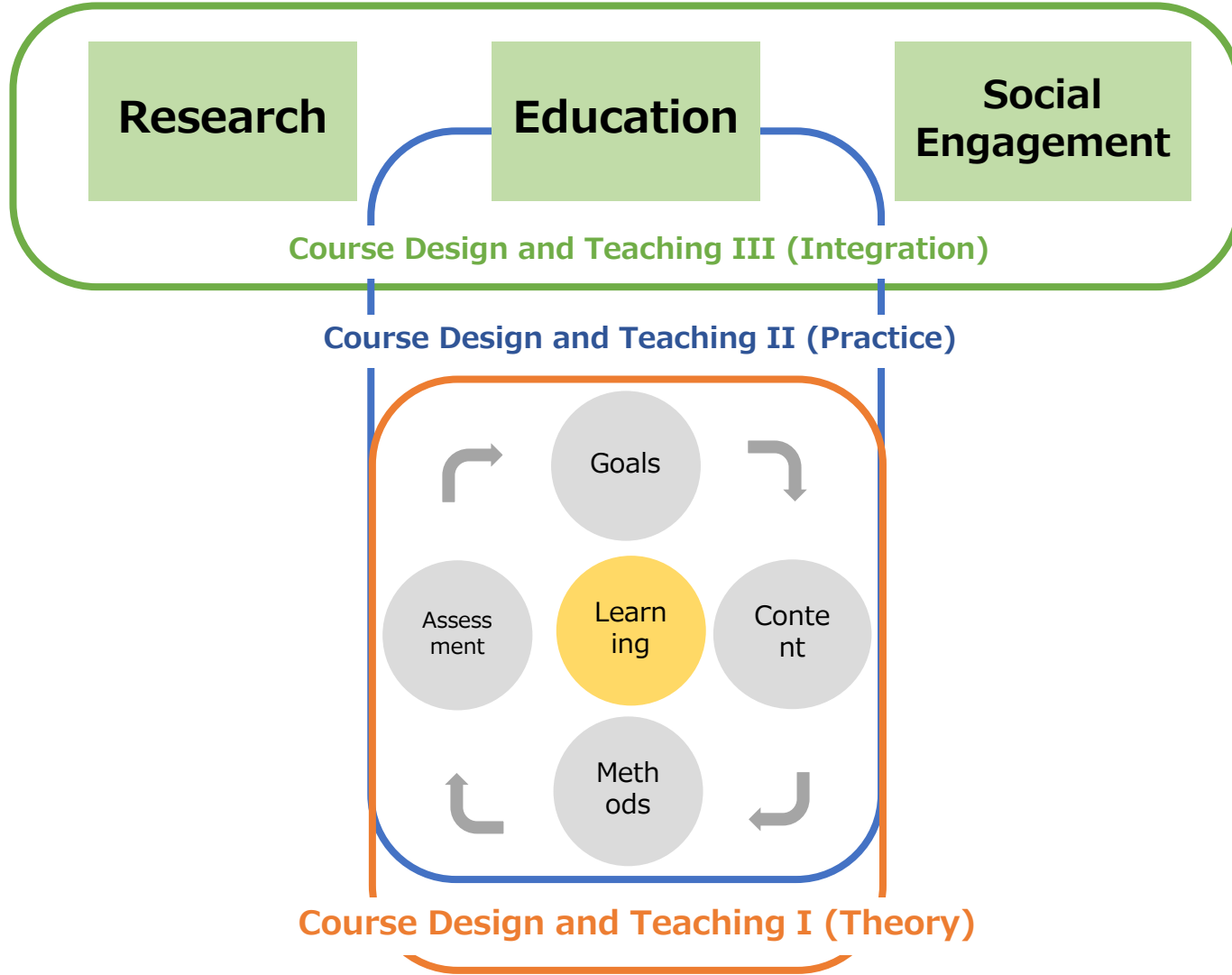
1. Overview of the program

The Structure of Future Faculty Program at Osaka University

	Course name	Content
Required courses	Course Design and Teaching I	Knowledge learning and technique training for course design and basic educational skills
	Course Design and Teaching II	Training in advanced teaching techniques, practical teaching training, class observation (Prerequisite: completion of Course Design and Teaching I)
	Course Design and Teaching III	Preparing aspirations for education, research, and social contribution, and planning education and research (Prerequisite: completion of Course Design and Teaching I)
Electives	Academic Writing : Writing and Teaching Method	Teaching Writing
	Advanced course on career design	Career design and practices for graduate students
	Other designated subjects	Multiple subjects offered by other departments

- Course Design and Teaching I was started in 2014 and II & III was added sequentially.
- By completing the three required courses and one elective, students can receive a certificate of completion for the “Advanced Interdisciplinary Program” officially recognized by Osaka University.
- Some of the program credits have been partially considered as New Faculty training program since 2020.

1. Overview of the program



Course Design and Teaching I , II , III Graphic Syllabus

1. Overview of the program

Comparison of learning content between Program for Primary and Secondary school teacher training and FFP at Osaka University

Learning Content	Program for Primary and Secondary School Teacher Training	Osaka Univ. FFP
Content Knowledge	<ul style="list-style-type: none"> ▪ Related subjects (English studies, English literature, English communication, cross-cultural understanding, etc.) 	<ul style="list-style-type: none"> ▪ Specialized courses in graduate school
Pedagogical Knowledge	<ul style="list-style-type: none"> ▪ Subjects significant to the teaching profession, etc. (Principles of teaching, teacher theory, etc.) ▪ Courses on basic theories of education (Educational psychology, educational system theory, etc.) 	<ul style="list-style-type: none"> ▪ Course Design and Teaching I
Pedagogical Content Knowledge	<ul style="list-style-type: none"> ▪ Subjects for learning theories and methods necessary for practice (Teaching Methodology for English, mathematics, social studies, etc.) 	<ul style="list-style-type: none"> ▪ Teaching Methodology for English literature, medicine, engineering, etc.) (Currently not yet offered)
Teaching Experience	<ul style="list-style-type: none"> ▪ Student Teaching 	<ul style="list-style-type: none"> ▪ Course Design and Teaching II ▪ Experience as a TA or TF ▪ Experience teaching younger students in the laboratory
Integrate Knowledge and Competencies	<ul style="list-style-type: none"> ▪ Hands-on practice in teaching 	<ul style="list-style-type: none"> ▪ Course Design and Teaching III

1. Overview of the program

Course Design and Teaching I

(2 credits=90 hours)

[Course start date]

Spring-Summer: 1 session

Fall-Winter: 1 session

3 days program

[Eligibility]

Master's course, Doctoral course

Date	Class	Content
DAY1	1	Orientation
	2	Micro Teaching (1)
	3	Course design (syllabus writing)
	4	Graphic syllabus
DAY2	5	Micro Teaching (2)
	6-8	Teaching Strategies
	9	Class design
	10	Assessment
DAY3	11-13	Micro Teaching and Peer Assessment
	14	Teaching philosophy and Career Design
	15	Reflection

1. Overview of the program

Course Design and Teaching II

(2 credits=90 hours)

[Course start date]

Spring-Summer: 1 session

Fall-Winter: 1 session

[Eligibility]

Master's course, Doctoral course

Date	Class	Content
DAY1	1-3	Orientation & self-introduction, review of FFP I
DAY2	4-6	Micro teaching in Active learning method, Teaching practice and observing classes
Depends on students	7-9	Class observation and analysis (classes taught by university teachers and classmates)
DAY3	10-11	Mid-term reflection
Depends on students	12	Teaching Practice (90 minutes or more at a higher education institution)
DAY4	13-14	Online Class Design and Assessment
	15	Reflection on Teaching Practice / Overall Reflections

1. Overview of the program

Course Design and Teaching III

(2 credits = 90 hours)

[Course start date]

Fall-Winter: 1 session

Intensive lectures

[Eligibility]

Master's course, Doctoral course

Date	Class	Content
DAY1	1	Orientation & Self-introductions, review of FFP I & II
	2-5	SoTL and Planning Research on teaching
DAY2	6	Making the research philosophy
	7-8	Making the social engagement philosophy
	9-10	Making the teaching philosophy
DAY3	11-12	The Current issue about higher education/ relevance of the Three philosophy
	13-14	SoTL case studies by senior students
	15	Philosophy as University teacher

1. Overview of the program

SoTL and Planning Research on teaching

- 1) Learn about the history, theory, and significance of SoTL
- 2) Read and analyze papers on educational practice research at universities
 - Reading (one or two paper selected from 20 types of Japanese and English literature)
 - Critique (pair work)
 - Presentation
- 3) Plan Research on your own educational practice
 - Formulate research questions
 - Set up research approaches (qualitative, quantitative, mixed research methods)
 - Consider the necessary conditions for implementation
- 4) Present and Assess the other students' research plan

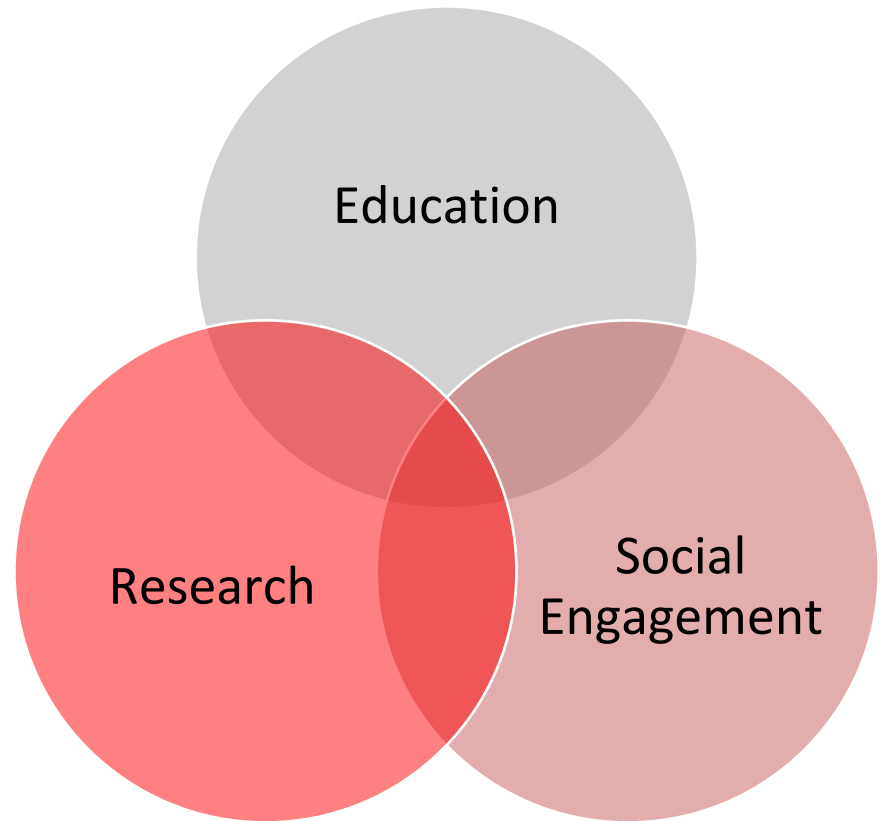
1. Overview of the program

Relevance of the Three Philosophy

In Course Design and Teaching III, we teach not only the SoTL, but also the scholarship of discovery, integration, and application.

In order to have students build relationships among these concepts, we have them express their philosophy in the three academic disciplines for university teacher—research, education, and social engagement with society—using a Venn diagram.

Finding where the three overlap enables them to make their own sense of how research can be related to education and social engagement.



Venn diagram used in
Course Design and Teaching III

2. Assessment of the program

State of actual completion of CDT III

- Number of students: 64 (2015-2019)

	2015	2016	2017	2018	2019
No. of graduates	8	15	19	9	13
Graduate Schools breakdown	Medicine (HS) (3) Medicine (MS) (1) International Public Policy(1) Human Science(1) Frontier Biosciences (1) Language and Culture (1)	Letters (2) Human Science(3) Economics (1) Science (1) Medicine (HS) (1) Medicine (MS) (3) Engineering Science (1) Language and Culture (3)	Letters (2) Human Science(4) Science (3) Medicine (HS) (2) Language and Culture (6) Information Science and Technology (1) Engineering (1)	Letters (2) Medicine (HS) (4) Engineering Science (1) Language and Culture (2)	Letters (1) Human Science(4) Medicine (HS) (3) Engineering (1) Language and Culture (4)
Course breakdown	MC : 5 DC : 3	MC : 7 DC : 8	MC : 5 DC : 14	MC : 5 DC : 4	MC : 6 DC : 7

Proportion of students in the course



(Oyama 2021)

2. Assessment of the program

Examples of SoTL Themes

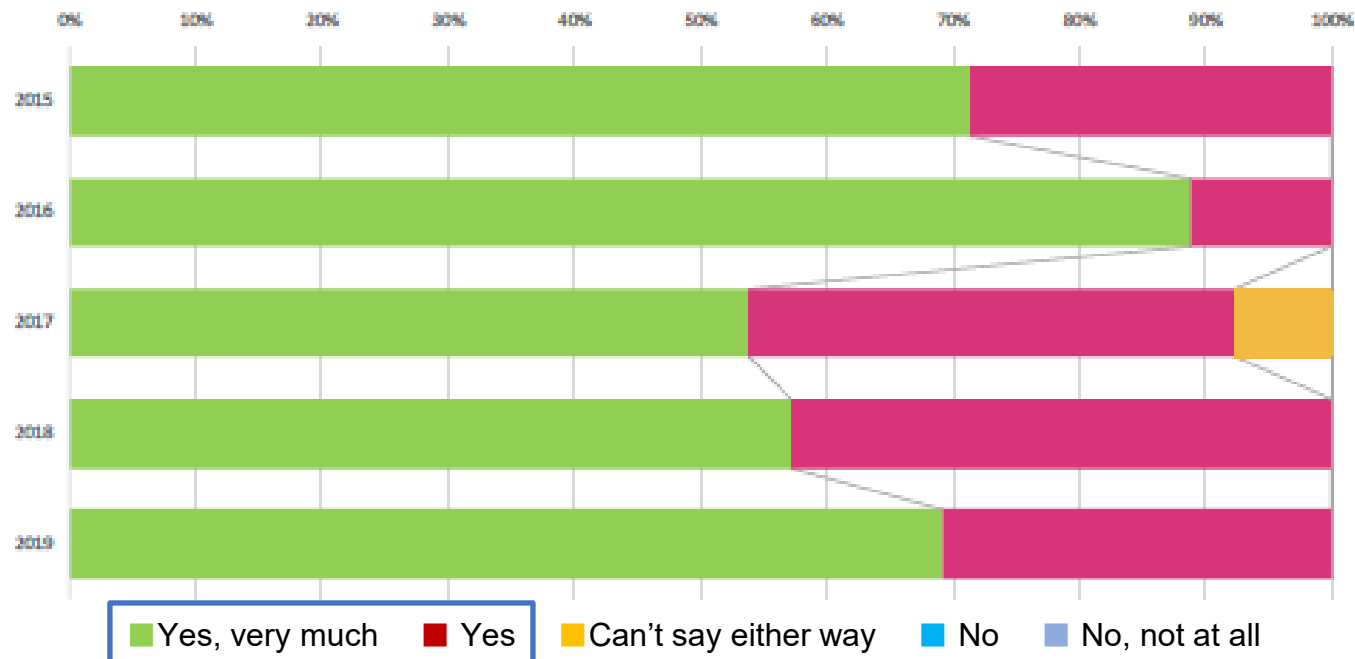
General teaching issues	<ul style="list-style-type: none">• Examining the effect of grouping on motivation for group learning participation• Examining the effects of handouts in lecture method• Effects of designated seating on learners in lecture methods• Examining the effects of a flipped classroom in a seminar
Field-specific teaching issues	<ul style="list-style-type: none">• Is flipped classroom teaching, in which students learn independently, effective in raising national examination pass rates? (regarding Nutrition in the national examination for dental hygienists)• Effectiveness of e-learning in preparation for the national nursing examination• Verification of the effectiveness of group study of Hiyari-hatto (Close-call) cases during practical training: In pre-Basic Nursing Practices orientation• The effect of flipped classrooms on the maturity level of Statistics Practices course• Development of course design to improve rehabilitation students' practical report writing abilities• The effects of introducing individual work on students' memory of class content: A case study in cognitive psychology

- Doctoral students are more likely to cite field-specific teaching issues than master's students (Oyama et al. 2017).
- Field-specific teaching issues
 - General teaching issues + case study, Field-specific teaching practices (Oyama 2021)

2. Assessment of the program

Assessment of the CDT III

- I am satisfied with this class (5-point scale)
(2015 n=7, 2016 n=9, 2017 n=13, 2018 n=7, 2019 n=13)



- Generally high level of satisfaction

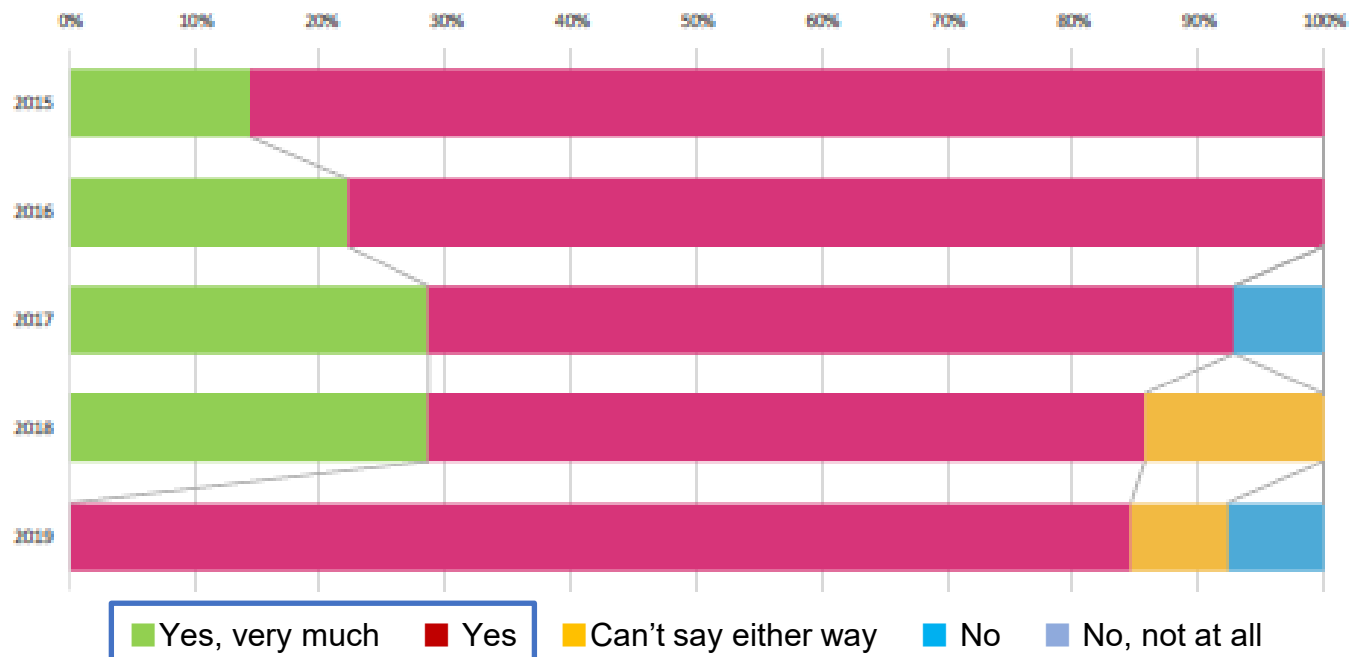


(Oyama 2021)

2. Assessment of the program

Assessment of the CDT III

- Did you understand SoTL concepts sufficiently? (5-point scale)
(2015 n=7, 2016 n=9, 2017 n=14, 2018 n=7, 2019 n=13)



- Concepts were generally understood

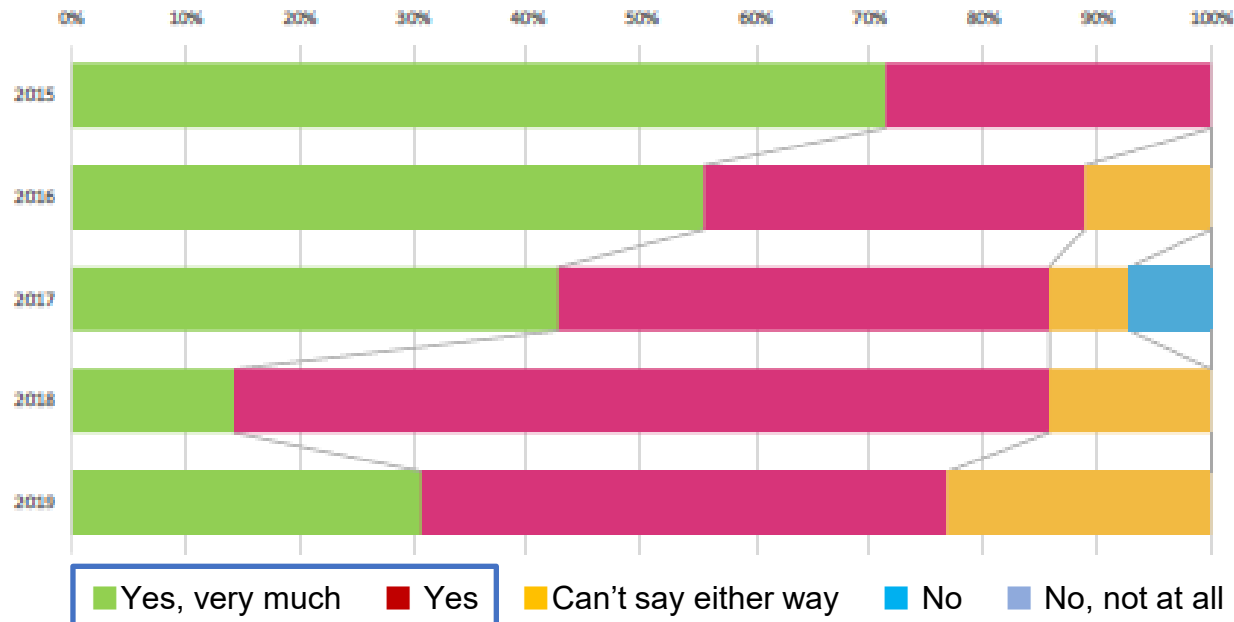


(Oyama 2021)

2. Assessment of the program

Assessment of the CDT III

- Do you plan to practice SoTL when you become a university teacher? (5-point scale)
(2015 n=7, 2016 n=9, 2017 n=14, 2018 n=7, 2019 n=13)



- Most students plan to practice SoTL



(Oyama 2021)

3. The challenges and the future

The challenges

1. Possibility of becoming a university teacher is not 100%
2. Small amount of practical teaching experience
3. Weak recruitment (it's difficult to get many students)
4. Uneven distribution of students (there are few students in science and engineering)
5. Lack of understanding and cooperation from faculty members
6. Insufficient cooperation with the Teaching Assistant system
7. Insufficient linkage with research and management development

(Kurita 2015, Oyama et al 2017, and Chikada 2021)

3. The challenges and the future

The future

1. Networking with other universities
 - sharing teaching materials
 - collaborative development of new contents
 - inquiry for effective teaching methods
2. Development of common teaching qualifications
 - common qualifications among consortium of FFP
 - development of a standard of FFP

In 2017, Osaka University decided to require newly hired faculty members to take a 30-hour training program. We have accepted FFP credits as part of the number of hours required for new teachers since 2020. We have already accepted applications from faculty members who have taken similar programs at other universities.

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