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東京大学
大学総合教育研究センター
Center for Research and Development of Higher Education
The University of Tokyo

Symposium on Future Faculty Development

UTokyo Global FFDP

Organized by
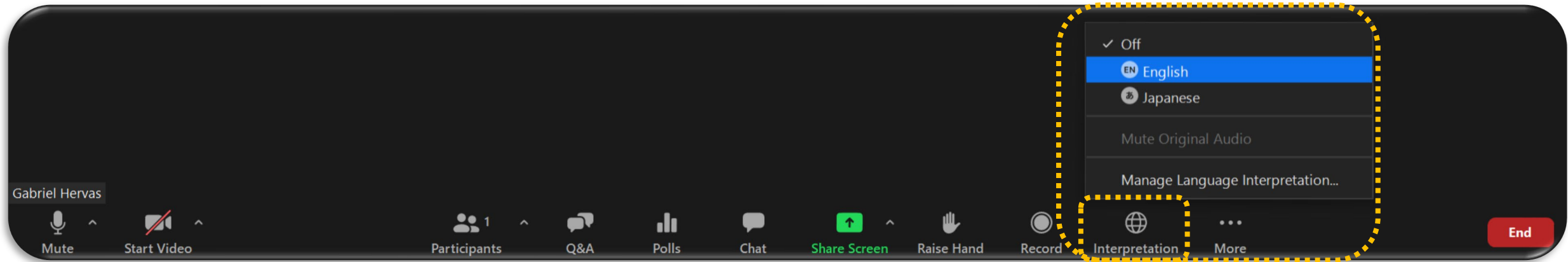
UTokyo Faculty Development

Recording & simultaneous interpretation

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

UTokyo Faculty Development

Dr. Gabriel Hervás

Project Associate Professor -
Center for Research and Development of
Higher Education

The University of Tokyo

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

Ms. Airi Kawakami

Project Academic Specialist-
Center for Research and Development of
Higher Education

The University of Tokyo

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

UTokyo Faculty Development

» **Symposium on future faculty development**

9:30h – 11:05h (JST)

» **Presentation of UTokyo Global FFDP**

11:10h – 12h (JST)

YOU

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

Dr. Yasushi ASAMI

Professor and Director of the Center for Research and Development of Higher Education

Vice President of The University of Tokyo

The University of Tokyo

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

Our guest speakers

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

Dr. Linda von Hoene

Director of GSI Teaching & Resource Center

Assistant Dean for Professional Development

UC Berkeley

UTokyo Faculty Development

Dr. Hiroaki SATO

Associate Professor -
Center for Education in Liberal Arts and
Sciences

President of the Japan Association for
Educational Development in Higher
Education (JAED)

Osaka University

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

UTokyo Faculty Development

Dr. Osamu TOMURA

Associate Professor –
Institute for Excellence in Higher
Education

Vice Director of the Center for
Professional Development

Tohoku University

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

UTokyo Faculty Development

Dr. Kayoko KURITA

Professor and Director of UTokyo FD

Deputy Director of the Center for Research and Development of Higher Education

The University of Tokyo

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

Challenges and future of/for

future faculty development

YOU

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

» **Real-context practice** within FFD programs.

» **Beyond educational development** within FFD programs (connections and balance with research and management).

» **Collaborative** development of FFD programs (common/standard programs & cross-cultural programs).

» **Training of faculty developers.**

» **Institutionalization** of FFD and **innovation**.

» **Quality assurance** of FFD programs beyond self-perception and satisfaction.

Dr. Gabriel Hervás @ gabriel@he.u-tokyo.ac.jp

Further events and updates

https://www.utokyofd.com/en

Contact

Dr. Gabriel Hervás

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Following:

Presentation of UTokyo Global FFDP

11:10h – 12h (JST)

UTokyo Global FFDP
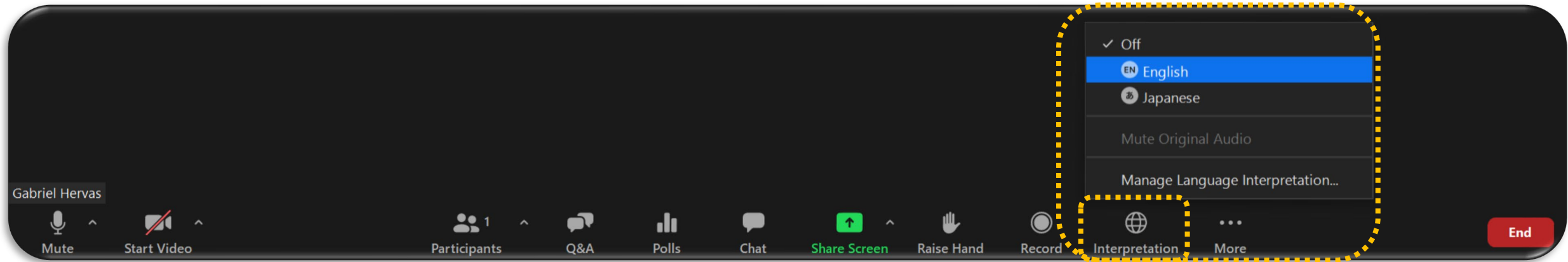
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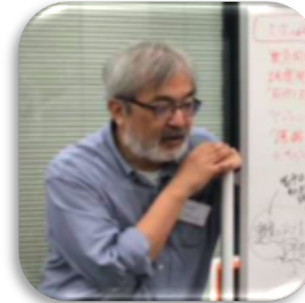
UTokyo Global FFDP. Who is behind: UTokyo FD

Ms. Emiko YOSHINO

Ms. Airi KAWAKAMI

Mr. Osami NABETA

Dr. Kayoko KURITA

Mr. Kenji SHIKANO

Dr. Wonwha Park

Ms. Akio OSHIRO

Dr. Gabriel Hervás

UTokyo Faculty Development

» Variation of the program in Japanese language, **adjusted** to potential international **learning backgrounds** and potential **international** academic futures.

» Mainly focused on developing the educational awareness of the participants (**educational development**).

» Training and development of **future faculty** members using the **English** language and a **global** and **state-of-the-art** perspective to address its contents and practices.

» Common Graduate Course. Possibility of **earning 2 credits** following the procedures of each affiliated school. **Certificate of completion** issued upon successful completion.

(Note that completion of the program **does not lead** to getting a position at the institution.)

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UTokyo Global FFDP. Potential participants

» Those with **English language skills** (oral, written and interactive) to **actively** participate in the program and who are:

- Graduate students, post-doctoral researchers and researchers at The University of Tokyo.

- Faculty members at The University of Tokyo (in special, for those with fewer years of teaching experience).

(If the number of applicants exceeds the prescribed number, selection will be made by examining the written items in the **application forms,** balancing the **variety of disciplines** among participants and their **experience**, and considering their **language skills**. JSPS fellows will be prioritized for selection).

» **Observers** from within The University of Tokyo and from other institutions are (very) **welcomed**.

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UTokyo Global FFDP. Dates

- From April 2022 to July 2022.

- Tuesdays, from 13h to 16:40h.

- 8 sessions (one session every two weeks, in general).

- Applications will open early in 2022.

Further information about application and updates

https://www.utokyofd.com/en

Contact

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→ *How do students learn?*

→ *How can we contribute to our students' learning?*

→ *How can we obtain information on how/what our students learn and the results/impact of our courses/lessons? How can we use that information to contribute to our students' learning, to grading, and to improve our courses/lessons?*

→ *How can we design our course aligning teaching objectives and learning outcomes with strategies, assessment and resources?*

→ *How can we design our lessons aligning teaching objectives and learning outcomes with strategies, assessment and resources?*

→ *How can we deliver and improve our lessons to contribute to our students' learning?*

→*Are there any gaps in what we learned? Take ownership of the knowledge and your future learning: problematize, "forget", rethink, imagine, & plan.*

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UTokyo Faculty Development

- **Day 0** (optional). Briefing & community building

- **Day 1.** The science of learning

- **Day 2.** Teaching-learning strategies for active and significant learning in HE

- **Day 3.** Quality assessment and feedback in HE

- **Day 4.** Syllabus and course design

- **Day 5.** Class design & instruction

- **Day 6.** Class instruction & collegial feedback I

- **Day 7.** Class instruction & collegial feedback II

- **Day 8.** Deconstructing knowledge, reviewing teaching statements, and career paths

- **Day 0** (optional). Briefing & community-rapport building
- **Day 1.** The science of learning

    → How do students learn?

- **Day 2.** Teaching-learning strategies for active and significant learning in HE

    → How can we contribute to our students' learning?

- **Day 3.** Quality assessment and feedback in HE

    → How can we obtain information on how/what our students learn and the results/impact of our courses/lessons? How can we use that information to contribute to our students' learning, to grading, and to improve our courses/lessons?

- **Day 4.** Syllabus and course design

    → How can we design our course aligning teaching objectives and learning outcomes with strategies, assessment and resources?

- **Day 5.** Class design & instruction

    → How can we design our lessons aligning teaching objectives and learning outcomes with strategies, assessment and resources?

- **Day 6.** Class instruction & collegial feedback I

    → How can we deliver and improve our lessons to contribute to our students' learning?

- **Day 7.** Class instruction & collegial feedback II
- **Day 8.** Deconstructing knowledge, reviewing teaching statements, and career paths

    →Are there any gaps in what we learned? Take ownership of the knowledge and your future learning: "forget", rethink, imagine, & plan.

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Global perspective on teaching and learning and the academic profession in HE

HE students' **learning** & **wellbeing**

Evidence-, research-, and **SoTL-based**

Transversal attention to:

- **Diversity** and **inclusion**
- **Integration of learning resources** (EduTech) & **environments**
- **SoTL**
- **Transdisciplinarity**
- **Transversal** and **soft skills**
- **Socio-affective and pedagogical components**

- Adjustment to the participants' **needs, knowledge & feedback**
- **Bidirectional continuous qualitative feedback**
- **Peer-/self-reflection** & **discussion** based
- **Learning by doing approach & experiential learning**
- **Critical pedagogical thinking** development
- **Collegial** professional development
- Enhancement of **adaptative expertise**

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UTokyo Global FFDP. Main goals of the program

» This program seeks to contribute to the training of future faculty members. To do so, it aims to:

- Promote professional and educational **reflection, discussion,** and **critical pedagogical thinking**.

- Contribute to the development of key **educational and transversal competences** to support **student-centered** teaching and learning processes.

- Foster an **inclusive, responsible,** and **ethical** approach to teaching and learning and to educational research and innovation.

- Provide **learning by doing** opportunities for a congruent educational development.

- Generate **community-building** attitudes and opportunities.

- Nurture **scholarly, evidence-based,** and **technology-enhanced** educational practices.

- Develop a **cross-cultural** and **international** approach to the role of higher education institutions, to the academic profession, and to teaching and learning.

- Cultivate continuous professional/career development and **lifelong learning attitudes**.

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UTokyo Global FFDP. Learning outcomes

» Upon successful completion, participants should be able (at a fundamental level) to:

- Provide and **reason** substantial insights on the significance, implications, and professional requirements of fulfilling the **role of educator** when becoming a faculty member.

- **Distinguish** the diversity of roles, functions, and approaches among HE institutions to education and to the teaching and learning process.

- Actively **engage** in professional and educational **self-reflection for the improvement** of their teaching and learning processes.

- Demonstrate and **argue** a scholarly, critical, and analytical **pedagogical stance** to their educational practice.

- **Assess** and **deconstruct** their teaching ideas, practices and the teaching and learning processes they design.

- **Determine** their professional learning **needs** and articulate a **continuous development** plan to satisfy them.

- **Significatively participate** in peer-reflection and discussion about teaching and learning with faculty members from different backgrounds.

- **Design** syllabuses and design and **conduct** lessons from an **active student-centered** approach.

- Design, conduct, and **align** educational **assessment** with the learning goals and teaching and learning strategies that they propose.

- **Design** syllabuses and design and **conduct** lessons **integrating** adequately and with meaning educational resources and learning environments.

- **Design** syllabuses and design and **conduct** lessons from an ethical, **inclusive,** diversity-respectful, and responsible perspective.

- **Design** syllabuses and design and **conduct** lessons from an **evidence-based, cross-cultural,** and transdisciplinary perspective.

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UTokyo Faculty Development

- **The program.** Experiential learning and learning by doing (practicing, designing, conducting), continuous bi-directional feedback, reflection & discussion, …

- **Contents.**

  - **Educational:**

    o T-L strategies, assessment, syllabus/lesson design, learning resources & environments, …

    o Student-centered, active learning, significant learning, …

  - **Professional:** academic profession, HE institutions, career development, lifelong learning, …

- **Pedagogical and professional attitudes.**

  - Scholarly, evidence-based, innovative, integrative, …

  - Inclusive, ethical, responsible, …

  - Cross-cultural, international, transdisciplinary, collegial, team-work …

  - Adaptative expertise, (peer- & self-) assessment & reflection, discussion, critical pedagogical thinking, arguing, deconstructing, problematizing, …

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- **1h luncheon sessions for community building, discussion and feedback about the program (voluntary)**

Every other week, participants will have the chance of meeting together with the facilitator to, in an <u>informal environment</u>, keeping track of their ideas, doubts, comments, and concerns, about the contents, the development of the program, their own professional development, etc.

- **Consultation for educational development (voluntary)**

For those participants with an option to teach in a real-class environment, the program will offer them the chance of consulting doubts and participating in a process of <u>class-observation and responsible feedback</u> with other participants, senior lecturers, and/or alumni.

- **Social program for community building and professional development (voluntary)**

For those interested, the program will organize <u>extra-curricular and educational activities</u> for community building and professional development. This includes, among others, the visit to another higher education institution in Japan to explore contexts different to the one at The University of Tokyo.

- **Career & life plan advising with alumni & community building and professional development (voluntary)**

For those interested, the program will organize open and informal discussions with alumni (and/or other professionals) to talk about career advancements, prospects, life planning, etc.

» **Questions and answers**

(For questions regarding application procedures, practicalities, etc., please, wait for updates or address us an e-mail. Information in the following slide)

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Thank you

Further information about application and updates

https://www.utokyofd.com/en

Contact

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Would you give us your feedback?

https://forms.office.com/r/Z4TzGxFqPC