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UTokyo Online Education:

UTokyo Global FFDP 2022 Gabriel Hervas





# DAY 0

## Course briefing

Dr. Gabriel Hervas (lecturer)

Ms. Airi Kawakami (support)

Center for Research and Development of Higher Education

The University of Tokyo

# Request regarding portrait rights, copyrights, and the use of personal information !

This course is recorded to be published online as review and teaching material, and to be used for research purposes with the aim of improving the course itself.

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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

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Use of virtual backgrounds.

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Some links:

- <https://todai.tv/dl>
- <http://www.e.u-tokyo.ac.jp/wallpaper/virtual-background.html>
- <https://da.dl.itc.u-tokyo.ac.jp/portal/en/node/421382>
- [https://univtokyo.sharepoint.com/sites/utokyportal/wiki/d/utokyo\\_d\\_i\\_campaign\\_logo\\_en.aspx](https://univtokyo.sharepoint.com/sites/utokyportal/wiki/d/utokyo_d_i_campaign_logo_en.aspx)



Held on 2022

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



Add to My List



UTokyo Global FFDP

# Agenda

- Getting to know each other
- UTokyo Global FFDP
- Practical information
- Q & A
- Following next week

## Main activities

Introducing each other

Knowledge of the contents and relevance of the activity

Use of cameras



# Goals (of the session)

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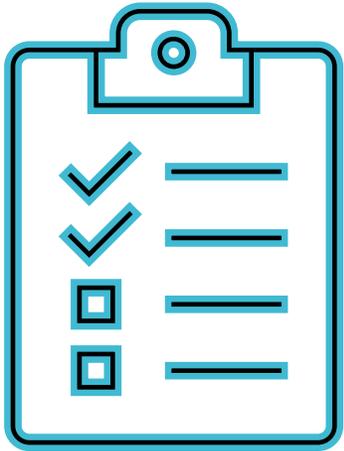
- To help participants familiarize with the course (structure, goals, learning outcomes, methods, platforms, etc.), its dynamics, and the peers and lecturers.
- To generate community-building opportunities and attitudes by getting to know other participants.
- To discuss the use of certain features of EduTech for T-L and of certain activities at the beginning of a course.



# Learning outcomes



At the end of the session, participants would be able to:



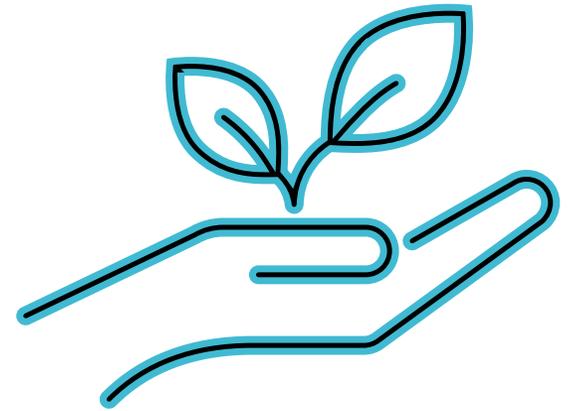
- Understand the different aspects relevant to participating in the course, its dynamics, and its contents.
- Describe the values of participating at UTokyo Global FFDP to others.
- Use the different online platforms of the course.
- Know other participants.
- Pedagogically argue about the benefits/challenges of using cameras during online T-L.
- Pedagogically argue about the relevance of exploring students' knowledge of the syllabus/contents at the beginning of a course.

# 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 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.



# 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 (and your peers) will gladly address you by a **name** that is different from what appears on your registration, and by the **gender pronouns** you use (she/he/they/ze, etc). Please let us know if you wish us to use them. As for us, you can call us Gabriel/Gabri (he) and Airi (she).



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 (敬意を持って、忌憚なく、建設的に).

In online communication, overreactions are welcome.



# Zoom

Set your Zoom name as follows:

- Chosen Name + Family name + (pronoun)

E.g.:

"Calvin Hobbes (he) "

\*optional



# GETTING TO KNOW EACH OTHER



# Getting to know each other. Icebreaker

<https://www.menti.com/xcffea317s>



# Introductions



## Dr. Gabriel Hervás (he)

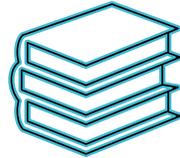
Project Associate Professor  
Center for Research and Development  
of Higher Education

@ [gabriel@he.u-tokyo.ac.jp](mailto:gabriel@he.u-tokyo.ac.jp)



## Career background

Universities at Europe, Latin-America, Japan



## Educational Background

BA's D. History – BA's D. Primary Teachers' Educ. –  
MA's D. Secondary Teachers' Educ. – MA's D.  
Lecturing in Higher Educ. - MA's D. Teaching  
Spanish as a foreign language – MA's D. Research  
& Innovation in Educ. - Ph.D. in Higher Education  
(FD)



## Research areas & interests

Faculty development – Teachers' training – Lesson  
Study – Program evaluation - Flipped Classroom -  
Assessment



## Personal interests

Nature – Basketball – Reading –  
Family & Friends – Small historical  
towns - Food

# Introductions



## Ms. Airi Kawakami (she)

Project Academic Specialist. Center for Research and Development of Higher Education, The University of Tokyo  
@ [kawakami@he.u-tokyo.ac.jp](mailto:kawakami@he.u-tokyo.ac.jp)

## Career background

Private teacher (4 yrs in-person, 4 yrs online) and here UTokyo☺

## Educational Background

(Kwansei Gakuin University, Japan) BA's D. English Language and Literature –  
BA's D. International Studies  
(the University of Helsinki, Finland) MA's D. English Philology

## Research areas & interests

Faculty development – Sociolinguistics – Applied Linguistics – World Englishes

## Personal interests

Traveling – Exploring Different Cultures – Languages (Finnish, Spanish, etc.) – Food♥

# Getting to know each other. Icebreaker

## 1. Groups (16 min).

- **Introduce yourself & take notes** (<2min/person)  
(name, field, motivation, personal interests, etc.)

- **Write a brief & friendly introduction** of one of your peers (3 min.)

In slide 1 of your group's "in-class tasks". 2 lines is fine!

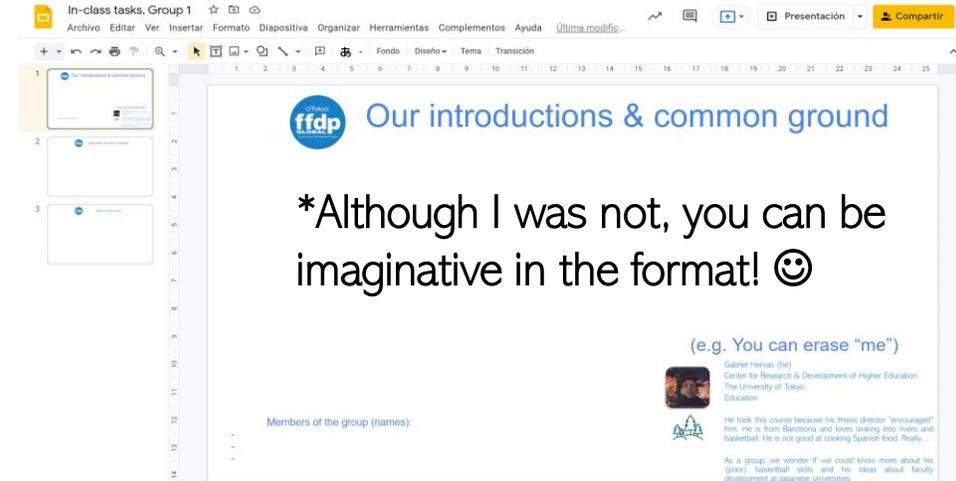
E.g.: G1: Pasquale takes notes to introduce Yosuke; Yosuke to Anna; Anna to Daniela; Daniela to Pasquale.

- Briefly, show in the slide your **common ground as a group** (3 min.)

What do you share? (interests, etc.). You can make a list, use images, etc.

## 2. Whole class (28 min).

- **Introduce your peer** to the class (<1min/person)



Group 1  
Group 2  
Group 3  
Group 4

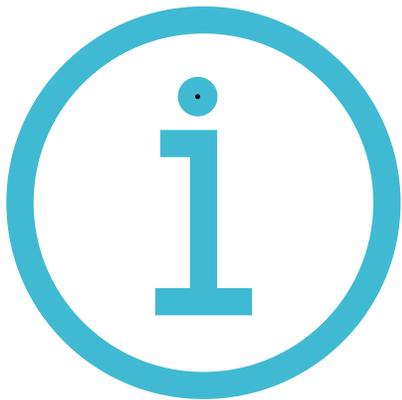
Voluntarily  
Observers 1  
Observers 2

# Practical information

# What to expect (from you and us)

## From us:

- Formal/scholarly approach to the contents & more informal/closer/casual (but respectful & honest) approach to our relationship with you.
- Continuous feedback, attention, and assistance. Please, do not hesitate to write us at any time or to ask for a meeting for any given reason. Really, zero doubts. We are here to contribute to your learning.
- Continuous invitation to reflect, discuss, and challenge ideas.



## From you:

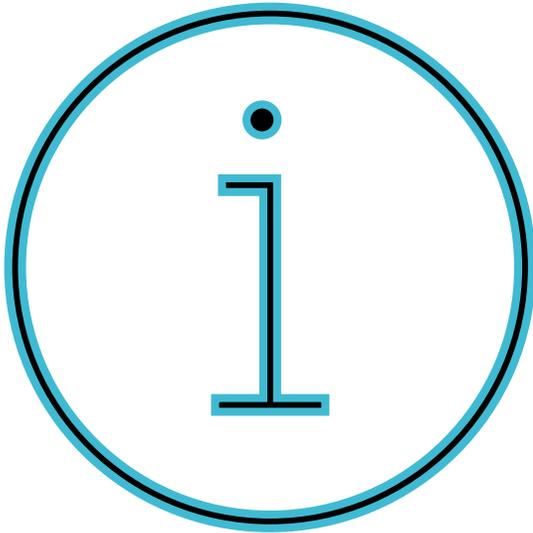
- Continuous engagement and participation.
  - Attendance and meeting deadlines.
- To take education as “professionally” as your own field (hopefully)
  - To enjoy, if it’s not too much to ask 😊

# Practical information

From April 2022 to July 2022

**Tuesdays**, from 13h to 16:40h

(remember, you are invited to stay later in an informal environment) 😊



**Online** (Zoom) → DAY 0, 1, 2, 3, 4

**In-person** (357, Grad. School Educ.) → DAY 5, 8

**In-person** (Center for Research & Develop. HE<sup>\*</sup>) → DAY 6, 7

## Contact

Gabriel Hervás - @ [utokyo\\_fd@he.u-tokyo.ac.jp](mailto:utokyo_fd@he.u-tokyo.ac.jp)

# Other opportunities



## Community building:

- Every class, at the end. Chance of staying in class to, in an informal environment, [get to know us and our peers better](#), [keep track](#), [discuss](#), etc.
- Every other week. 1h luncheon sessions. Chance of meeting together to, in an informal environment, [keeping track](#), [share ideas](#), etc.



Consultation for [educational development](#): For those of you with an option to teach in a real-class, option of consulting doubts and participating in a process of class-observation and responsible feedback.

Career & life plan [advising](#) (on demand, based on your ideas and demands)



Extra-curricular educational activities\*

# Google Classroom

- For communication, updates, assignments (learning portfolio), forum participation, videos, handouts, etc.
- Information for those who have not [joined yet](#):
  - Register with your [ECCS Cloud Mail address](#).
  - Otherwise, use your private Gmail address.

The screenshot shows the Google Classroom interface for the UTokyo Global FFDP (1st. Ed.) 2022 course. At the top, there is a banner with the UTokyo Global FFDP logo and the text "UTokyo Global Future Faculty Development Program" and "Let's Learn to Teach at University". Below the banner, there are several sections:

- Meet:** A section with a "Unirme" button and a note "No visible para los alumnos".
- Código de clase:** A section for the class code.
- Próximas entregas:** A section indicating "No tienes ninguna tarea para esta semana" with a "Ver todo" link.
- Anuncia algo a tu clase:** A section for announcing something to the class.
- Aquí puedes comunicarte con tu clase:** A section for communicating with the class, with a note "Usa el tablón para publicar anuncios o tareas y responder a preguntas de los alumnos" and an "Ajustes del tablón" button.

# Zoom (tips, precautions, ideas, etc.)

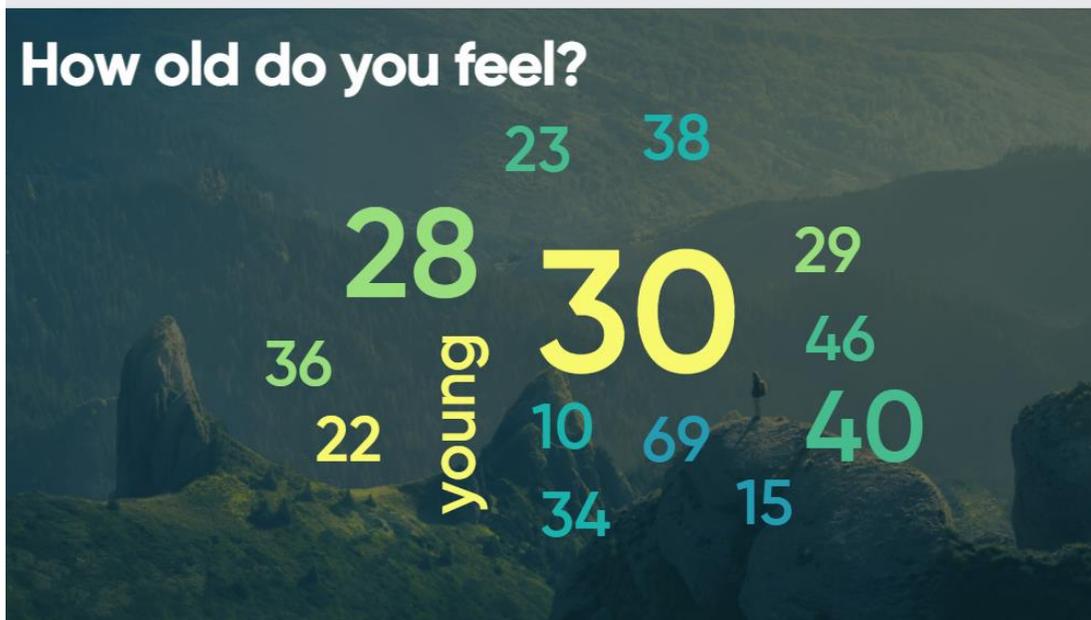
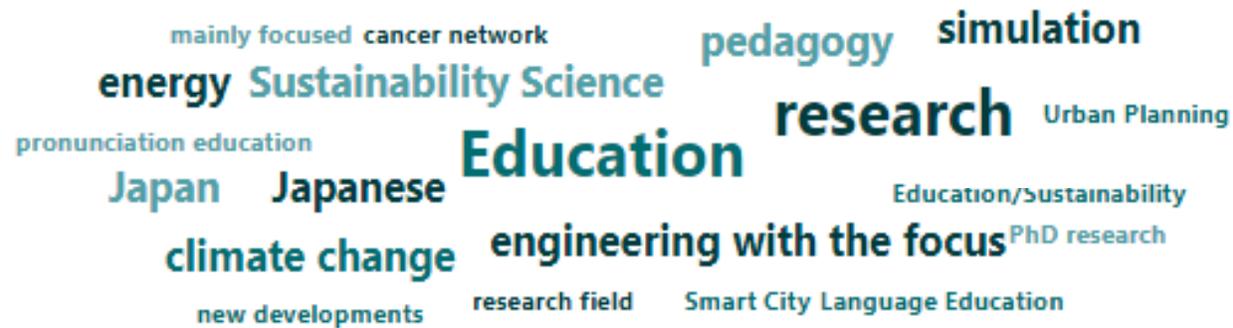
- **Remember.** This course is recorded. Still, participants are not allowed to record it or to post the images on social media and other platforms without permission to do so.
- Be careful to ensure the meeting ID is not leaked.
- If the audio is choppy, or the screen is lagging, try closing other applications.
- Use of cameras (after the break)



10 MIN  
BREAK



# Introductions. This is (some of) us



# Teacher lenses: Educational arguments about cameras



- Individually (2 min.)
  - Think about one **pedagogical reason** to ask your students to use cameras during the class and another reason to not do it.
- Group (7 min)
  - Discuss your ideas and introduce them in slide 2 of your group's "in-class tasks": You will summarize them in 1 min. to the whole class.
- Whole class (7 min)
  - **Present** the groups' ideas building on what other groups shared (complement, if possible, rather than repeat what others have said)



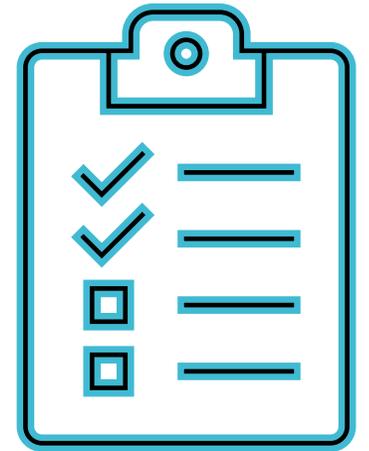
# UTOKYO GLOBAL FFDP

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# UTokyo Global FFDP: Features

- Variation of UTokyo FFP.
- **2 credits** (registration through your own department) + **certificate** of completion
- Japanese “Standard Framework of FD for New Teachers” and state-of-the-art.
- Educational awareness (**educational development**).
- Learning by **doing**, **reflection**, & **peer-discussion**.
- SoTL.

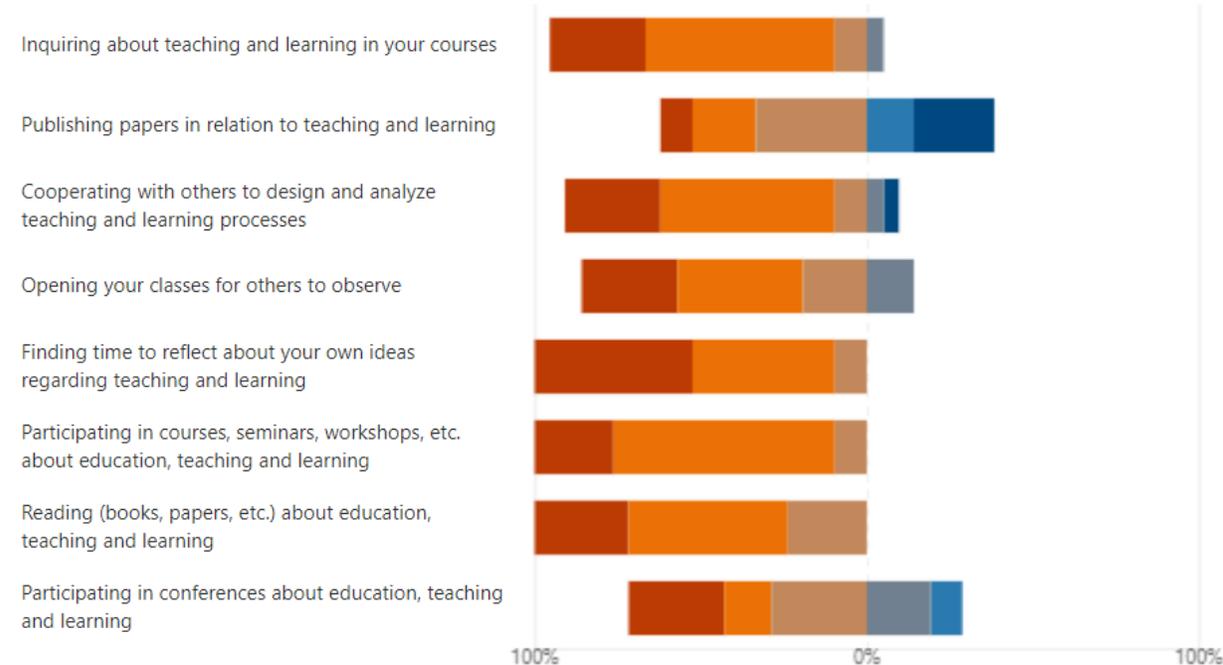


- Scholarship of Teaching and Learning (SoTL).
- Approach to the teaching practice that involves:
  - An active interest in developing our **pedagogical knowledge**.
  - Conducting **enquiries** about teaching and learning.
  - **Reflecting**, as its main component, in/on that practice.
  - **Opening** that practice to others for critique & knowledge construction.

## 26. In your career as a teacher in higher education, how relevant is (will be)

[More Details](#)

■ Very relevant  
 ■ Relevant  
 ■ Slightly relevant  
 ■ Slightly irrelevant  
 ■ Irrelevant  
 ■ Very irrelevant



# UTokyo Global FFDP. Overall goals

- To contribute to the acquisition of **educational competences** required for becoming a **reflective teacher** who can **stimulate and guide the students' learning** at a variety of **international** contexts.
- To cultivate **community-building** and continuous professional/career development and **lifelong learning attitudes**.
- To offer **cooperative learning** opportunities that contribute to **broader** the educational, disciplinary, and human **perspective** and approach to education of the participants while building rich human relationships



# Assessment

Designed to enhance your learning and to adjust the course to your learning.

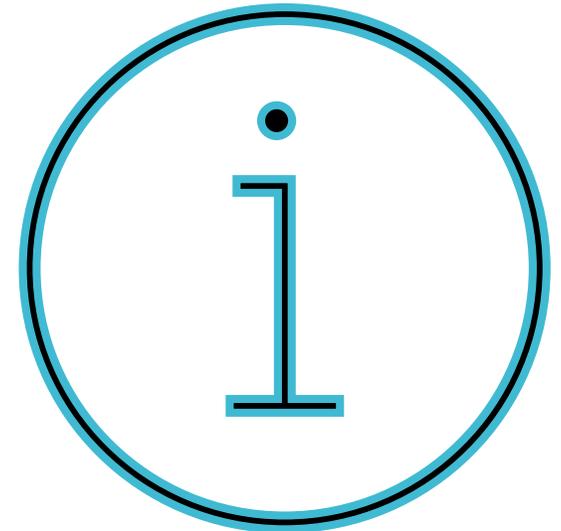
Doubts, suggestions for adjustments...?

1. **Engagement & contribution** during the classes: 20 points.
  - a) Continuous individual engagement during the classes and the activities developed: 10 points.
  - b) Individual engagement in groupwork during the course: 10 points.
  
2. **Assignments** for the eight sessions: 80 points.
  - a) Pre- and post-session assignments.: 40 points.
  - b) Teaching philosophy statement (at the end): 15 points.
  - c) Syllabus design: 10 points.
  - d) Class design & instruction: 15 points.

Assistance to two days out of 5, 6 and 7 is mandatory.

You need a pass in both segments.

Criteria for all tasks available (see Google Classroom)

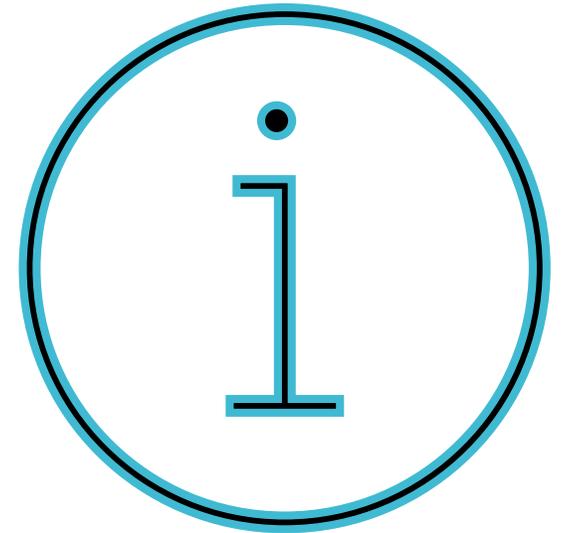


# Assessment of the course (quality assurance)

Designed to **open/adjust the course** to the participants' needs/insights:

1. Initial and final survey
2. Different surveys on the criteria/rubrics used to assess.

Take a look at them! (now, available criteria for in-class participation and reflective tasks)



# UTokyo Global FFDP. Contents & topics

- Group (6 min.)
  - Make a list of broad topics that you think will be address in this course. Write this in slide 3 of your group's "in-class task"



# 7 MIN BREAK



# UTokyo Global FFDP. Contents & topics (your ideas)

- Synthesis of the contents/topics that you mentioned.

- teaching methodology (e.g. inverted classroom)
- how to design syllabus
- how to set goals of lecture
- evaluation / assignments for students
- time control/management/adjustments
- online vs face-to-face lecture
- how to inclusive lectures
- how to do Q/As?



Science of learning - for oneself, and how others learn  
Teaching techniques, how to improve  
Methods of assessing learning (outcome)  
How to design a syllabus  
Practical learning by doing  
Teaching philosophy

Teacher-Centered Instruction

Small Group Instruction

Student-Centered / Constructivist Approach

Project-Based Learning

Montessori

Inquiry-Based Learning

Flipped Classroom

Cooperative Learning

Assessment

for learning

as learning

of learning

Reflecting teaching methods

Commercialization of education

Learning through doing

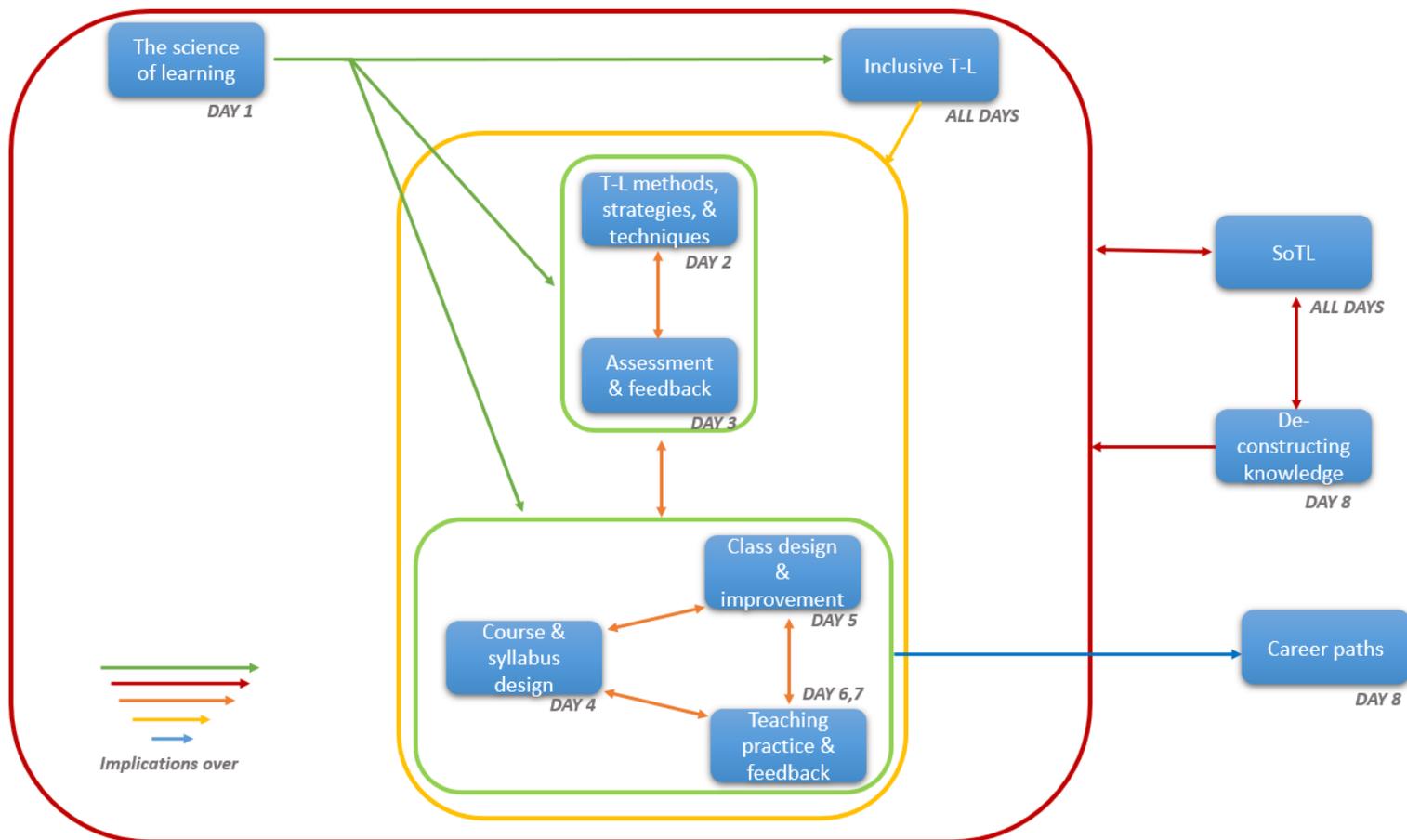
Investigating students learning ability

# UTokyo Global FFDP. Structure & contents

- 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. Teaching practice & peer-feedback I
- DAY 7. Teaching practice & peer-feedback II
- DAY 8. Deconstructing knowledge & career paths



# UTokyo Global FFDP. Graphic syllabus



27. How confident would you feel responding the following questions:

[More Details](#)

Very confident Confident Slightly confident Slightly unconfident Unconfident Very unconfident

How do people learn?

What teaching and learning methods, strategies, and techniques can we use to enhance learning?

How can we assess learning and offer feedback?

How can we design a course?

How can we design a syllabus?

How can we structure a class?

How can we deliver a class to enhance participation and learning?

How can we approach teaching and learning more inclusively?

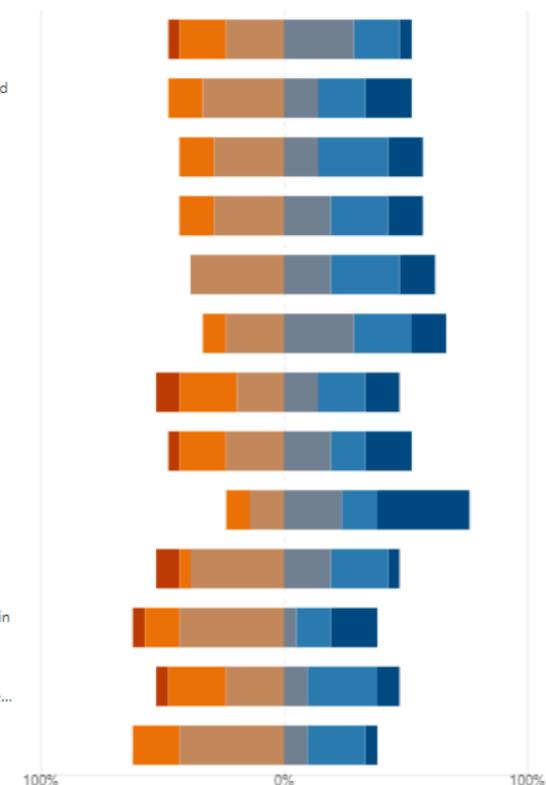
How should we write a teaching philosophy statement?

What educational technology can I use to enhance learning?

How do you envision your career path as a teacher in higher education?

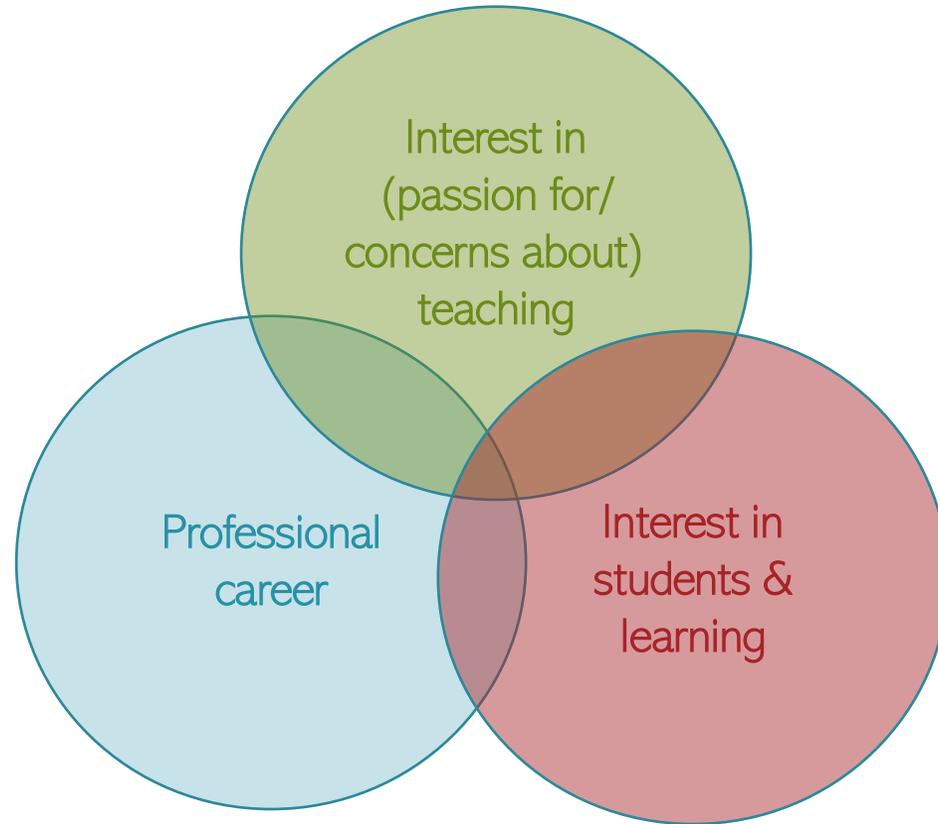
How can you contribute to improve teaching and learning in the context of your discipline at any give...

How can we offer feedback to our peers?



# Relevant for you. Your motivations to participate

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# Relevant for you. Your motivations to participate

My career goal is to be a university professor. ... I hope to gain more teaching experience and qualification to become a lecturer.

I want to be a professor in the future... I hope I can gain some teaching skills after taking this course, as well as become brave enough to stand in front of students.

I'd love to engage with a community of educated people and find new perspectives on how to navigate in this uncertain risky world.

I am interested in finding a position at the University...It has always been my passion to be a researcher and an educator...however, I realised that I need proper training in order to acquire the necessary teaching skills and develop my own pedagogy and teaching methods.

I aspire to become a researcher and professor, and I strongly hope to acquire the ability to teach.

I... enjoy helping students understand subjects, ...I...want to learn how to be a good teacher

I love teaching and I hope I can find a job related to teaching in the future.

I am very passionate about teaching... I would like to acquire more skills that will support my desire to share knowledge.

I am really looking forward to learn and to improve my teaching skill ...

...Improve my skills and become aware of my mistakes and learn how to become more effective. ..

...help students understand the existing knowledge...save students' time and make them explore more unknowns to improve our society...

I am dedicated to improving my student's learning experiences

...I have strong will to be (at least) a "good" university faculty... I would like to create some course materials ...hopefully I could learn more ...to strengthen my teaching.

I would like to update my teaching skills. ...

As far as I can remember, I was interested in teaching and cognitive process of the humans. ...I aim to learn how to be a competent educator

...teaching will remain a major part of my portfolio in my career. Therefore, I want to utilize the opportunity to attend this course to polish my teaching skills. This will not only help me teach university courses effectively in future, but also, support me in organizing action research ...

...teaching is not just about knowing the subject but is more about the technique to explain a complicated topic in simple words. Teaching also requires the skills of interaction and communication which I also want to learn from this program

I would like to get more information about the science of learning and information on the various teaching styles... I am interested especially in the techniques for keeping students motivated and ideas to check their feedback and progress. ...would like to learn how to improve my teaching if the participants are international students coming from various backgrounds.

I would like to become a better teacher and make sure that students can learn from me easily...

The first motivation is, of course, to advance my career. The second motivation is that I want to be prepared when I will finally get a teaching position. I do not want to be a bad teacher...Another motivation is that I would like to mentor students and build a research team with PhD and master students.



# Relevant for your career

- 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, experiences, inclusive strategies, etc.

Do not forget to upload your Teaching Philosophy Statement to Google Classroom.

Any doubts?



# UTokyo Global FFDP. Under its skin

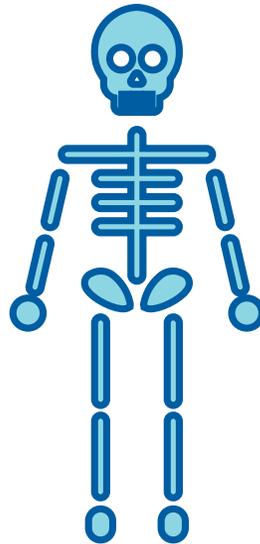
...time to stop, think and reflect, share and discuss, rethink...

...about ourselves in relation to education, teaching, learning.

"Students of teaching" (Dewey, 1905)

Thinking habits (as teachers)

Fundaments



Practical ideas, but not a course of **recipes** for particular situations...

...teaching is not (only) about **explaining/presenting** (how to talk)...

...not to (only) teach **in Japan**...

...not to learn how to teach **in English**

Closing up & before next week



# Synthesis of today

- What UTokyo Global FFDP is about.
- Practical aspects.
- Discussion on the topic: “use of cameras in-class”.
- Got to know each other.
- Got to know some dynamics and platforms used.

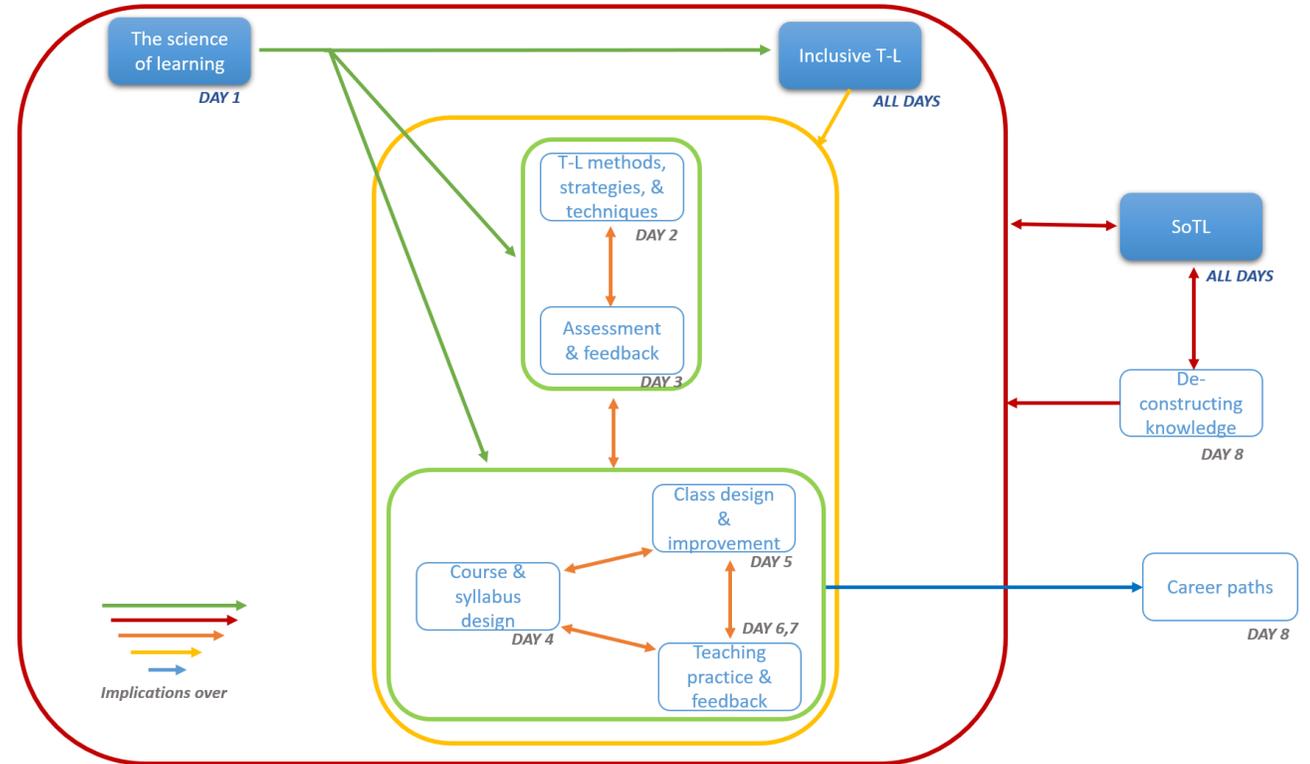


# Next session

The science of learning

How do people (we and our students) learn?

Which are the pedagogical implications?



# Before next session...

Remember!

Teaching philosophy statement

April 25<sup>th</sup>

Reflect on aspects of today's session

Deadline: April 25<sup>th</sup> (<300w)

Watch video to discuss next class

Deadline: April 25<sup>th</sup> (<100w)



Let's enjoy the ride



# Before next session...



## 1. Reflect on today's session → [here](#) Deadline: 25th April (free format: <300w/3min.)

Elaborate a **reflective comment** responding to one of the following aspects of today's class. If possible, connect your ideas with a previous teaching & learning experience of yours (look to that experience under the optic of your reflection).

### EDUCATIONAL PRACTICES & DECISIONS in today's class

- Benefits/challenges of using/repeating work sequences involving individual work, work in pairs, groupwork, whole class work (slides 14, 23, 30)
- Benefits/problems of guiding too much/little (to the minute) students' work (slides 14, 30)
- Benefits/challenges of building on students' ideas & interests (slides 30/32, 35/36)
- Educational purpose/contribution of slides 22 and 35/36.

## 2. Watch video (20min) → [here](#) Deadline: 25th April

Watch the video uploaded to GC video so we can discuss it on the next class.

*While you watch it, think of how these different aspects might have had an influence over your learning experiences. Take notes of your thought while watching it, doubts, or aspects you'd like to discuss. We will discuss it in groups, so bring your notes.*

# Q&A

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# Q & A

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- Questions, doubts, suggestions, comments, proposals, etc. about any topic.
- For later doubts, you can use the forum created on GC.
- For personal consultations or talks, contact us via e-mail:
  - Gabriel Hervás - @ [utokyo\\_fd@he.u-tokyo.ac.jp](mailto:utokyo_fd@he.u-tokyo.ac.jp)



# References

- Boyer, E (1990). *Scholarship Reconsidered: Priorities for the Professoriate*. Carnegie Foundation for the Advancement of Teaching.
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- Trigwell, K., & Shale, S. (2004). Student learning and the scholarship of university teaching. *Studies in Higher Education*, 29(4), 523–536.



Thank you!

See you: May 26<sup>th</sup>

Dr. Gabriel Hervas

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Center for Research and Development of Higher Education

The University of Tokyo



“Just” talk 😊

