

The University of Tokyo Global Future Faculty Development Program Syllabus



(Image with the logo of UTokyo Global FFDp in a circle)

Course title

UTokyo Global Future Faculty Development Program
 (UTokyo Global FFDp)

Course title as a Common Graduate Course (credits)

Teaching Development in Higher Education in English (2cred.)

Lecturer

Gabriel Hervas

Contact

utokyo_fd@he.u-tokyo.ac.jp

Enrollment

Repetitive enrollment not allowed

Enrollment from other Schools allowed

Teaching-learning environment

Hybrid: online (Zoom) & in-person (see information/map at the end)

Website

<https://www.utokyofd.com/>

Teaching staff & contact

Lecturer

Dr. Gabriel Hervas

Project associate professor

Center for Research and Development of Higher Education

Support

Ms. Airi Kawakami

Project academic specialist

Center for Research and Development of Higher Education

Contact & office hours

- utokyo_fd@he.u-tokyo.ac.jp
- Hongo Campus. Administration Bureau Building 2. Office #314.
- Tuesdays/Wednesdays (8am-17pm). When possible, send me an e-mail beforehand. Other than these days, if I am at the office, feel free to enter.

You are always welcome.

- Accessibility map for Hongo Campus:

<http://ds.adm.u-tokyo.ac.jp/material/pdf/20190403133321.pdf>



(Image with the map to access the lecturer's office)

Course summary

To fulfill their roles as academics, faculty members in universities are asked to have the **competences of an educator**, in addition to those of a researcher.

“The University of Tokyo Global Future Faculty Development Program” (UTokyo Global FFDP) aims to contribute to the educational development of future faculty members. Through the course, participants will learn how to enhance students’ learning, contribute to their active and significant learning, design a syllabus and lessons with a learner-directed approach, and engage into the teaching profession with an inclusive and scholarly approach.

The course emphasizes **reflection, critical thinking, discussion, and learning by doing**. Hence, participants will learn by practicing and experiencing the contents addressed (e.g., flipped classroom, class instruction, peer-feedback, etc.).

UTokyo Global FFDP approaches the training of future faculty members using an evidence-based and **global perspective** that will allow participants to develop their careers as academics both in Japan and overseas. The participants’ learning experience will be enriched by “making use” of the variety of national contexts and disciplinary fields among them, contributing to the acquisition of new perspectives on how teaching and learning occurs internationally and to the building of professional networks/communities beyond their own disciplinary field.

Finally, through a **parallel structure** outside of the official syllabus of the course, UTokyo Global FFDP will offer voluntary learning opportunities to the participants in the form of luncheon sessions, educational consultations, or peer-observation of teaching.



(Image with the logo of UTokyo Global FFDP)



Goals (of the course)

UTokyo Global FFDP 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 a scholarly 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 evidence-based, inclusive, and technology-enhanced educational practices.
- ❖ Develop a cross-cultural and international approach to the academic profession and to teaching and learning.
- ❖ Cultivate continuous development and lifelong learning attitudes.

Intended learning outcomes



Participants are expected to achieve and demonstrate (at a fundamental level) the following set of skills, attitudes, and knowledge of professional, educational, and personal nature. Therefore, at the end of the course and 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.
- ❖ Significantly participate in peer-reflection and discussion about teaching and learning with faculty members from different backgrounds.
- ❖ Design syllabi 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 syllabi and design and deliver lessons integrating adequately and with meaning educational resources and learning environments.
- ❖ Design syllabi and design and deliver lessons from an ethical, inclusive, diversity-respectful, and responsible perspective.
- ❖ Design syllabi and design and deliver lessons from an evidence-based and cross-cultural perspective.



Course structure, schedule, and contents (graphic version at the end)

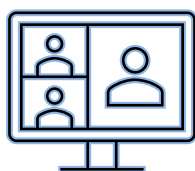
The contents of the course are **interrelated** and involve **practical** skills and attitudes necessary to teach at universities. In pedagogical terms, through the different sessions we will seek a response to:

- ❖ How do students learn?
- ❖ How can we contribute to their learning?
- ❖ How can we obtain information on how/what students learn?
- ❖ How can we design and improve our courses (and syllabus)?
- ❖ How can we design, deliver, and improve our lessons/classes?
- ❖ Is what we learnt unquestionable? And, from now on, which is my learning and career path as a faculty member in higher education?

The following table resumes the structure, schedule, and contents of the course (synthesized with a graphic syllabus at the end of this document). The main assignments of the course and their deadline are included in a different document that you will have available in Google Classroom at the beginning of the course.

The following structure is subject to potential updates due to contextual, scientific, or course-related situations that would be notified to the participants with sufficient anticipation (see also the “Course assessment” section).

Session No.	Main contents (Overall description)
DAY 0 (online) 19/April/2022	Briefing We will introduce ourselves, present the course and its parallel structure, explore the learning environment, and solve doubts about all relevant.
DAY 1 (online) 26/April/2022	The science of learning We will explore and discuss what the science of learning (neuroscience, psychology, education, etc.) tells us about how people learn and its practical implications over the design of our courses, classes (also, from an inclusive point of view).
DAY 2 (online) 10/May/2022	Teaching and learning methods, strategies, and techniques We will build on Day 1 to, now, learn and practice in relation to different methods, strategies and techniques that promote active learning. Among others, we will discuss flipped classroom, peer-instruction, jigsaw, etc.
DAY 3 (online) 24/May/2022	Assessment, feedback, and rubrics We will learn and practice in relation to the different purposes of assessment, when, how and who can be involved, and its connections with formative feedback. Also, we will practice the creation of questions for tests and rubrics.
DAY 4 (online) 7/June/2022	Course and syllabus design We will learn and practice in relation to course and syllabus design, exploring their different components (with special emphasis on learning outcomes), and the integration of what we learnt on days 2 and 3.
DAY 5 (in-person) 21/June/2022 <i>Classroom pending of approval</i>	Class design Building on the previous sessions, we will learn and practice in relation to how to structure our classes and its components/sequence. We will design a class that will be instructed during the following days and will receive feedback on its design.
DAY 6 (in-person) 28/June/2022 <i>Classroom pending of approval</i>	Class design & instruction I We will teach a brief class designed during day 5 and we will receive constructive feedback from our peers and different agents so we can improve our design and instruction.
DAY 7 (in-person) 5/July/2022 <i>Classroom pending of approval</i>	Class design & instruction II We will teach the same class (modified after receiving feedback) and we will again receive constructive feedback from our peers and different agents so we can improve our design and instruction.
DAY 8 (in-person) 19/July/2022 <i>Classroom pending of approval</i>	Deconstructing knowledge and career paths We will problematize some contents addressed during the course, generating reflection and critical thinking. Also, we will address our career paths as academics in higher education and reflect about our future career paths.



Teaching and learning methods

This course will be conducted using a hybrid approach and combining synchronous and asynchronous activities. Days 0 to 4 will be online (using the Zoom platform) while days 5 to 8 will be conducted in person, if the Covid-19 protocols at the time allow for it (see information and maps at the end). Concurrently, the course will use Google Classroom as a learning management system; there, participants will upload their assignments, receive notifications, discuss in forums, etc. The access link will be provided to the participants once the selection process is completed.

Methodologically, the course is congruent with its own contents and uses a “learning by doing” approach. Participants will learn by experiencing themselves with student-directed and active learning teaching and learning strategies that emphasize reflection, discussion, and collaboration; among others, participants will participate of flipped classroom (many

sessions will require to, beforehand, view a video and participate in a forum discussion), peer-reflection/discussion, the jigsaw technique, the poster tour technique, etc. The course also emphasizes the experiential learning of its contents, and participants will be involved in the creation of rubrics, syllabi, classes or teaching philosophy statements, among others.

Given these different aspects and the continuous assessment proposed for the course, participants are expected to, in principle, attend all the classes and to actively engage in the activities, reflections, and discussions proposed. Assistance and active involvement will also be part of the assessment (later described) and are key aspects to achieve different learning outcomes that involve collaboration and peer-learning.



Course assessment and grading

Assessment and grading are aligned with the learning outcomes. Rather than a finalist process, assessment has been designed to enhance the participants' learning by offering **continuous** qualitative feedback and by gathering information to adjust the course to their learning needs and moments.

Because of this, participants' **active engagement** is not only encouraged, but necessary, as this engagement will make possible their continuous assessment (in a double sense, since assessment will also involve the participants assessing themselves and their peers' work); in consequence, active engagement (in quality and quantity) is also considered when grading the participants' learning and performance during the course.

Grading of the course will involve a 100-point allotment system and will include two main segments (specific criteria for the main assignments will be facilitated to the participants in Google Classroom at the beginning of the course):

a) **Engagement and contribution during the classes:** 20 points.

This segment involves the assessment of the quality and quantity of the participants' contributions during the different sessions of the program. Assessment will be conducted by the instructors, but it will also involve peer- and self- assessment during groupwork. More in detail, grading will take into consideration the:

- ❖ Continuous individual engagement during the classes and the activities developed (quantity and quality of the contributions to assess by the participants and the lecturer): 10 points.
- ❖ Engagement in groupwork/feedback during the course (to assess by the participants): 10 points.

Overall, the attitude toward the classes will be considered when assessing engagement and contribution. Aspects such as working earnestly in group work and contributing to the whole class discussions will be positively valued. Also, take a look too to the **required attendance**. Assistance to two days out of days 5, 6 and 7 is mandatory. If a participant is absent on two out of these days, the participant cannot complete the course.

b) **Submission and qualitative assessment of the assignments** for the eight sessions: 80 points.

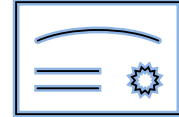
This includes the assessment of the lecturer as well as peer- and self- assessment. Details on the different assignments and feedback will be provided across the different sessions. Grading will involve:

- ❖ Pre- and post-session assignments of each session: 40 points.
- ❖ Teaching philosophy statement (at the end of the course): 15 points.

- ❖ Syllabus design: 10 points.
- ❖ Class design & instruction: 15 points.

Finally, even if the final grade is the total of points obtained in both segments, in order to complete the course, participants need to obtain a pass in both segments: 10 points in segment (a) and 40 points in segment (b). This means that a participant cannot complete the course even if, for instance, the participant obtains a total of 60 points, but those points are 5 points from the first segment and 55 points from the second segment.

Selection, participation, application, credits, certification, and observers



Selection process and criteria

There are no requirements to enroll in this course other than being a graduate student, a postdoctoral fellow, a researcher, or a faculty member at The University of Tokyo. Participants only need to have access to a device with access to the Internet (for the online classes), to Google Classroom and Zoom (both freely available to for UTokyo students and staff) and regular software to watch videos, read PDF documents, etc. If you are interested in participating and do not have access to any of these technological requirements, please, do not hesitate to reach the lecturer so we can seek a potential solution together.

If the number of applicants exceeds the prescribed number (around 20), selection will be made by examining the written items in the application form, the applicants' previous experience (JSPS fellowships, teaching assistants, etc.), and their English skills. Also, please also note that selection may be made to balance the variety of disciplines among participants.

Since this course is a version of UTokyo FFP (modified in terms of contents, structure, and approach to adjust it to international potential career paths), those who participated in that course can also enroll in this one; still, priority will be given to participants without that previous experience.

Finally, before the beginning of the course, we will ask the participants selected to submit a brief **teaching philosophy statement**. If you are interested in submitting your teaching philosophy statement to complement your application, we encourage you to send the document to the lecturer (utokyo_fd@he.u-tokyo.ac.jp) as we will also value your interest and effort in the selection process.

Participation

We are hoping to make this course a profitable and enriching experience for the participants. In this regard, please, reach us out if you want to participate but there is a circumstance that you feel will affect your participation, if we can do anything to make this course more accessible, etc. (see **accessibility statement** at the end).

Each session consists of two consecutive classes (two periods). Participants are requested to attend all sessions and periods. In case of absence, inform by e-mail to the lecturer before 5PM on the day before the session. Points will be deducted for absence without a justified motive.

Since mutual learning among participants is emphasized in this course and since each session builds on the previous, please understand that you cannot complete the course in case you are absent for more than four class periods. Please note

that there is an exception to this rule: you have to assist at least to two days out of days 5, 6 and 7. If you are absent during two of these days you cannot complete the course and receive certification, even if you fulfill the rest of requirements for completion. This is because the goals and contents of those days are essential to achieve several of the learning outcomes and because these days involve the participants' feedback to their peers.

Course registration and credits

This course is classified as a Common Graduate Course and graduate students at the University of Tokyo can earn **two credits** in the subject "Teaching Development in Higher Education in English." If you wish to earn credits, please register for the course from your own School. Those of you who received the confirmation of enrollment and wish to earn credits, must ensure that you complete your course registration following the procedure in your affiliated School.

Certification of completion

A **certificate of completion** will be issued to those participants who successfully complete the course.

Observers

Although this course is provided to those who belong to The University of Tokyo, we accept participants from other institutions as **observers**. If you wish to join the program as an observer, please fulfill the application form or contact us (utokyo_fd@he.u-tokyo.ac.jp). We also welcome faculty members of the University of Tokyo to visit us and watch the sessions. In case you are a UTokyo faculty member, please contact us.



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 (utokyo_fd@he.u-tokyo.ac.jp) 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.

Other aspects



This course aims to offer the participants the time to stop, think and reflect, share, and discuss, and rethink about education and about teaching and learning at universities. The contents aim to be an initial and fundamental approach to the academic and, in particular, the teaching profession.

This course invites you to learn actively and to experience the potential earnest discussion on education with your peers. In this regard, activities and assignments during the course (in and outside the classroom environment) tend to involve reflection, discussion, and practice.

Since participants come from diverse research fields, knowing more about them, their disciplines and their ideas about education will hopefully intellectually inspire you and broaden your view in terms of your own research and methods of

education, because the approach to teaching and learning varies across disciplines.

The course is complemented with a parallel structure outside of the official syllabus to grant participants with voluntary learning opportunities to complement their learning. These involve informal feedback, peer-observation of teaching, educational consultation, or career and life plan advisement. More information on this parallel structure will be given during the course.

We encourage you (participant and observer) to share your ideas and feedback with us to make of this program the best learning opportunity for any individual interested in teaching at university level.

The course is an adjusted version of UTokyo FFP (both courses are different in many regards), an ongoing program since 2013. Together with UTokyo FFP, we maintain an alumni network; you are welcome to join and participate.

References

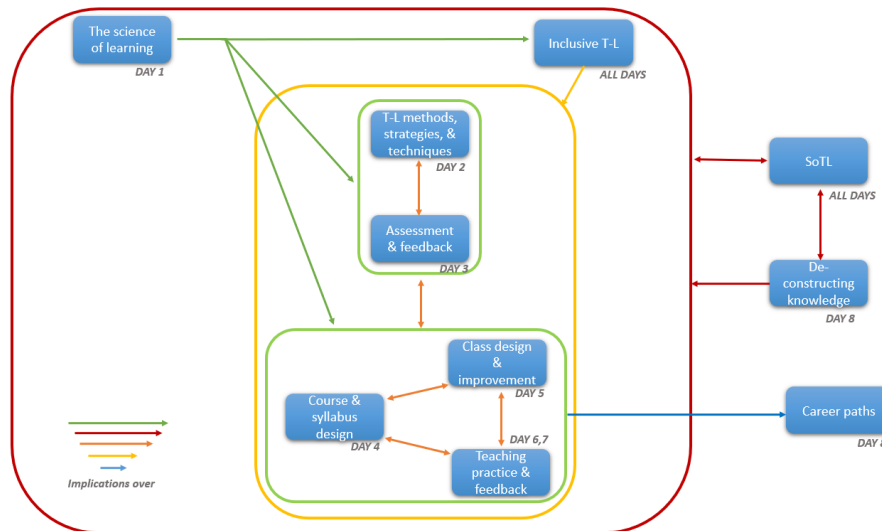
In this course, we do not use a textbook. For each session you will receive handouts and a comprehensive list of references and web-references. The following is a list of the most relevant and accessible references for teachers at different stages of their professional career. Also, to offer a more diverse view of the contents of the course, this list includes some references from authors and contexts that tend to be under-represented in literature and research in the English language (e.g., Latin America or the African continent). If you do not have access to them or if you need support to approach the reading of this (or other) documents, please, write the lecturer so we can find an accessible solution for each case.

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons.
- Anderson, L. W., & Krathwohl, D. R. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques*. Wiley.
- Ashwin, P. et al. (2020). *Reflective teaching in higher education* (2nd Ed.). Bloomsbury Academic.
- Astin, A. W. (2012). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. Rowman & Littlefield Publishers.
- Bain, K. (2004). *What the best college teachers do*. Harvard University Press.
- Barkley, E. F., & Major, C. H. (2015). *Learning assessment techniques: A handbook for college faculty*. Jossey-Bass.
- Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Int. Soc. Tech. Educ.
- Betti, A., Biderbost, P., & Domonte, A. G. (2022). Developing Students' "Soft Skills" through the Flipped Classroom: Evidence from an International Studies Class. *International Studies Perspectives*, 23(1), 1-24.
- Biggs, J. B., & Collins, K. F. (1982). *Evaluating the quality of learning. The SOLO Taxonomy*. Academic Press.
- Biggs, J. & Tang, C. (2011). *Teaching for Quality Learning at University*. Buckingham: Open University Press/McGraw Hill.
- Boud, D., & Cohen, R. (2014). *Peer learning in higher education: Learning from and with each other*. Routledge.
- Boyer, E (1990). *Scholarship Reconsidered: Priorities for the Professoriate*. Carnegie Foundation for the Advancement of Teaching.
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer.

- Caeiro, S., Leal Filho, W., Jabbour, C., & Azeiteiro, U. (2013). *Sustainability assessment tools in higher education institutions: mapping trends and good practices around the world*. Springer.
- Cano, E. & Ion, G. (eds.) (2017). *Innovative practices for Higher Education assessment and measurement*. IGI Global.
- Carless, D., Bridges, S. M., Chan, C. K. Y., & Glofcheski, R. (Eds.). (2017). *Scaling up assessment for learning in higher education*. Springer.
- Cilliers, L., & Pylman, J. (2020). South African students' perceptions of the flipped classroom: A case study of higher education. *Innovations in Education and Teaching International*. <https://doi.org/10.1080/14703297.2020.1853588>
- Fink, A. (2003). *The survey handbook*. Sage.
- Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th Ed.). Harcourt Brace Jovanovich College.
- Gardner, J. (Ed.). (2012). *Assessment and learning*. Sage.
- Griffin, P., & Care, E. (Eds.). (2014). *Assessment and teaching of 21st century skills: Methods and approach*. Springer.
- Irons, A., & Elkington, S. (2021). *Enhancing learning through formative assessment and feedback*. Routledge.
- Langley, G. J., et al. (2009). *The improvement guide* (2nd Ed.). Jossey-Bass.
- Manzi, J., García, M. R., & Taut, S. (2021). *Validity of Educational Assessments in Chile and Latin America*. Springer.
- Mayer, R. E. (2011). *Applying the science of learning*. Pearson/Allyn & Bacon.
- Nihuka, K. A., & Voogt, J. (2012). Collaborative e-learning course design: Impacts on instructors in the Open University of Tanzania. *Australasian Journal of Educational Technology*, 28(2). <https://doi.org/10.14742/ajet.871>
- Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons.
- Nilson, L. B., & Goodson, L. A. (2021). *Online teaching at its best* (2nd Ed.). Jossey-Bass.
- Nisbet, J., & Shucksmith, J. (2017). *Learning strategies*. Routledge.
- Oakley, B., Rogowsky, B., & Sejnowski, T. J. (2021). *Uncommon sense teaching*. TarcherPerigee.
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2012). *Teaching strategies: A guide to effective instruction*. Cengage Learning.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Riordan, S., & Louw-Potgieter, J. (2011). Career success of women academics in South Africa. *South African Journal of Psychology*, 41(2), 157-172.
- Schmeck, R. R. (Ed.). (2013). *Learning strategies and learning styles*. Springer.
- Shute, V. J., & Becker, B. J. (2010). *Innovative assessment for the 21st century*. Springer.
- Stobart, G. (2010). Making a difference: Evaluating the impact of innovations in assessment. In J. Gardner, W. Harlen, L. Hayward and G. Stobart (Eds.), *Developing teacher assessment* (pp. 141-154). Open University Press/McGraw-Hill.
- Villa, R., & Thousand, J. (2016). *The Inclusive Education Checklist: A Self-Assessment of Best Practices*. Dude Publishing.
- Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high quality units*. Association for Supervision and Curriculum Development.
- Winstone, N., & Carless, D. (2020). *Designing effective feedback processes in higher education: A learning-focused approach*. Routledge.

Graphic syllabus

Visual overall representation of the contents of the program and their connections.



(Image with the graphic syllabus of UTokyo Global FFDP)



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>



(Image with the map to access the classroom)

- On DAY 5 and DAY 8, the classroom is number 357, 3rd floor of the Graduate School of Education (number 23 in the map, in front of Akamon Gate). Access to the building has stairs.
- We will announce the class for DAY 6 and DAY 7 to the participants. It will be at the Center for Research and Development of Higher Education, 3rd floor of the Administration Bureau Bldg. 2 (number 68 in the map, at the left side of Tatsuoka Gate). There is a ramp to access the building.

Please, do not hesitate to let us know if we can be of aid to access the campus, the buildings, and the classrooms.