

# Interactive Teaching

## Worksheet





# WEEK 1 Let's Learn about Active Learning

## Worksheet Contents

1. **SESSION 1 What Is Active Learning?**
2. **SESSION 2 The Status of Active Learning**
3. **SESSION 3 How to Choose the Appropriate Active Learning Method**
4. **SESSION 4 Applying the Methods of Active Learning**
5. **SESSION D Self-Introduction**
6. **References**

## The Goal and Objectives of WEEK 1

**Goal** To promote a better understanding of active learning.

### Objectives

1. To be able to explain what active learning is.
2. To be able to explain the present situation of active learning.
3. To be able to explain how to apply active learning methods.





## 1. SESSION 1 What Is Active Learning?

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

### **W1. S1. Question 1**

What is “active learning” for you?

If you were asked “What is active learning?” how would you answer?

**(Your Idea)**

### **W1. S1. Question 2**

Read the three definitions below and think about what they have in common.

“Instructional activities involving students in doing things and thinking about what they are doing.” (Bonwell & Eison, 1991)

“Anything course-related that all students in a class session are called upon to do other than watching, listening and taking notes.” (Felder & Brent, 2009)

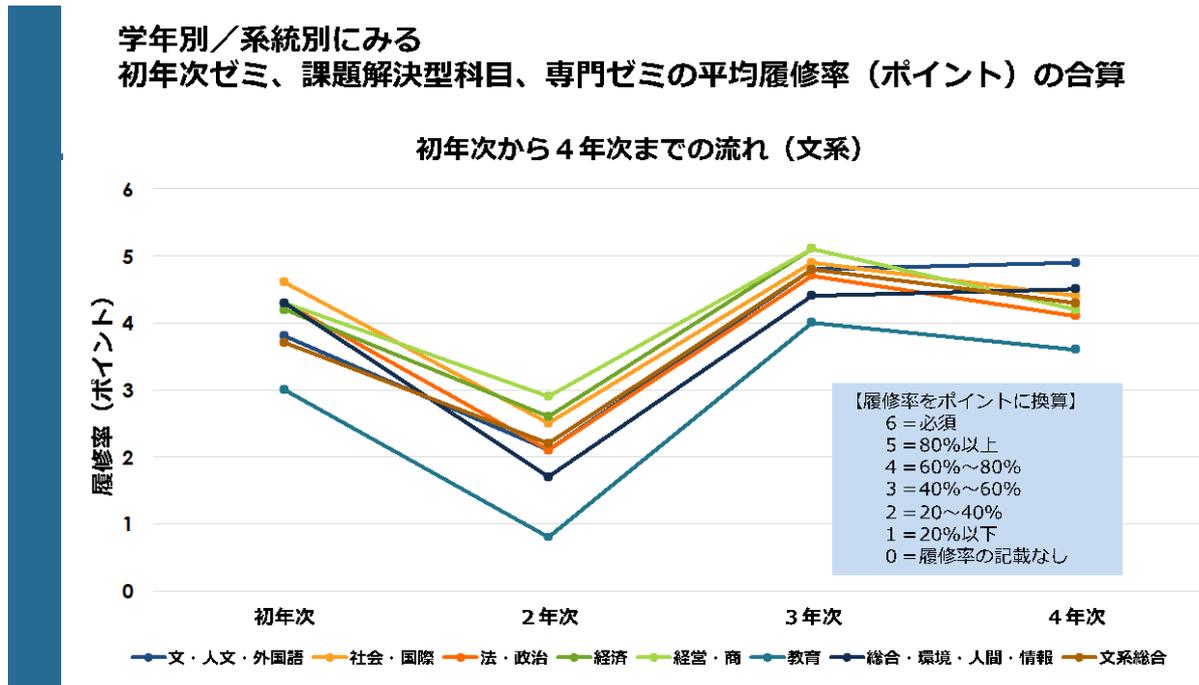
“A general term for teaching/learning methods adopting an active participation of learners, which is different from the education carried out through unilateral lectures by educators.” (MEXT, 2012)

**(Your Idea)**

## 2. SESSION 2 The Status of Active Learning

The following slides form the handout for this session. Please look at them while watching the video.

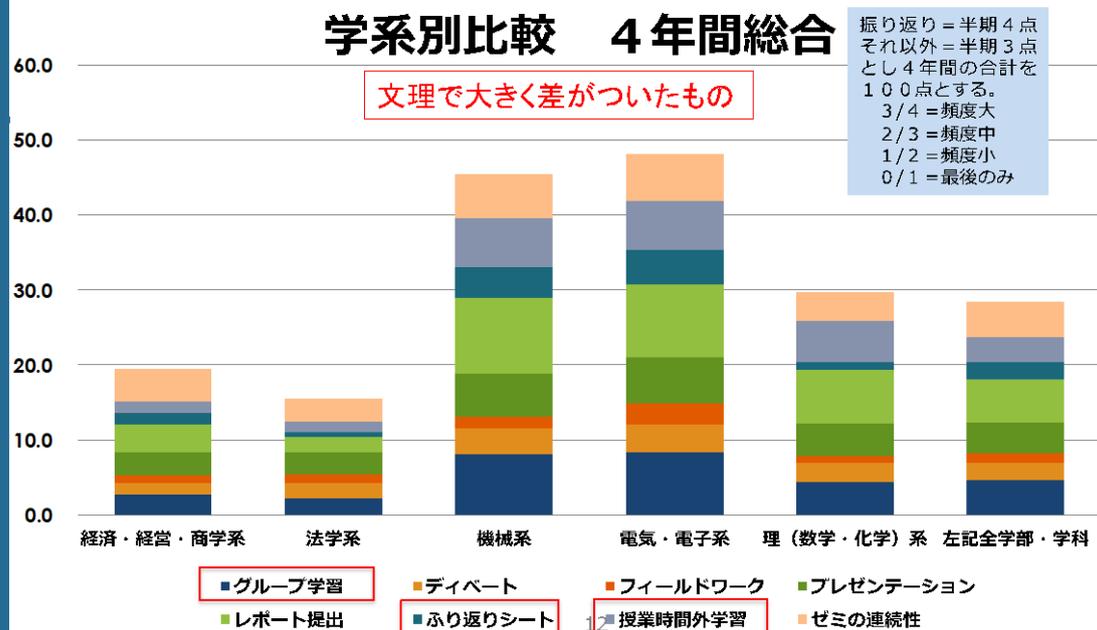
### W1. S2. Handout



Title: The Percentage (Converted to Points) of Humanities Students Registered in Seminars and Problem-solving Classes (First Year to Fourth Year)

## 初年次ゼミに含まれるアクティブラーニングの形態(半期3点満点)

	対象 科目数	グループ 学習	ディベート	フィールド ワーク	プレゼン テーショ ン	振り返り	時間外 学習
文・人文・外国語学系	377	1.7	1.2	0.7	1.8	1.5	1.8
社会・国際学系	203	2.1	1.6	1.2	2.0	1.7	1.8
法・政治学系	134	1.9	1.5	0.8	1.9	1.5	1.6
経済学系	112	1.8	1.3	0.8	1.8	1.6	1.6
経営・商学系	246	1.9	1.2	0.8	1.8	1.5	1.6
教育・教員養成系	47	2.0	1.2	1.2	1.6	1.6	1.4
理学系	126	1.8	1.2	0.8	1.8	1.8	1.7
工学系(建築学系を除く)	452	1.9	1.2	1.1	1.4	1.4	1.5
建築学系	101	1.8	1.0	1.3	1.5	1.3	1.4
生物生産・応用生命学系	57	2.2	1.4	1.4	1.5	1.4	1.6
総合・環境・人間・情報学系	164	1.9	1.3	1.1	1.9	1.4	1.5
全体	2019	1.9	1.3	1.0	1.7	1.5	1.6





### 3. SESSION 3 How to Choose the Appropriate Active Learning Method

The handout and questions for this session are as follows. Please look at them while watching the video.

**W1. S3. Handout** Sample of a Minute Paper

Name	Date
What would you like to learn more about in today's session?	

#### **W1. S3. Question 1**

Think of the perspectives you should use for choosing a method from various kinds of active learning that suit your purpose other than "form," "time," "structure," and "applicability to large lectures."

**(Your Idea)**

## 4. SESSION 4 Applying the Methods of Active Learning

The handout and questions for this session are as follows. Please look at them while watching the video.

### W1. S4. Handout

#### 豆腐の「さいの目」切り



- ❖ さいの目切りとは1センチ角の正六面体になる切り方です。
- ❖ 掌に豆腐をのせます。
- ❖ まず包丁を寝かせて水平に2,3本の切り目をいれます。
- ❖ 横・縦に垂直に切ってできあがり。
- ❖ 【注意点】垂直に切るとき,包丁を前後に動かしてはいけません。

10



#### How to Dice Tofu

- Dicing something involves cutting it into one-centimeter cubes.
- First, you place the tofu on your palm.
- Hold a kitchen knife flat and put two or three rifts into the tofu horizontally.
- Then, cut the tofu vertically in two directions at right angles, and then it's done.
- [CAUTION] You must not pull the knife when cutting tofu.

#### W1. S4. Question 1

What kind of methods would you use for teaching “how to dice tofu” instead of a one-way lecture when you cannot use a demonstration or hands-on learning?

**(Your Idea)**



## 5. SESSION D Why is “Self-Introduction” Important?

In the Discussion Session, we recommend you work on this worksheet before watching the video so that you can actually experience “interactive learning.” The discussion topic for WEEK 1 is “self-introduction.” In the video, you will see the graduate students, who will be your fellow learners over the next seven weeks, introducing themselves. Then, we will move on to discussing how an instructor uses self-introduction to promote students’ learning. Work on the task below and think about the role of self-introduction.

### W1. D

How did the instructors introduce themselves in the classes you have had? Think about the role of an instructor’s self-introduction in terms of promoting students’ learning and list them below.



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## 6. References

### (Literature and Materials referred to in the sessions)

- Bonwell, C. C. & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. San Francisco, CA: Jossey-Bass.
- Felder, R. M. & Brent, R. (2009). Active learning: An introduction. *ASQ Higher Education Brief*, 2(4).
- Keizai-sangyō-shō (Ministry of Economy, Trade and Industry (METI)) (2006). Shakaijin-kiso-ryoku (Basic skills for working adults). Retrieved Oct 1, 2014, from <http://www.meti.go.jp/policy/kisoryoku/>
- Lalley, J. P. & Miller, R. H. (2007). The learning pyramid: Does it point teachers in the right direction? *Education*, 128(1), 64-79.
- Monbu-kagaku-shō (Ministry of Education, Culture, Sports, Science and Technology (MEXT)) (2013). Dai2ki kyōiku shinkō kihon keikaku (The second basic plan for the promotion of education). Retrieved Oct 1, 2014, from [http://www.mext.go.jp/a\\_menu/keikaku/detail/1336379.htm](http://www.mext.go.jp/a_menu/keikaku/detail/1336379.htm) (Japanese version). Retrieved May 22, 2019 from <http://www.mext.go.jp/en/policy/education/lawandplan/title01/detail01/1373796.htm> (English version).
- Monbu-kagaku-shō (Ministry of Education, Culture, Sports, Science and Technology (MEXT)) (2014). Daigaku kyōiku saisei kasoku program (Acceleration program for university education rebuilding). Retrieved Oct 1, 2014, from [http://www.mext.go.jp/a\\_menu/koutou/kaikaku/ap/](http://www.mext.go.jp/a_menu/koutou/kaikaku/ap/)
- Monbu-kagaku-shō Chuō-kyōiku-shingikai (Central Council for Education) (2008). Gakushi katei kyōiku no kōchiku ni mukete (Towards the enhancement of undergraduate education). Retrieved Oct 1, 2014 from [http://www.mext.go.jp/b\\_menu/shingi/chukyo/chukyo0/toushin/1217067.htm](http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo0/toushin/1217067.htm)
- Monbu-kagaku-shō Chuō-kyōiku-shingikai (Central Council for Education) (2012). Tōshin “aratana mirai wo kizuku tame no daigaku kyōiku no shitsuteki tenkan ni mukete –Shōgai manabitsuzuke, shutaiteki ni kangaeru chikara wo ikusei suru daigaku he–” (Towards a qualitative transformation of university education for building a new future - Universities fostering lifelong learning and the ability to think independently and proactively (report) ). Retrieved Oct 1, 2014 from [http://www.mext.go.jp/b\\_menu/shingi/chukyo/chukyo0/toushin/1325047.htm](http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo0/toushin/1325047.htm) (Japanese version). Retrieved May 22, 2019 from <http://www.mext.go.jp/en/publication/report/title01/detail01/1380275.htm> (English version).



### **(Active Learning)**

Kawai-Juku (2011). *Active learning de naze gakusei ga seichō surunoka: Keizaikei, kougakukei no zenkoku daigaku chōsa kara mietekita koto (Why does active learning promote students' growth?: Results of nationwide survey among universities of economics and engineering)*. Tokyo: Toshindo.

Kawai-Juku (2013). *"Fukai manabi" ni tsunagaru active learning: Zenkoku daigaku no gakka chōsa hōkoku to curriculum sekkei no kadai (Active learning that leads to "deep learning": Report of nationwide survey on departments of universities and issues on curriculum design)*. Tokyo: Toshindo.

Kawai-Juku (2014). *"Manabi" no shitsu wo hoshō suru active learning: 3nenkan no zenkoku daigaku chōsa kara (Active learning that assures the quality of "learning": From the results of three-year nationwide university survey)*. Tokyo: Toshindo.

**The results of the survey shown in Session 2 are put together in the above three books.**

Ikeda, T., Todayama, K., Chikada, M., & Nakai, T. (2001). *Seichō suru Tips-sensei: jugyō design no tame no hiketsushu (Growing Mr. Tips: Tips for class design)*. Tokyo: Tamagawa University Press.

Arai, K. & Sakakura, K. (2013). *Academic skills group gakushū nyūmon: Manabiau badukuri no gihō (Academic skills introduction to group learning: Methods for creating a space for mutual learning)*. Tokyo: Keio University Press.

**These two books describe how to design interactive classes in plain words.**

## WEEK 2 Active Learning Methods

### Worksheet Contents

1. **SESSION 1 Think-Pair-Share**
2. **SESSION 2 The Jigsaw Method**
3. **SESSION 3 Poster Tour**
4. **SESSION 4 Peer Instruction**
5. **SESSION D Group Work: What Would You Do If...?**
6. **References**

### The Goal and Objectives of WEEK 2

**Goal** To understand the characteristics of various group work methods and acquire their implementation methods.

### Objectives

**To be able to explain the characteristics and implementation methods of**

1. Think-Pair-Share
2. The jigsaw method
3. Poster tour
4. Peer instruction





## 1. SESSION 1 Think-Pair-Share

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

### W2. S1. Question 1

What is the “Think-Pair-Share” method? Translate the term.

### W2. S1. Question 2

Think about the Think-Pair-Share method from the perspectives of form, time, structure, and applicability to large lectures.

Circle the appropriate item for each perspective.

- [form] individually, in pairs, in groups, collectively by the class
- [time] less than five min., 15 min., 30 min., longer than 60 min.
- [structure] simple, complicated
- [applicability to large lectures] ☆☆☆

### W2. S1. Question 3

In group work, you would sometimes come across a situation as described below: “Students start chatting when I use the Think-Pair-Share method. To start with, they were serious-minded students who listened to me carefully, but they can get out of control…” What can you do to deal with this situation as regards asking questions?

**(Your Idea)**



## 2. SESSION 2 The Jigsaw Method

The question asked in the session is described below. The video subtitles will show you when to work on the question.

### **W2. S2. Question 1**

Think about the jigsaw method from the perspectives of form, time, structure, and applicability to large lectures.

Circle the appropriate item for each perspective.

- [form] individually, in pairs, in groups, collectively by the class
- [time] less than five min., 15 min., 30 min., longer than 60 min.
- [structure] simple, complicated
- [applicability to large lectures] ☆☆☆



### 3. SESSION 3 Poster Tour

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

#### **W2. S3. Question 1**

What are the features of the poster tour method compared to an ordinary poster presentation?

**(Your Idea)**

#### **W2. S3. Question 2**

Think about the poster tour method from the perspectives of form, time, structure, and applicability to large lectures.

- [form] individually, in pairs, in groups, collectively by the class
- [time] less than five min., 15 min., 30 min., longer than 60 min.
- [structure] simple, complicated
- [applicability to large lectures] ☆☆☆



## 4. SESSION 4 Peer Instruction

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

### W2. S4. Question 1

When was peer instruction devised? Circle the correct answer.

1. 1995~2000
2. 2001~2010
3. 2011~2014

### W2. S4. Question 2

Think about the peer instruction method from the perspectives of form, time, structure, and applicability to large lectures.

Circle the appropriate item for each perspective.

- [form] individually, in pairs, in groups, collectively by the class
- [time] less than five min., 15 min., 30 min., longer than 60 min.
- [structure] simple, complicated
- [applicability to large lectures] ☆☆☆



## 5. SESSION D Group Work: What Would You Do If...?

We have learned about active learning over the last two weeks. It is crucial to design group work beforehand to make active learning successful. This week's discussion topic is about how to design group work to prevent difficult cases.

### W2. D

Below are two difficult cases which could occur during group work in active learning classes. Choose one of them and think of preventive measures and countermeasures against those difficulties.

[TOPIC] The Solution to the Falling Birthrate in Japan

[SITUATION] Groups are made of six students.

(A) There are students doing their own stuff and not getting involved in the discussion.

(B) A single student is dominating the discussion and others are unable to speak out.

His/her opinion alone seems to be adopted as the proposal of this group.

\* [TOPIC] is changeable. [SITUATION] is unchangeable.

### (Preventive Measures)

### (Countermeasures)



## 6. References

### (References for the methods introduced in the sessions)

Mazur, M. (1997). *Peer instruction: A user's manual*. Upper Saddle River, NJ: Prentice Hall.

**This is a reference for more details of peer instruction method.**

Sugie, S., Sekita, K., Yasunaga, S., & Miyake, N. (Eds.) (2004). *Daigaku jugyō wo kasseika suru hōhō (How to stimulate university classes)*. Tokyo: Tamagawa University Press.

**This is a reference for examples of using jigsaw method.**

Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.

**30 methods including Think-Pair-Share are described here.**

### (References for general understandings of active learning)

Davis, B. G. (1993). *Tools for teaching*. San Francisco, CA: Jossey-Bass.

**It is not too much to say that this is a definitive book on how to deliver "good classes."**

Ikeda, T., Todayama, K., Chikada, M., & Nakai, T. (2001). *Seichō suru Tips-sensei: Jugyō design no tame no hiketsushu (Growing Mr. Tips: Tips for class design)*. Tokyo: Tamagawa University Press.

Arai, K. & Sakakura, K. (2013). *Academic skills group gakushū nyūmon: Manabiau badukuri no gihō (Academic skills introduction to group learning: Methods for creating a space for mutual learning)*. Tokyo: Keio University Press.

**These two books describe how to design interactive classes in plain words.**

## WEEK 3 Learning Sciences

### Worksheet Contents

1. **SESSION 1 Motivation (1)**
2. **SESSION 2 Motivation (2)**
3. **SESSION 3 The Road to Developing Mastery**
4. **SESSION 4 Practice and Feedback**
5. **SESSION D Breaking Down the Skills**
6. **References**
7. **SKILL SESSION Introductory Section 2: How to Speak to Make Yourself Understood**

### The Goal and Objectives of WEEK 3

**Goal** To understand the factors related to the promotion of learning: motivation, mastery, and practice and feedback.

### Objectives

1. To be able to explain respectively the keys to keeping and stimulating motivation: value, expectancies, and the environment.
2. To be able to explain the mastery of students and methods to support them.
3. To be able to explain effective practice and feedback.





## 1. SESSION 1 Motivation (1)

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

### W3. S1. Question 1

What have you been most motivated to do recently?

### W3. S1. Question 2

What values can you give someone who wishes to achieve the following objective?

[OBJECTIVE] To be able to ride a bicycle.



## 2. SESSION 2 Motivation (2)

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

### **W3. S2. Question 1**

What can you do to give someone a high “expectancy” to achieve the following objective?

[OBJECTIVE] To be able to ride a bicycle.

### **W3. S2. Question 2**

What can you do to make the learners feel that their environment is supportive when they are trying to achieve the following objective?

[OBJECTIVE] To be able to ride a bicycle.



### **3. SESSION 3 The Road to Developing Mastery**

The question asked in the session is described below. The video subtitles will show you when to work on the question.

#### **W3. S3. Question 1**

Are experts good at teaching as well? Explain your opinion by giving reasons.



## 4. SESSION 4 Practice and Feedback

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

### **W3. S4. Question 1**

What are the features of the practices you thought were effective in acquiring knowledge or skills? Or think of practices that were not at all effective and consider their characteristics. Make a list of either set of items.

### **W3. S4. Question 2**

What characteristics did the effective feedback have in common for acquiring knowledge or skills? Or think of feedback that was not at all effective and consider its characteristics. Make a list of either set of items.



## 5. SESSION D Breaking Down the Skills

In this week's sessions, we have learned that it is important to break down a complicated task into component skills in order to help learners develop mastery. Let's do an exercise on breaking down skills using the example of riding a bicycle.

### W3. D

Suppose that a schoolchild is learning to ride a bicycle. In order to help him/her develop all his/her skills, break down the complicated task of "riding a bicycle independently" into its component skills.

Write down as many of the component skills as you can and list them in order starting from "the first skill the learner needs to acquire."



## 6. References

### (References related to the topic that appeared in the sessions.)

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*. San Francisco, CA: Jossey-Bass.

**Refer to Chapters 3, 4, and 5 for more detail on this week's topic.**

### (References as regards motivation)

Keller, J. M. (2010). *Motivational design for learning and performance: The ARCS model approach*. New York, NY: Springer.

**Refer to this book for more detail on the ARC model that enhances students' learning.**

Pike, R. W. (2003). *Creative training techniques handbook: Tips, tactics, and how-to's for delivering effective training*. 3rd ed. Amherst, MA: HRD press.

**This book is intended for training, but it is useful for designing a participant-centered program.**

Sugie, S., Sekita, K., Yasunaga, S., & Miyake, N. (Eds.) (2004). *Daigaku jugyō wo kasseika suru hōhō (How to stimulate university classes)*. Tokyo: Tamagawa University Press.

## 7. SKILL SESSION Introductory Section 2: How to Speak to Make Yourself Understood

### W3. Skill

Rewrite the following text from formal written language into simple spoken language and make it a one-minute presentation.

A musical is a play style that integrates music, song, play, and dance. Combining various emotional elements, such as humor, sadness, love, and anger, with narratives, music, movement, and other entertainment. It is the integration of all techniques.

## WEEK 4 Let's Design a 90–Minute Class

### Worksheet Contents

1. **SESSION 1 The Significance of Class Design and the ADDIE Model (1)**
2. **SESSION 2 The Significance of Class Design and the ADDIE Model (2)**
3. **SESSION 3 The Basic Structure of a Class**
4. **SESSION 4 How to Use Design Sheets**
5. **SESSION D Class Design Exercise**
6. **References**

### The Goal and Objectives of WEEK 4

**Goal** To understand the design, significance, and methods of implementing a class that promotes learning.

### Objectives

1. To be able to explain the significance of class design.
2. To be able to explain the workflow of design using the ADDIE model.
3. To be able to explain the basic structure of a class based on Gagné's nine events of instruction.
4. To be able to design a class using a design sheet.





## **1. SESSION 1 The Significance of Class Design and the ADDIE Model (1)**

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

### **W4. S1. Question 1**

What is the significance of designing a 90-minute class?

### **W4. S1. Question 2**

What kind of information would you need to design a 90-minute class? For example, if you were asked to teach a class in the next fiscal year, what kind of information would you want beforehand?

### **W4. S1. Question 3**

What are the specific components you have to consider in designing a 90-minute class?



## **2. SESSION 2 The Significance of Class Design and the ADDIE Model (2)**

The question asked in the session is described below. The video subtitles will show you when to work on the question.

### **W4. S2. Question 1**

What kind of “development” is required in a class in your field?



### 3. SESSION 3 The Basic Structure of a Class

The question asked in the session is described below. The video subtitles will show you when to work on the question.

#### **W4. S3. Question 1**

Gagné's nine events of instruction are shown below. How could you divide these nine into an introductory section, a main section, and a concluding section?

Classify the events into three parts.

1. Gain attention of the students
2. Inform the students of objectives
3. Stimulate recall of prior learning
4. Present the content
5. Provide learning guidance
6. Elicit performance
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer



## 4. SESSION 4 How to Use Design Sheets

The design sheets designated as **W4. S4. Handout 1** and **Handout 2** are shown on the following four pages (two pages for each Handout). Refer to these sheets while learning.

We also offer you an Excel version of Handout 1, which is easier for you to fill in. Check the announcement E-mail for details of how to download it.



## W4. S4. Handout 1

Name (      )

### Basic Information

<b>Year</b>		<b>Course Title</b>
<b>Number of Students</b>		
<b>Classroom</b>		

### Class Title (Topic, Theme)

No. (      )

### Class Goal

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<b>Class Objectives</b>	<b>Corresponding Evaluation Methods</b>



## Schedule

Time	Duration	Structure	Content	Detail	Instructional Method	Student Activity	Materials and Others

TOTAL



## W4. S4. Handout 2

Name (      )

### Basic Information

<b>Year</b>	Undergraduate 3 <sup>rd</sup> Year, Undergraduate 4 <sup>th</sup> Year, Master's Program, Doctoral Program	<b>Course Title</b>
<b>Number of Students</b>	30	Quantitative Data
<b>Classroom</b>	School Style (Desk Aligned)	Analysis

### Class Title (Topic, Theme)

**No. (      )** Partial Correlation and Multiple Regression Analysis:  
Mechanism of Multiple Regression Analysis

### Class Goal

To understand the mechanism of multiple regression analysis.

<b>Class Objectives</b>	<b>Corresponding Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• To understand and be able to explain multiple regression with vectors.</li> <li>• To be able to explain the influence of the relation between dependent variables and independent variables upon multiple correlation coefficients.</li> <li>• To be able to explain the method of finding and solving multicollinearity.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of the model, confirmation by the quiz conducted the following week, and final exam.</li> <li>• Explain to other students by using the model, confirmation by the quiz conducted the following week, and final exam.</li> <li>• Confirmation by the quiz conducted the following week, and final exam.</li> </ul>

## Schedule

Time	Duration	Structure	Content	Detail	Instructional Method	Student Activity	Materials and Others
	15	Before Class	Preparation	Prepare handouts. Write the objectives on the blackboard. MTG with TA			
0:00 0:05	5 10	Introductory Section 1	Review	Review by talking about the last session. Give quizzes.	Explanation  Learn with each other.	Answer checking in groups of 2-3.	Quiz sheet No.12
0:15 0:17	2 3	Introductory Section 2	Agenda  Objectives	Explain today's table of contents. Relate to the contents in the previous sessions. Present objectives.	Explanation  Explanation		Notebook
0:20	15	Main Section 1	Multiple Regression Analysis  Vector Representation	Explain formula.  Expand regression formula to vector.	Explanation and writing on the blackboard  Asking questions	Q1. Multiple regression formula Q2. Characteristics of the expression of independent variable Q3. Multiple correlation coefficient	Notebook
0:35	20	Main Section 2	Creation of the Model of Multiple Regression	Create the model of multiple regression.  1. Make $x_1$ , $x_2$ , $y$ . 2. Put 1 on a white sheet. 3. Determine "e."	Exercise (creation of model)	Create multiple regression model by using dry noodles, papier-mâché, and braid.	Dry noodles, papier-mâché, braid, and white sheet.



				4. Determine $\hat{y}$ . 5. Determine $b_{1x_1}$ , and $b_{2x_2}$ .			
0:55 1:02	7 7	Main section 3	Characteristics of multiple correlation coefficient	Correlation with dependent variable and correlation coefficient. Correlation between independent variables and correlation coefficient.	Explanation using the model, writing on the blackboard, and asking questions.	Understand by moving the model.  Q. Speculate how the correlation coefficient changes in each situation.	Model and notebook.
1:09	16	Main Section 4	Multicollinearity	About multicollinearity. <ul style="list-style-type: none"> <li>Characteristics</li> <li>Measures</li> </ul>	Explanation using the model, writing on the blackboard, and asking questions.	Understand by moving the model.	Model and notebook.
1:25	5	Concluding Section	Conclusion	Summarize today's session. Give instructions for homework. Preview the next session.	Explanation		
1:30							

TOTAL 90



## 5. SESSION D Class Design Exercise

In WEEK 4, we learned the significance of designing a class using the structure of an introductory section, a main section, and a concluding section. In this session, let's design an actual class by taking care of this structure.

### W4. D

Suppose that you are going to design a class on the topic of the "jigsaw method" we learned in WEEK 2. Design a class that accomplishes the following goal and objectives.

**Goal** To understand what the jigsaw method is and be able to use it.

**Objectives** To be able to explain the characteristics of the jigsaw method  
To be able to use the jigsaw method.

What kind of content would you incorporate in the introductory section, the main section, and the concluding section? Describe the content in each box below. Refer to Gagné's nine events of instruction if necessary.

(ADVANCED TASK) In addition, complete the class design on the jigsaw method by using the class design sheet.

(Introductory Section)

(Main Section)

(Concluding Section)



## 6. References

### (References related to the topic that appeared in the sessions.)

Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design. 5th ed.* Belmont, CA: Wadsworth.

**This is written by Gagné, who proposed nine events of instruction.**

### (Class Design)

Seichō suru

u Tips-sensei (Growing Mr. Tips) Chapter 4 “hibino jugyō wo kumitateru (Structuring everyday classes).” Retrieved Oct 1, 2014 from <http://www.cshe.nagoya-u.ac.jp/tips/basics/design/index.html>

**There is a plain written explanation on the website.**

Shimamune, S. (2004). *Kyōshi no tame no rulebook: Instructional design (Rulebook for educators: Instructional design)*. Tokyo: Yoneda Shuppan.

**Each item on class design is briefly summarized in plain explanation.**

Redish, E. F. (2003). *Teaching physics with the physics suite*. Hoboken, NJ: John Wiley & Sons.

**This book provides you with thorough explanations of the instructional methods for scientific courses.**

Natsume, T., Chikada, M., Nakai, T., & Saitoh, Y. (2010). *Daigaku kyōin junbi kōza (Preparative lecture for becoming a faculty member)*. Tokyo: Tamagawa University Press.

**As it is entitled, preparative knowledge and skills for becoming a faculty member and delivering classes are explained in this book.**

## WEEK 5 Let's Design a More Useful Syllabus

### Worksheet Contents

1. **SESSION 1 There is More to a Syllabus than Just That!**
2. **SESSION 2 Setting Goals and Objectives**
3. **SESSION 3 Designing a Course Schedule**
4. **SESSION 4 Visualizing the Structure of a Course**
5. **SESSION 5 How to Describe Evaluation Methods**
6. **SESSION D Let's Work on Setting Objectives**
7. **References**

### The Goal and Objectives of WEEK 5

**Goal** To acquire the skills to design a more useful syllabus to promote students' learning.

#### Objectives

1. To be able to explain the definition and various roles of a syllabus.
2. To be able to set appropriate goals and objectives.
3. To be able to design an effective schedule.
4. To be able to explain the significance and the methods to utilize a graphic syllabus.
5. To be able to write evaluation methods appropriately.





## 1. SESSION 1 There is More to a Syllabus than Just That!

This week, we are going to learn about syllabuses. Refer to the syllabuses you have or find syllabuses in the field that you are likely to teach in the future on the internet.

For example, find syllabuses for undergraduates in their first or second year on the websites below.

- ❑ Waseda University <https://www.wsl.waseda.jp/syllabus/JAA101.php>
- ❑ Osaka University [https://koan.osaka-u.ac.jp/syllabus\\_ex/campus](https://koan.osaka-u.ac.jp/syllabus_ex/campus)
- ❑ Chuo University <http://syllabus.chuo-u.ac.jp/syllabus/>
- ❑ Chiba University <http://www.chiba-u.ac.jp/student/syllabus/index.html>
- ❑ Syllabus Database <http://www.syllabus-db.com/index.html>

The question asked in the session is described below. The video subtitles will show you when to work on the question.

### W5. S1. Question 1

How have you used syllabuses?



## 2. SESSION 2 Setting Goals and Objectives

The question asked in the session is described below. The video subtitles will show you when to work on the question.

### **W5. S2. Question 1**

Look at the objectives described in the syllabus you have. Which of the following domains do they belong to: the cognitive domain, the psychomotor domain, or the affective domain?



### **3. SESSION 3 Designing a Course Schedule**

The question asked in the session is described below. The video subtitles will show you when to work on the question.

#### **W5. S3. Question 1**

Look at the schedule described in the syllabus you have on the basis of what you have learned in this session. Rewrite the schedule if necessary.



## 4. SESSION 4 Visualizing the Structure of a Course

The question asked in the session is described below. The video subtitles will show you when to work on the question.

### **W5. S4. Question 1**

Visualize the structure of the syllabus you have in the space below on the basis of what you have learned in this session.

## 5. SESSION 5 How to Describe Evaluation Methods

The question and handouts for this session are as follows. Please look at them while watching the video.

### W5. S5. Question 1

Check the evaluation methods described in the syllabus you have on the basis of what you have learned in this session. Rewrite the methods if necessary.

### W5. S5. Handout 1

## 4. 評価情報の例

### 到達目標

- ① 職場における自己啓発の重要性とその手順を説明できる。
- ② 職場におけるOJTのコツを説明できる。
- ③ 職場における新人研修プログラムを作ることができる。
- ④ 職場で使えるマニュアルを作ることができる。

### 評価情報

第1部+第2部テスト：15%（○月△日実施）  
 第3部テスト：10%（△月×日実施）  
 新人研修プログラム一式：20%（×月□日提出）  
 マニュアル：20%（□月△日提出）  
 受講態度：5%、出席点：30%

(Translation)

### 4. Example of Information Related to Evaluation

#### Objectives

- ① To be able to explain the significance and procedure of self-enlightenment in the workplace.
- ② To be able to explain the skills needed for on-the-job training in the workplace.
- ③ To be able to create an orientation program for new employees in the workplace.
- ④ To be able to create a manual to use in the workplace.

#### Information Related to Evaluation

Exam for Part 1 and Part 2: 15% (conducted on DATE)

Exam for Part 3: 10% (conducted on DATE)

A whole set of orientation programs for new employees: 20% (submitted on DATE)

Manual: 20% (submitted on DATE)

Participation attitude: 5%, Attendance: 30%

## S5. Handout 2

項目		被評価者氏名				
目標達成行動	真剣	1. 課題（やるべきこと）に真剣に取り組んでいた				
	的確	2. 課題（やるべきこと）をしっかりと理解していた				
	主張	3. 自分の意見を積極的に主張していた				
	役割	4. 与えられた役割をしっかりと果たそうとしていた				
	本題	5. 話題がそれたとき本題に戻そうとしていた				
	納得	6. 妥協ではない納得した結論を出そうと努力していた				
集団維持行動	傾聴	7. 相手の意見をしっかりと聴き、理解しようとしていた				
	仲間	8. グループにとけこもうとしていた				
	笑顔	9. つまらなそうな表情ではなく、笑顔で皆と接していた				
	援助	10. 消極的なメンバーに声をかけていた				
	同意	11. 優れた意見に共感・同意・賛成を表明していた				
	鼓舞	12. 話し合いが楽しくなるように場を盛り上げていた				

(Translation)

Items			Names of the Students			
			Evaluated			
Actions for Achieving Objectives	Seriousness	1. He/she was seriously involved with the problem.				
	Accuracy	2. He/she understood the problem accurately.				
	Assertion	3. He/she expressed his/her opinion actively.				
	Role	4. He/she tried to fulfill his/her assigned role.				
	Main Issue	5. He/she tried to return to the main subject when other members got off the track.				
	Satisfaction	6. He/she made efforts to reach a conclusion without compromising.				
Actions for Maintaining Groups	Attentive Listening	7. He/she tried to understand others' opinions by listening attentively.				
	Socialization	8. He/she tried to adapt to the group.				
	Smile	9. He/she communicated with others, not with a bored face, but a smile.				
	Assistance	10. He/she was speaking to passive members.				
	Approval	11. He/she expressed his/her sympathy, approval, and agreement with good opinions.				
	Encouragement	12. He/she livened up the atmosphere to make the discussion pleasant.				



## 6. SESSION D Let's Work on Setting Objectives

This week, we learned about syllabuses and also how to set objectives. In this session, let's learn about how to set objectives in a more practical way by working on the improvement of "problematic objectives."

### W5. D

Here are two examples of "problematic objectives."

**(A) "Basic Information Science"**

**Objective: To learn about information retrieval methods in libraries and comprehend the basics of information literacy.**

**(B) "Introduction to Philosophy"**

**Objective: The instructor will give lectures on the joy of thinking through an experience of immersing yourself in the world of philosophy.**

How could you rewrite and improve these into "more useful objectives"? Choose either objective and work on the following issues.

- List the problems with the objective.
- Make alternative objective(s) by analyzing the problems.

The objective you chose: (A) or (B)

(Problems)

(Alternative Objective(s))



## 7. References

### **(References related to the topic that appeared in the sessions.)**

Grunert, J. (1997). *The course syllabus*. Bolton, MA: Anker Publishing.

**This book provides you with thorough explanations of a syllabus.**

Nilson, L. B. (2007). *The graphic syllabus and the outcomes map: Communicating your course*. San Francisco, CA: Jossey-Bass.

**This book provides you with thorough explanations of a graphic syllabus.**

### **(References related to a syllabus)**

Sato, H. (Ed.) (2010). *Daigaku kyōin no tame no kugyō jōhō to design (Class delivery method and design for faculty members)*. Tokyo: Tamagawa University Press.

# WEEK 6 Evaluations to Promote Learning

## Worksheet Contents

1. SESSION 1 The Purpose of Evaluation
2. SESSION 2 What to Look for When Designing an Evaluation
3. SESSION 3 Rubrics (1)
4. SESSION 4 Rubrics (2)
5. SESSION D The Use of Rubrics
6. References

## The Goal and Objectives of WEEK 6

**Goal** To acquire the basic knowledge to evaluate students' learning, and to comprehend the significance of evaluations and be able to make use of them.

### Objectives

1. To be able to explain the significance of evaluations.
2. To be able to explain the characteristics of summative and formative evaluations.
3. To be able to explain significant points in order to "evaluate" evaluations.
4. To be able to explain the basic structure of a rubric.
5. To be able to explain the procedure to design a rubric.





## 1. SESSION 1 The Purpose of Evaluation

The question asked in the session is described below. The video subtitles will show you when to work on the question.

### W6. S1. Question 1

- |   |                        |
|---|------------------------|
| 1. Which is conducted at the end of a semester? | summative or formative |
| 2. Which is not included in grades?             | summative or formative |
| 3. Which covers advanced tasks?                 | summative or formative |



## 2. SESSION 2 What to Look for When Designing an Evaluation

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

### **W6. S2. Question 1**

What are the methods for evaluation? Recall the evaluation methods used in the classes you took in the past and make a list.

### **W6. S2. Question 3**

Examine the National Center Test from the four perspectives of evaluation.



### **3. SESSION 3 Rubrics (1)**

The handout for this session is as follows. The video subtitles will show you when to work on the handout.

### W6. S3. Handout

A rubric for evaluating omnibus lecture-style microteaching sessions conducted in groups			
Group ( )		Date	
	Excellent	Good	Developing
Structure	The session was well structured with consistency.	The instructor seems to have made efforts to make the session consistent.	The session lacked consistency as a whole, and each topic seemed to be different.
Level Settings	The content was appropriate as a whole in the sense that it was set at the level "within one's reach" for beginners.	The content was mostly set at the level "within one's reach" for beginners, but some of the content was too advanced or too easy.	The content was too advanced or too easy for beginners.
Stimulus for Learning	I was inclined to learn more about the session.	I was interested in the topic during the session and was satisfied with it, but I do not feel like learning more about the topic by myself.	I was not intrigued by the topic that appeared in the session.
Opportunities for Interaction	The instructor succeeded in involving students by providing rich opportunities for interaction such as asking questions to each student or the whole class.	The instructor provided some opportunities for interaction such as asking questions to each student or the whole class.	There were few opportunities for interaction such as asking questions to each student or the whole class.
Enthusiasm	I could feel the instructor's love and passion for the topic throughout the session.	I could partly feel the instructor's love and passion for the topic.	I could not feel much of the instructor's love and passion for the topic.
Use of Media	The instructor made good use of the blackboard, PowerPoint, and handouts, and they were useful for promoting learning.	The instructor was not so proficient in using the blackboard, PowerPoint, and handouts, but they were generally useful for promoting learning.	The instructor was not proficient in using the blackboard, PowerPoint, and handouts, and they hindered learning.
Feasibility	Feasible without revision.	Feasible with some revision.	Not feasible.
Comments			



## 4. SESSION 4 Rubrics (2)

The question asked in the session is described below. The video subtitles will show you when to work on the question.

### **W6. S4. Question 2**

The description of dimensions amounts to the product of “the number of scale” times “the number of dimensions.” In what order should you create the description of dimensions?



## 5. SESSION D The Use of Rubrics

This week, we learned about evaluations. Before watching this session, give marks to virtual writing assignments by using a rubric, and then consider the advantages and disadvantages of rubrics.

### W6. D

A writing assignment task on active learning, samples of the writing assignment, and a rubric are described on the following pages. Make use of the rubric and give marks to the writing assignments. More specifically, read the writing assignments and circle the description of the dimension you think is appropriate for each one. Once you have finished giving marks, consider the advantages and disadvantages of using rubrics by reflecting on what you felt during marking.

If you can propose alternative rubrics, share your ideas on the BBS.

(Advantages)

(Disadvantages)



**Give marks to the four writing assignments on the following issue.**

Task: Are you for or against the following opinion: “Active learning should be adopted in university classes.” Choose either position and discuss the issue by using references and citations. Write between 75 and 150 words excluding references.

### **Writing Assignment 1**

I am for the opinion: “Active learning should be adopted in university classes.”

The reason is that as Sato (2010) indicates, there are advantages of active learning such as “It triggers students to think actively,” “It provides students with an opportunity to participate actively,” and “It induces students’ aggressiveness by stimulating competition” (p. 17). As for collaborative learning, which is one of the active learning methods conducted in groups, Barkley, Cross, & Major (2005) indicate that there is a number of demonstrative pieces of research to show that it is highly effective in both learning outcomes and student satisfaction (pp. 11-16).

#### References

- Sato, H. (Ed.) (2010). *Daigaku kyōin no tame no jugyō hōhō to design* (Class delivery method and design for faculty members). Tokyo: Tamagawa University Press.
- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.

### **Writing Assignment 2**

As Sato (2010) says, there are advantages such as “It triggers students to think actively,” “It provides students with an opportunity to participate actively,” and “It induces students’ aggressiveness by stimulating competition” (p. 17). So, I think you should adopt active learning.

I was sleeping throughout the class when the teacher was talking all the time. I still remember what I did in the group activity I joined when a student teacher conducted the class, so I think active learning is effective.

#### References

- Sato, H. (Ed.) (2010). *Daigaku kyōin no tame no jugyō hōhō to design* (Class delivery method and design for faculty members). Tokyo: Tamagawa University Press.



### Writing Assignment 3

Active learning should be adopted in university classes.

This is because it is important to motivate students as is indicated by Ambrose et al. (2014, Chapter 3). In order to enhance motivation, it is important to set an objective where students could find a high “subjective value” or an objective that is significant for the students themselves. It is also important to let the students hold expectancies that they could feel that they are capable of adding value by taking the course, and to create a cooperative environment. Instructors should motivate students in these ways.

#### References

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*. San Francisco, CA: Jossey-Bass.

### Writing Assignment 4

I have never taken a class in active learning styles before. But I strongly feel that I wanted to take such classes. I often slept during the class on educational thought I took as an elective course in my first year, because I could not understand what the instructor was saying at all. I did badly in my exams, and I failed to get credits. The problem with that course was that it did not adopt active learning and much more so for elementary and secondary education.

I would like to become a teacher at a junior high school. You need to develop classes at junior high schools more than universities so as not to allow students to become bored. So, I would like to learn more about active learning methods and how to improve classes.



## **Rubric for Giving Marks**

Below is the rubric used for evaluation. Read each writing assignment and circle the description of the dimension you think is appropriate for each one; for example, regarding “Expression of One’s Position” in the “Structure” section, choose from “ideal,” “standard,” and “improvement needed.” (There are no points on the scales in this rubric, so your work is completed by circling the descriptions.) Four rubrics, which match the number of assignments, are provided as follows.

## Rubric for Writing Assignment 1

Task Are you for or against the following opinion: "Active learning should be adopted in university classes." Choose either position and discuss the issue by using references and citations. Write between 75 and 150 words excluding references.

Dimension		Ideal	Standard	Improvement Needed
Structure	Expression of One's Position	One's position is described at the beginning or the end.	One's position is described, but not at the beginning or the end.	There is no description of one's position.
	Evidence	Two or more references are shown as evidence to support one's position.	A reference is shown as evidence to support one's position.	No reference is shown as evidence to support one's position or there is no description of the position.
	Description Irrelevant to Supporting One's Opinion	There is no description irrelevant to supporting one's opinion.	Description irrelevant to supporting one's opinion is less than 20% of the whole volume.	Description irrelevant to supporting one's opinion is 20% or more of the whole volume.
Expression	Misspellings and Omitted Letters	There are no misspellings, omitted letters, or grammatical mistakes.	There are one or two misspellings, omitted letters, or grammatical mistakes.	There are three or more misspellings, omitted letters, or grammatical mistakes.
	Style		It is consistently written in either a casual style (sentences end with <i>da</i> or <i>dearu</i> ) or polite style (sentences end with <i>desu</i> or <i>masu</i> ).	Both casual and polite styles are mixed throughout.
Bibliographic Information			The bibliographic information of the cited references is complete.	The bibliographic information of the cited references is written in part or not at all.

## Rubric for Writing Assignment 2

Task Are you for or against the following opinion: "Active learning should be adopted in university classes." Choose either position and discuss the issue by using references and citations. Write between 75 and 150 words excluding references.

Dimension		Ideal	Standard	Improvement Needed
Structure	Expression of One's Position	One's position is described at the beginning or the end.	One's position is described, but not at the beginning or the end.	There is no description of one's position.
	Evidence	Two or more references are shown as evidence to support one's position.	A reference is shown as evidence to support one's position.	No reference is shown as evidence to support one's position or there is no description of the position.
	Description Irrelevant to Supporting One's Opinion	There is no description irrelevant to supporting one's opinion.	Description irrelevant to supporting one's opinion is less than 20% of the whole volume.	Description irrelevant to supporting one's opinion is 20% or more of the whole volume.
Expression	Misspellings and Omitted Letters	There are no misspellings, omitted letters, or grammatical mistakes.	There are one or two misspellings, omitted letters, or grammatical mistakes.	There are three or more misspellings, omitted letters, or grammatical mistakes.
	Style		It is consistently written in either a casual style (sentences end with <i>da</i> or <i>dearu</i> ) or polite style (sentences end with <i>desu</i> or <i>masu</i> ).	Both casual and polite styles are mixed throughout.
Bibliographic Information			The bibliographic information of the cited references is complete.	The bibliographic information of the cited references is written in part or not at all.

## Rubric for Writing Assignment 3

Task Are you for or against the following opinion: "Active learning should be adopted in university classes." Choose either position and discuss the issue by using references and citations. Write between 75 and 150 words excluding references.

Dimension		Ideal	Standard	Improvement Needed
Structure	Expression of One's Position	One's position is described at the beginning or the end.	One's position is described, but not at the beginning or the end.	There is no description of one's position.
	Evidence	Two or more references are shown as evidence to support one's position.	A reference is shown as evidence to support one's position.	No reference is shown as evidence to support one's position or there is no description of the position.
	Description Irrelevant to Supporting One's Opinion	There is no description irrelevant to supporting one's opinion.	Description irrelevant to supporting one's opinion is less than 20% of the whole volume.	Description irrelevant to supporting one's opinion is 20% or more of the whole volume.
Expression	Misspellings and Omitted Letters	There are no misspellings, omitted letters, or grammatical mistakes.	There are one or two misspellings, omitted letters, or grammatical mistakes.	There are three or more misspellings, omitted letters, or grammatical mistakes.
	Style		It is consistently written in either a casual style (sentences end with <i>da</i> or <i>dearu</i> ) or polite style (sentences end with <i>desu</i> or <i>masu</i> ).	Both casual and polite styles are mixed throughout.
Bibliographic Information			The bibliographic information of the cited references is complete.	The bibliographic information of the cited references is written in part or not at all.

## Rubric for Writing Assignment 4

Task Are you for or against the following opinion: "Active learning should be adopted in university classes." Choose either position and discuss the issue by using references and citations. Write between 75 and 150 words excluding references.

Dimension		Ideal	Standard	Improvement Needed
Structure	Expression of One's Position	One's position is described at the beginning or the end.	One's position is described, but not at the beginning or the end.	There is no description of one's position.
	Evidence	Two or more references are shown as evidence to support one's position.	A reference is shown as evidence to support one's position.	No reference is shown as evidence to support one's position or there is no description of the position.
	Description Irrelevant to Supporting One's Opinion	There is no description irrelevant to supporting one's opinion.	Description irrelevant to supporting one's opinion is less than 20% of the whole volume.	Description irrelevant to supporting one's opinion is 20% or more of the whole volume.
Expression	Misspellings and Omitted Letters	There are no misspellings, omitted letters, or grammatical mistakes.	There are one or two misspellings, omitted letters, or grammatical mistakes.	There are three or more misspellings, omitted letters, or grammatical mistakes.
	Style		It is consistently written in either a casual style (sentences end with <i>da</i> or <i>dearu</i> ) or polite style (sentences end with <i>desu</i> or <i>masu</i> ).	Both casual and polite styles are mixed throughout.
Bibliographic Information			The bibliographic information of the cited references is complete.	The bibliographic information of the cited references is written in part or not at all.



## 6. References

**(References related to the topic that appeared in the sessions.)**

Angelo, T. A. & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. 2nd ed. San Francisco, CA: Jossey-Bass.

**This book shows you a number of evaluation method mainly used in the classroom.**

Stevens, D. D., & Levi, A. J. (2013). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Sterling, VA: Stylus.

**This book gives you an explanation of rubrics in plain words.**

Natsume, T., Chikada, M., Nakai, T., & Saitoh, Y. (2010). *Daigaku kyōin junbi kōza (Preparative lecture for becoming a faculty member)*. Tokyo: Tamagawa University Press.

**Evaluation is briefly organized in this book.**

Sato, H. (Ed.) (2010). *Daigaku kyōin no tame no jugyō hōhō to design (Class delivery method and design for faculty members)*. Tokyo: Tamagawa University Press.

**Evaluation is briefly organized in plain words in this book.**



# WEEK 7 Let's Think about Career Paths PART 1: Reflection as a Professor

## Worksheet Contents

1. SESSION 1 Universities Changing with the Times
2. SESSION 2 What Faculty Members Should Be
3. SESSION 3 Let's Think about the Ideal Image of a Faculty Member
4. SESSION D The Ideal Image of Being a Faculty Member
5. References

## The Goal and Objectives of WEEK 7

**Goal** To comprehend what is required of faculty members today, and be able to think about what they should be.

### Objectives

1. To be able to give a general overview of Japanese higher education.
2. To be able to list and explain four types of duties assigned to faculty members.
3. To be able to explain the characteristics of a portfolio as a tool that presents a general overview of your present activity and what future measures need to be taken.





## 1. SESSION 1 Universities Changing with the Times

The questions asked in the session are described below. The video subtitles will show you when to work on each question.

### W7. S1. Question 1

What categories of institutions exist in higher education? Write them down in a list.

### W7. S1. Question 2

How many universities are there in Japan?

1. approx. 300
2. approx. 800
3. approx. 1,500

### W7. S1. Question 3

What situation does the phrase "*zennyu jidai*" (the age when everyone is able to enter university) mean?

1. The population of 18-year-olds is the same as the quota.
2. The total number of those who wish to enter university is the same as the total quota.

### W7. S1. Question 4

What is the percentage of students enrolling in universities in Japan today?

1. approx. 25%
2. approx. 50%
3. approx. 75%



## 2. SESSION 2 What Faculty Members Should Be

The question asked in the session is described below. The video subtitles will show you when to work on the question.

### **W7. S2. Question 1**

List the different types of jobs of faculty members. What kind of activities are the faculty members around you, such as your mentors, engaged in daily?



### **3. SESSION 3 Let's Think about the Ideal Image of a Faculty Member**

There are no questions asked in the session. Please use the space below for taking notes.



## 4. SESSION D The Ideal Image of Being a Faculty Member

Based on what you learned about the faculty duties in this week's sessions, examine your ideal balance between education and research. How do you consider the relationship between the two?

### W7. D

Draw an "education" circle and a "research" circle at the bottom of this page. Express your ideal relationship between the two as a faculty member by size and the amount of overlap.



## 5. References

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

**Cases of faculty members who are excellent educators are collected.**

Seldin, P. & Miller, J. E. (2009). *The academic portfolio: A practical guide to documenting teaching, research, and service*. San Francisco, CA: Jossey-Bass.

**This is a book written by the developers of academic portfolio.**

Seldin, P. (2004). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. 3rd ed. Bolton, MA: Anker Publishing.

**This is a book written by the developer of teaching portfolio which emphasizes self-reflection.**

Sugihara, K. (2012). *Daigaku kyōju to iu shigoto (Profession of university professors)*. Tokyo: Suiyosha Publishing.

**The author himself explains the job of faculty members in Japan.**

Debowski, S. (2012). *The new academic: A strategic handbook*. Maidenhead, Berkshire: Open University Press.

**This is a reference for more detail on the duties of faculty members and what they should be.**



# WEEK8 Let's Think about Career Paths PART 2: Use of Portfolios

## Worksheet Contents

1. **SESSION 1 Structured Academic Portfolios**
2. **References**

This week's sessions are conducted using only the Handout for Session 1. There are no other Questions.

## The Goal and Objectives of WEEK 8

**Goal** To give a general overview of the activities in education and research, and envision a career path to become a faculty member.

### Objectives

1. To be able to explain the significance of creating a structured portfolio.
2. To be able to explain the significance of a SAP and its overall structure.
3. To be able to create your own SAP chart by following a specific procedure.





## **1. SESSION 1 Structured Academic Portfolios**

The Handout for this session is shown on the next page. You will use this Handout throughout the sessions, so print it before watching the sessions. The Handout is A4 sized here, but we recommend you enlarge it to A3 size when printing.

**W8. S1. Handout (See the next page.)**

**SAP CHART**  
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PURPOSE

INTEGRATION

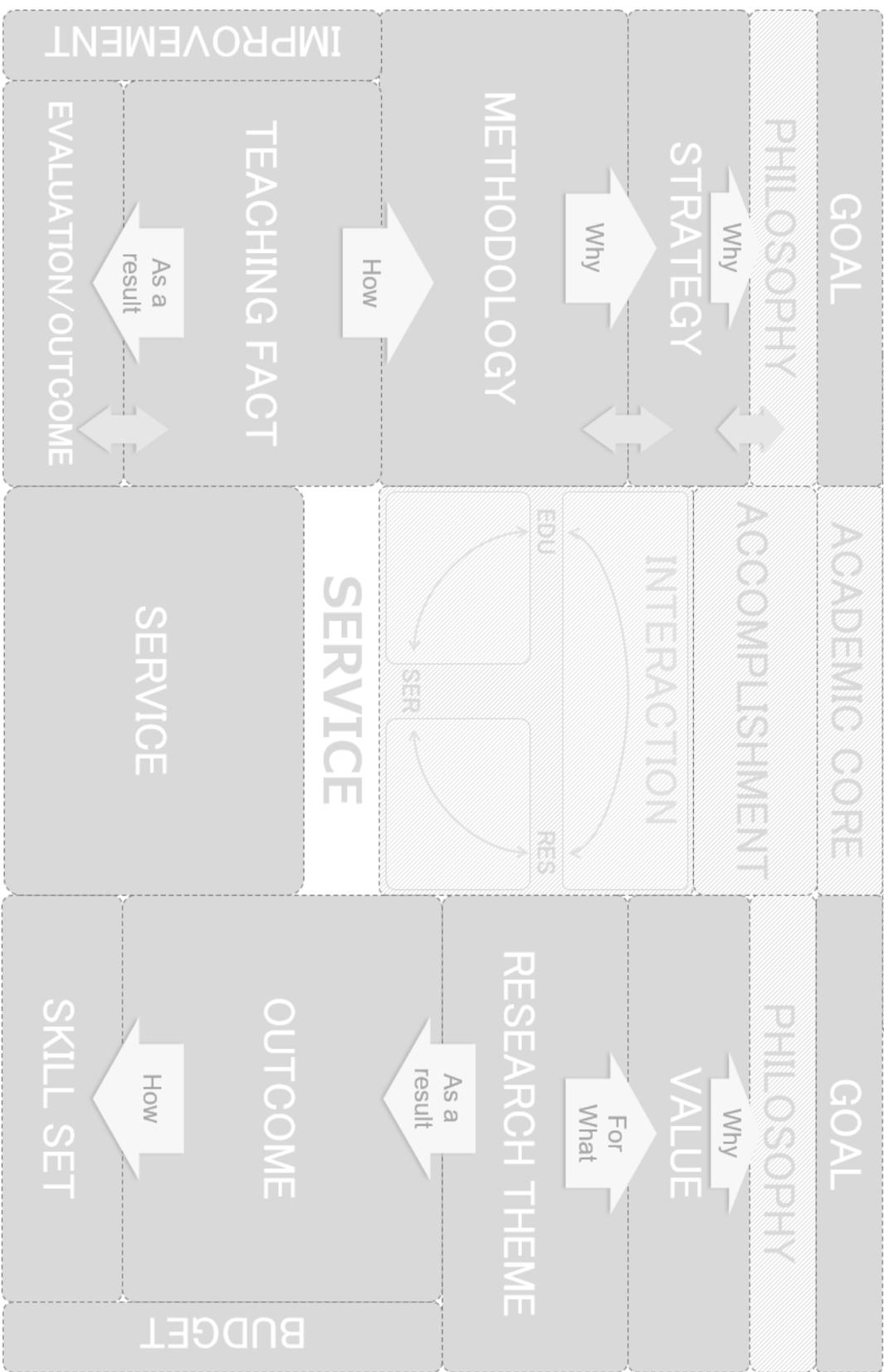
WRAP-UP

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

## TEACHING

## ACADEMIC GOAL

## RESEARCH





## 2. References

Debowski, S. (2012). *The New Academic: A strategic handbook*. Maidenhead, Berkshire: Open University Press.

**Please refer to this book for more details on the duties of faculty members and what they should be.**

Yoshida L, & Kurita K. (2014). Development of structured academic portfolio. *Research Report of Japan Society for Educational Technology Conferences*, 14(4), 15-21.

**This paper gives you an explanation of a SAP chart.**