



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

SYLLABUS

The University of Tokyo Global Future Faculty Development Program



Administrative details

- **Course title:** UTokyo Global Future Faculty Development Program (**UTokyo Global FFDG**)
- **Common Graduate Course Title (credits):** Teaching Development in Higher Education in English (2 cred.)
- **Lecturer:** Dr. Gabriel Hervas
- **Contact information:** utokyo_fd@he.u-tokyo.ac.jp
- **Course's website:** <https://utokyofd.com/en/ffdp/about>
- **Teaching-learning environment:** Online (Zoom)

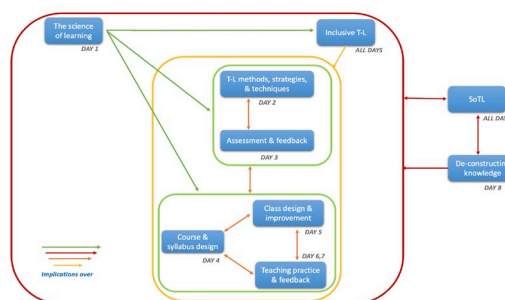


Course summary

UTokyo Global FFDG aims to contribute to the **educational development** of future and new university teachers. Participants learn about teaching and learning methods and assessment strategies, how to enhance students' active learning, how to design a syllabus and lessons with a learner-directed approach, and how to engage into the teaching profession maintaining an inclusive stance.

The course emphasizes the development of a critical and scholarly approach to the teaching profession, inviting the participants to learn through **reflection, discussion, and learning by doing**. The course is based on **flipped classroom**; participants watch short videos before the class and to, in it, discuss, reflect, and practice with their peers.

On its previous editions, participants came from **18 different countries** and four continents, all from diverse disciplines. This diversity enriches the participants' learning experience and their chances to face the teaching practice inclusively, as it brings to discussion disciplinary, contextual, and culturally diverse points-of-view on education. If you want to know how the course looks like, please check [this video](#).



(Visual representation of the contents of the course on its different sessions)



Enrollment, registration, credits, and certificate

Participants can be **graduate students, researchers, and faculty** members of **The University of Tokyo** (up to 20). Selection is made considering the expression of motivation to participate, experience in similar courses, a balance among disciplines, and English skills. In addition, we welcome **observers** from ours and other institutions. There are no technological requirements to participate in this course other than having access to Google Classroom and Zoom (both freely available to UTokyo members). If you are interested in participating and find any difficulties in obtaining the necessary means, please **reach us out** (utokyo_fd@he.u-tokyo.ac.jp) so we can find a way to support you.

UTokyo Global FFDG is also a Common Graduate Course. Graduate students can earn **two credits** (in UTAS, the course appears under the title "Teaching Development in Higher Education in English"). To earn credits, **once your enrollment has been accepted**, please register in the course following the procedures of your School. A **certificate of completion** will be issued to those participants who successfully complete the course.



Main goals and intended learning outcomes

- *UTokyo Global FFDP aims to:*
 - ✓ Promote professional and educational reflection, discussion, and critical pedagogical thinking.
 - ✓ Nurture a scholarly, evidence-based, inclusive and ethical approach to teaching.
 - ✓ Support a cross-cultural and global approach to the academic profession and to teaching and learning.
 - ✓ Cultivate continuous development, lifelong learning, and community-building attitudes and opportunities.
 - ✓ Contribute to the development of key educational competences to support learner-directed teaching-learning processes.
 - ✓ Provide learning by doing opportunities for a congruent educational development.
- *Upon successful completion of the course, participants should, at a fundamental level, be able to:*
 - ✓ Reason substantial insights on the significance, implications, and requirements of fulfilling the role of university teacher.
 - ✓ Maintain a scholarly, evidence-based, critical, and reflective pedagogical stance to their educational practice.
 - ✓ Design syllabi and design/deliver lessons from an ethical, inclusive, and responsible perspective.
 - ✓ Critically assess and review their educational ideas, practices, and designs.
 - ✓ Design syllabi and design and deliver lessons considering an active learner-directed approach.
 - ✓ Design and develop teaching and learning schemes that align goals, strategies, and assessment.



Contents, structure, and schedule

The contents of the course involve **knowledge**, practical **skills** and **attitudes** necessary to teach at universities. The following table summarizes these, presents the **pedagogical questions** that we seek to answer, and encapsulates the course's structure and schedule (subject to updates that would be notified with anticipation).

Session No. (date)	Main contents (Overall description)
DAY 1 (Oct. 7 th)	The science of learning. <i>How do students learn?</i> We explore and discuss what the science of learning tells us about how people learn and its practical implications over the design of our courses and lessons. Many of these ideas involve an inclusive approach to education.
DAY 2 (Oct. 14 th)	Teaching-learning methods, strategies, and techniques. <i>How can we contribute to the students' learning?</i> We build on Day 1 to discuss active learning and learn and practice in relation with different methods, strategies and techniques intended to promote it. Among others, we address flipped classroom, peer-instruction, TBL, jigsaw, fishbowl, etc.
DAY 3 (Oct. 21 st)	Assessment, feedback, and rubrics. <i>How can we obtain information on how/what students learn?</i> We learn and practice in relation with the different purposes of assessment, when/how/who can be involved, and its connections with formative feedback. Also, we practice the creation of questions for multiple-choice tests and rubrics.
DAY 4 (Oct. 28 th)	Course and syllabus design. <i>How can we design and improve our courses and syllabi?</i> We learn and practice in relation with course and syllabus design, exploring their different components, and the integration of what we learnt on days 2 and 3.
DAY 5 (Nov. 11 th)	Class design. <i>How can we design, deliver, and improve our classes?</i> Building on the previous sessions, we learn and practice in relation with how to structure a class and its components/sequence. Participants design a brief class that they will teach in the following days.
DAY 6 (Nov. 25 th)	Class design & instruction I. <i>How can we design, deliver, and improve our classes?</i> We teach the brief class designed during Day 5 and receive constructive feedback from our peers to improve it.
DAY 7 (Dec. 9 th)	Class design & instruction II. <i>How can we design, deliver, and improve our classes?</i> We teach the same class (modified after receiving feedback) and we receive feedback to continue improving it.
DAY 8 (Dec. 16 th)	Deconstructing knowledge. <i>Is what we learnt unquestionable?</i> We problematize some contents addressed during the course, generating reflection and critical thinking.



Teaching and learning methods

The following are the key features of this course in terms of its methods and format:

- ✓ **Flipped classroom.** Different sessions require to, beforehand, watch a video to fruitfully participate in class.
- ✓ **Online.** Use of **Zoom** and **Google Classroom** as a learning management system (materials, communications, assignments, etc.).
- ✓ **Learning by doing & experiential learning.** Participants learn by creating teaching materials and by going through learner-directed and active learning strategies that emphasize self-/peer-**reflection**, **discussion**, and **collaboration** (jigsaw, poster tour, fishbowl, etc.).
- ✓ **Active engagement.** (Meaningful) active engagement and contributions of the participants are encouraged. These are relevant for learning and permit to assess the fulfillment of diverse learning outcomes (note that this does not mean that the participants are forced to talk even when they do not have anything meaningful to say).



Assessment and grading

Assessment in this course is a **continuous** process with two goals: offering qualitative feedback to guide learning and gathering information to adjust the course to the participants' learning moment. Grading involves a **100-point** allotment system to demonstrate the achievement of the learning outcomes through:

- a. **Syllabus design** (30 points). By the last day of the course, you will submit the re-design of an existing syllabus and its justification making use of what you learn throughout the course. A few keys to approach the task:
 - i. You can select any existing syllabus you are interested in from any university. You will re-do it.
 - ii. The changes you make to the original syllabus should, in principle, be substantial and the modifications and (important) the aspects not modified should be argued in detail based on what we learn during the course.
 - iii. It is important to work on this task continuously, avoiding doing it at the end.
- b. **Class-design related tasks** (35 points): During days 5, 6, and 7 you will work on designing and delivering a very short class and you will receive feedback from your peers. During these days, you will be asked to deliver your designs and to justify them.
- c. **Other assignments and engagement** and contribution during the classes (35 points): To promote continuous assessment and learning, you will be asked to actively participate in class and to deliver a couple of video summaries of the contents addressed on different sessions.

To complete the course, participants need to **pass all activities** (mainly assessed by the lecturer with sporadic self-/peer-assessment; assessment criteria are shared at the beginning of the course).



Course "policies"

These are basic policies to follow the course satisfactorily (points might be deducted if they are not respected). They are **open** to the participants' insights, and we will make our best to accommodate **personal circumstances**, so please let us know when these emerge.

- ✓ **Attendance.** The course relies on cooperation and each day builds on the prior. In case of absence, please **inform the lecturer** no later than the day before the class. To complete the course, you should **not be absent for four or more periods**; each day involves two periods, which means that only 1,5 days can be missed to pass the course (that is close to 20% of the course).

Exception. Days 5, 6, and 7 are essential for several intended learning outcomes and involve the participants in peer-feedback. For this reason, participants can miss only one out of these three days.

- ✓ **Cameras.** In principle, we request the use of cameras during the sessions.
- ✓ **Plagiarism.** We expect the participants to **cite** adequately (information/excerpts/images). Also, if an Artificial Intelligence system (e.g., ChatGPT) is used, this needs to be made explicit, explained (how?) and justified (why?).



Inclusion, equity, & accessibility statement

It is our goal to create a learning experience that is as **safe, inclusive, equitable, accessible, and welcoming**. 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 alternatives. This includes methods and assignments, but also participation, access to resources/materials, etc. We

are committed to this, and we are happy to consider any adjustments if they do not alter the purpose of the course; let us know your ideas and feedback at any moment so we can make the course more accessible and inclusive, they are more than welcome.

○○○ Personal message to the participants

This is Gabriel, lecturer of the course. If you read the whole syllabus to this point, **thank you!** If not, **try to do it** as it can solve some doubts that might emerge later.

UTokyo Global FFDP was created with dedication and passion by people who firmly believe that education and teachers are key societal pillars and, as such, that university students should learn with teachers who know about their discipline, but also about teaching that discipline. Being here, you probably share this idea. UTokyo Global FFDP is meant for you and others with similar interests, but diverse backgrounds. You might be interested in this: past editions of the course brought together participants from **18 countries** (four continents) and multiple disciplines.

The course aims to offer the opportunity to stop, reflect and discuss about topics that, when teaching, we have less time to address. That is why we emphasize **reflection** and **discussion** with your peers, a valuable opportunity if you consider the possibility of teaching anywhere in the world. Within a safe and respectful learning environment, we will invite you to share ideas, but also to re-explore them. The **self-analysis of assumptions** is key in the training of educators and a crucial competence to promote continuous learning.

Still, let me emphasize that it is not possible to “master” a discipline (pedagogy) and a profession (teaching) in eight sessions. Hence, after the course, you will continue feeling the need of knowing more and of developing your skills. This is natural and, actually, a positive sign.

All there is left for me to say is: **come in and welcome!** We are looking forward to learning with you.



References

This is a list of relevant (**non-compulsory**) references. If you do not have access to them or need support to read them, please reach the lecturer. A more comprehensive and diverse list will be shared each session.

- ✓ Ambrose, S. A., et al. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons.
- ✓ 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.
- ✓ Biggs, J. & Tang, C. (2011). *Teaching for Quality Learning at University*. Open University Press/McGraw Hill.
- ✓ Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th Ed.). H.B. Jovanovich College.
- ✓ 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.
- ✓ Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons.
- ✓ Nisbet, J., & Shucksmith, J. (2017). *Learning strategies*. Routledge.
- ✓ Villa, R., & Thousand, J. (2016). *The Inclusive Education Checklist: A Self-Assessment of Best Practices*. Dude Publishing.
- ✓ Oakley, B., Rogowsky, B., & Sejnowski, T. J. (2021). *Uncommon sense teaching*. TarcherPerigee.
- ✓ Winstone, N., & Carless, D. (2020). *Designing effective feedback processes in higher education: A learning-focused approach*. Routledge.