# University of Tokyo College of Arts and Sciences Global Faculty Development Initiative

Annual Report 2021-2022

東京大学
THE UNIVERSITY OF TOKYO

The University of Tokyo
Global Faculty Development

# University of Tokyo College of Arts and Sciences Global Faculty Development Initiative

## Annual Report 2021-2022

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University of Tokyo College of Arts and Sciences
Global Faculty Development Initiative

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## Chapter

# 1

# Global Faculty Development initiative: Our Achievements in Academic Year 2021

## 1.1 Three Pillars of GFD

To thrive as a competitive, reputable institution in this globalized era, it is imperative to provide a quality education that can promote students' learning to the fullest extent, since it is these students who will be responsible for shaping the future of our society. Reflecting on our teaching and improving our skills are critical to achieving this goal. Our Global Faculty Development (GFD) initiative thus allows for a systematic endeavor for empowering teachers and, in turn, providing practical and essential education for building a better future.

To this end, the foci of our efforts have been decided to entail the following three areas of faculty development: (a) teaching and learning, (b) educational research, and (c) new faculty orientation. Thus, these are the three pillars of our GFD initiative.

### 1.1.1 Teaching and Learning

"Teaching and Learning" or what we call "TALK (Teaching And Learning at Komaba)" is the primary and most active area of our GFD initiative. This academic year, we organized various events hoping that they would help faculty familiarize themselves with the scholarship of teaching and learning and give them opportunities to reflect on their teaching practices and learn about new pedagogic ideas. The main activities offered in the academic year of 2021 are as follows:

1. The Spotlight Series, which allows faculty and staff to share information on innovative teaching practices across the UTokyo campuses.
2. Online workshops and lectures on teaching and learning and diversity in higher education.
3. Weekly FD lunch sessions that offered faculty opportunities to discuss teaching and learning in a casual setting.
4. The LOOK Program, which offers financial support to faculty interested in improving their courses taught in non-Japanese languages and whowishd to go outside of Komaba to learn more about the scholarship to teaching and learning.
5. The TASTE Program, which offers financial support (up to 50,000yen) to faculty who are interested in the use of active learning methods in classes taught in Komaba.
6. Time to TALK report sessions, in which faculty who participated in the LOOK or/and the TASTE Program shared the valuable experiences gained through the programs with other members at Komaba.
7. OWLS Program, implemented in 2021, which aims at offering financial support for the organization of online workshops or lectures on teaching, learning, and unique, innovative FD practices. In the first instance, the funding covers speaker honoraria and live online interpretation costs. Other expenses incurred in the organization of the workshop will be considered on a case-by-case basis.

The number of TALK-related activities offered and the number of participants in each activity are presented below (See Table 1). More details of online lectures and workshops can be found in the next chapter (Chapter 2), while the details of the weekly FD lunch sessions, the TASTE and LOOK Programs, and the Time to TALK report sessions are to be found in Chapters 3 and 4.

Table 1. Number of TALK-related activities and number of participants in each activity in AY 2021.

| Name of TALK-related activities | Number of events | Number of audience (faculty, staff, and students) |
| --- | --- | --- |
| Spotlight Series | 1 | 30-40 |
| Online Lectures and Workshops | 10 | Average of 25 |
| Weekly FD lunch sessions | 12 in S1/S2; 13 in A1/A2 | Between 5 and 10 each session |
| LOOK Program | 2 | - |
| TASTE Program | 1 | - |
| Time to TALK sessions | 3 | Average of 10 |
| OWLS Program applications | 1 | Average of 25 |

*Note: Faculty who participated in the programs more than once are counted towards the total number each time.*



### 1.1.2 Educational research

Educational research, or "Reflect," is another essential endeavor for GFD. What we hope to accomplish in this area of faculty development is to support educational and pedagogic research and promote evidence-based educational practices. To this end, we have offered ten online workshops and lectures and one spotlight series this academic year, responding to the needs of faculty, staff, and students at Komaba. Below is the list of topics that were covered in the academic year of 2021:

- Inconmesurability and critical thinking
- Interdisciplinary course design
- Creativity in higher education

- Language awareness and inclusivity in the classroom
- Exclusion and minorities in the classroom
- Perspectives for hybrid teaching and learning
- Mindmapping for collaborative activities
- Screencasts and video production for the classroom
- Supporting students with special needs
- The role of universities in creating more inclusive classrooms

Each event was attended by approximately 25 people on average, and more details of each symposium and research seminar can be found in the next chapter.

The other aspect of "Reflect" that we feel is critical is conducting educational research. Eventually, we hope to disseminate research results as part of our GFD endeavors, in the form of conference presentations and journal papers, to the broader national and international community of professionals. It is our strong hope that this attempt will bridge the seeming gap between research and pedagogy and convince various stakeholders that research does not have to be the antonym of teaching but could, and actually should, be done following classroom practices and in a way that would benefit students' learning.

## 1.1.3 New Faculty Orientation

The last mission that we hope to undertake as GFD is to create a work environment that is inclusive of international faculty and provide support for their integration (i.e., "Orient"). Thus, as a small but crucial step, we included important information on the rules and regulations related to employment and research activities at the University of Tokyo (UTokyo) in English on our website (see section 1.3 for more details about the website). This year we also offered a faculty orientation called "Teaching PEAK classes: a Workshop for Faculty" at the beginning of the Autumn term. This workshop aimed to introduce PEAK and its students, their skills, and their expectations to new professors.



## 1.2 GFD Logo

In 2016, we developed our GFD logo. In the process of its development, we had several meetings with Harajuku Shunka, the logo designer, to discuss the missions of GFD and what we wish to achieve through our initiative in a short- and also longer-term what we wish our logo to represent, and so on. Based on these discussions, Harajuku Shunka provided us with several logo ideas, among which we chose the one you see below.



The green square imitates a table with four chairs surrounding it. The logo then represents a learning community in which group discussions, learning from each other, and collaboration occur. It also nicely replicates the physical learning space in the FD lounge (in KIBER 313) (see the photo above). The logo looks like a four-leaf clover representing happiness and our hope for growth as educators. We are thankful to Harajuku Shunka for developing such a unique logo. We wish to grow as an agent of change and make positive contributions to education offered at UTokyo, Komaba campus, just as the logo expresses that very idea.

## 1.3 GFD Website and YouTube Channel

In 2016, we developed a website dedicated to the Global Faculty Development initiative. On the website, you will see all activities we have engaged in since the launch of our initiative in 2016 to now, 2022. It is our sincere hope that this website will allow us to reach more people who are interested in and passionate about educational innovations and that our initiatives will become more accessible to the future and current faculty at Komaba and beyond. You can access GFD's website by scanning the code below. Also, you can type "www.gfd.c.u-tokyo.ac.jp/" on the browser of your preference.

Furthermore, in 2020, in response to the COVID-19 pandemic, we also launched our YouTube channel to share the recordings of our online Zoom workshops and seminars. The channel can be found on our website as well.

## 1.4 The Three-Fold GFD Pamphlet

In 2018, we completed our first GFD pamphlet (in Japanese) in hopes of expanding and increasing the visibility of GFD on our campus and beyond. This pamphlet was distributed at our 2019 Symposium in March and placed at the Globalization Office reception desk and the entrance of the Komaba library.
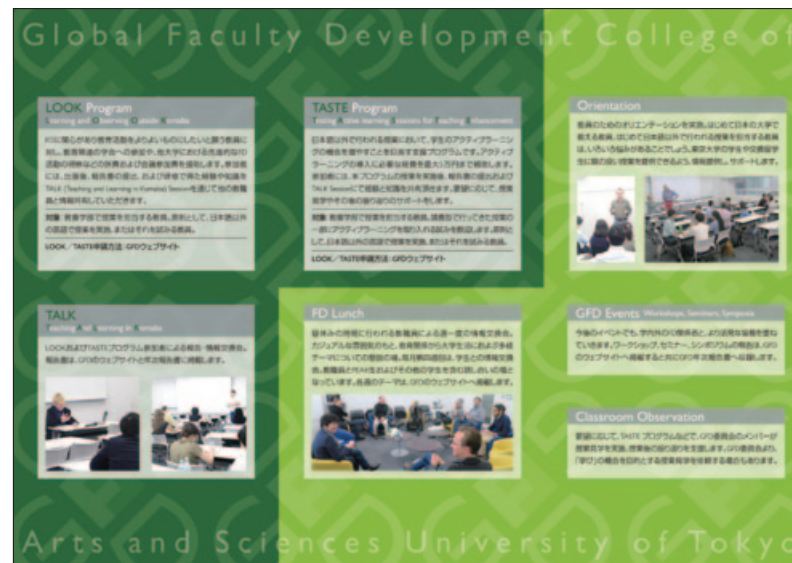




## 1.5 GFD Committee

This GFD initiative is currently undertaken by the following members:

**Director:**

Jonathan Woodward, Organization for Programs on Environmental Sciences, Graduate School of Arts and Sciences

**Deputy Director:**

Richard Shefferson, Organization for Programs on Environmental Sciences, Graduate School of Arts and Science

**Core Members:**

Bregham Dalgliesh, Graduate School of Arts and Sciences

Isabelle Giraudou, Organization for Programs on Environmental Sciences, Graduate School of Arts and Sciences

Joshua Baxter, Organization for Global Japanese Studies, Graduate School of Arts and Sciences

James Ellinger, Center for Global Communication Strategies, Graduate School of Arts and Sciences

Gabriel Hervas, Center for Research and Development of Higher Education

Emma Saraff Marcos, Globalization Office (GFD Program Manager until May, 2021)

Cecilia Grandi Nagashiro, Globalization Office (GFD Program Manager)

**Administrative Staff:**

Sachiko Arai, Globalization Office

**Office Assistants:**

Zhiyun Du

Abhishek Gupta

## 1.6 GFD Location

In-person GFD events are held in this building. Weekly FD lunches are held in KIBER 313 and most other GFD events in KIBER 314. Below, you will find a map marking the locations of the university's main gate and KIBER (Komaba International Building for Education and Research).

However, during the COVID-19 pandemic, we switched over to online events. The recordings of these events can be viewed on our YouTube channel.
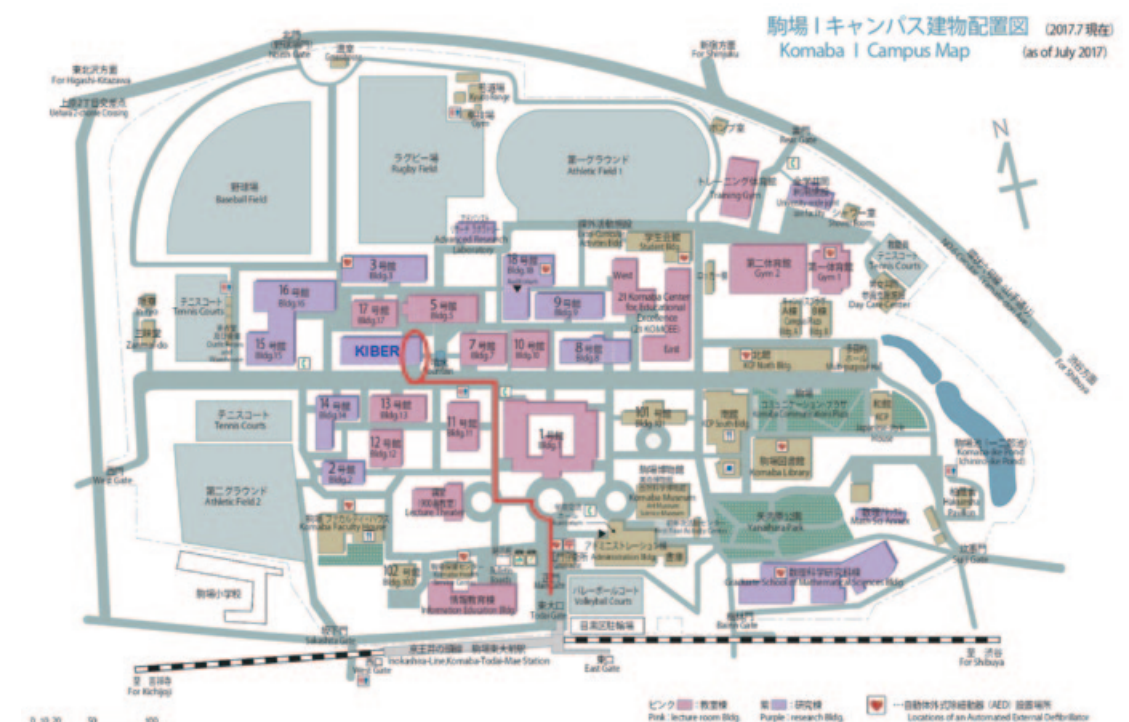
## 1.7 GFD as part of the Globalization Office

The Globalization Office, launched in 2015 as part of Global Komaba Initiative is the home of GFD.



## 1.8 GFD Feedback Form

In lieu of paper exit surveys, after COVID-19 happened, we switched to online surveys to assess our events. Each feedback form's description was tailored to the specific event. Below, as an example, please find the feedback form for one of our events.

**University of Tokyo College of Arts and Sciences
Global Faculty Development Initiative**

Annual Report 2021-2022

Chapter

# 2

# Online Events and Workshops

## 2.1 Overview

This academic year, we hosted several events related to transitions to online teaching and diversity and inclusion in higher education. These events offered informative presentations, lively, interactive discussions, and opportunities for faculty at Komaba and beyond to (a) reflect on their teaching practices, (b) learn new online teaching techniques and tools, (c) exchange ideas with their colleagues, and (d) make classrooms more welcoming to diversity. The discussions at our events were also enriched by the active participation of undergraduate and graduate students.

### 2.1.1 Message from the Director

For those of you reading this annual report, I'm sure you agree that it has been a difficult year for students, administration, and faculty alike, living and working in the shadow of Covid-19. Adapting to the new normal has definitely taken its toll on all of us in a variety of different ways. International students at Japanese universities have faced particular challenges, as many of them have not been able to enter Japan due to the very tight border restrictions, and they have found themselves unable to join the degree courses they worked so hard to earn places on. Others have had to study online from their home countries, very much isolated from the environment and relationships that make a university education so fulfilling and valuable.

The arrival of the pandemic has made a large number of academics sit up and (in many cases for the first time) question what and how they teach and how they might deliver the best experience for their students in the transition to online learning (or perhaps just how they could make it through the pandemic). This collective reflection on pedagogy is unprecedented and provides a unique opportunity to make positive changes to the educational approach of many teachers, opening the door to broader engagement with the teaching and learning community. At GFD, we have been trying to address this issue by organizing workshops focused on helping professors navigate online spaces in more creative and engaging ways. We have also worked to make equipment, software, literature, and other resources available to UTokyo faculty to maximize the effectiveness of the electronic platforms they have recently adopted, in their future teaching experiences, be they in virtual, physical, or hybrid learning spaces.

There are also many individuals for whom the University experience contains many additional and hidden barriers and problems, of which many of us are often unaware. With an increasingly diverse student body comes a growing need to understand the impacts of our institutional structures, policies, and operations on diverse people in different circumstances. Hence, one of GFD's main themes this year has been discussing and raising awareness about issues related to diversity for all members of the University community. The people who face the most significant challenges in navigating the University system are also the ones who can be hit the hardest in the circumstances like the current pandemic. There is a tendency when placed in a challenging situation for people in charge to tighten, restrict and become less flexible in order to manage risk or to make the situation easier to deal with. This often has the most negative impacts on the most vulnerable. As active university community members,

we need to ensure that these people are in plain sight when we develop or adjust our procedures and strategies to deliver the most effective university experience for all.

Unfortunately, as I write this message, the Omicron variant of the virus is sweeping its way across Japan, and these many difficulties will continue through the coming weeks and months. Our best way forward is guided by empathy for one another and by working together to maintain systems that benefit the many and not the few. GFD's strategies in the upcoming academic year will focus on this.

For now, we hope that you enjoy reading about the work we have undertaken over the last year. While the pandemic has had a substantial impact on our ability to deliver the range and scale of events and activities we had hoped for, we hope that the genuine benefits and impact of the activities we've been able to deliver are clear to see.

## 2.2 Transitioning to the Online Space

Due to the COVID-19 pandemic in 2020, GFD instituted a series of changes to our event format to make them more online-friendly and accessible to the broadest possible range of interested participants. We continued these efforts in 2021 by increasing the number of online workshops and continuing our partnership with Simul, a local interpretation company, to provide simultaneous English Japanese interpretation of all our workshops. The online nature of the events made it possible to invite a broader audience that included faculty and staff from beyond the Tokyo area; this made achieving a longstanding GFD dream to develop a larger Japan-based FD community much more plausible. By paying close attention to the needs of an online format, we were also able to maintain active participation and high attendance at all our events.

The feedback received can attest that participants reported that these changes made attending GFD events easier than in years past. While in-person events provide an important opportunity to interact and collaborate in a physical space, online events made it possible to engage with GFD more flexibly, as the participants did not have to travel to the Komaba campus to attend. Furthermore, for participants who struggled to balance competing demands on their time, online activities felt more accessible and simpler to incorporate into a day made even busier by a global pandemic.

Another silver lining is that we developed networks with universities outside of Tokyo (and even outside Japan). While we look forward to returning to in-person and hybrid events in 2022, we intend to keep the best practices from the 2020 shift to online events and workspaces. We have several online workshops in the pipeline for the coming months and look forward to welcoming participants to those.

## 2.3 Online Workshops

### 2.3.1 'Critical Thinking in Political Theory: Addressing Incommensurability'

**Speaker: Dr. Allyn Fives, National University of Ireland**

政治理論における批判的思考：
共約不可能性への対応

社会科学や人文科学の分野における教育と学習に関する文献では、批判的思考が重要な学習成果であることが強調されています。しかし、政治理論では、学問分野内の異なるアプローチの間の共約不可能性の問題と、それが批判的思考にとって重要であるということは扱われていません。このワークショップは、私がアイルランド国立大学ゴールウェイ校でモジュールを共同で提供した経験を基にしています。私は前半で政治理論における分析的（主にアングロサクソン系）な伝統を扱う。後半は私の同僚が担当し、大陸（主にドイツとフランス）の伝統に焦点を当てました。この2つの伝統は、それぞれの主題や合理性の概念化の方法を特徴づける中立的な方法が存在しないため、両立させることができません。批判的思考には、思考の自覚と規制が必要です。そのために必要なスキルや態度について、2つの相容れない理解の間を行き来することを学生に求められるのは困難です。つまり、学生が一方の伝統に基づいた仕事に取り組む際に、もう一方の伝統に適した批判的思考の概念を採用した場合、通約不可能性が学生の達成度を損なうことがありました。この問題に対処するため、私たちはこのモジュールを改訂し、それぞれの伝統を批判的に評価する能力自体を重要な学習成果とすることにしました。私たちの目的は、通約不可能性を克服することではなく、学生に2つの伝統を認識させ、その批判的分析を促すことです。

スピーカーの略歴：
Allyn Fivesさん は、アイルランド国立大学ゴールウェイ校の政治理論の講師であります。道徳・政治哲学を専門とし、特に道徳的葛藤、多元主義、政治的リアリズム、親の権力や子どもの権利・自由を含む権力の問題に関心があります。同大学の研究倫理委員会の委員長（2013年〜2017年）、政治・社会学修士課程のディレクターを勤めています。

スケジュール
• NUIゴールウェイでの教育と学習（15分）
• 政治理論、批判的思考、共約不可能性（15分）
• ブレイクアウトセッション：批判的思考の演習（同時通訳なし 15分）
• 人文・社会科学における共約不可能性：構成主義（15分）
• 政治理論（分析的・大陸的伝統）における共約不可能性（15分）
• モジュールの改訂についての議論（10分）
• 質疑応答（15分）

お問い合わせ：
Global Faculty Development
gfd-tokyo@adm.c.u-tokyo.ac.jp

事前登録
QR コード

The University of Tokyo
Global Faculty Development

4月14日（水）オンライン、18:00-19:45 (JST)
英語・日本語（同時通訳あり）

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**Report by Cecilia Grandi-Nagashiro, Globalization Office**

On April 14, 2021, GFD had the pleasure of hosting a seminar on critical thinking by Dr. Allyn Fives, who is a lecturer in political theory at the National University of Ireland, Galway.

Dr. Allyn started his talk by explaining how faculty is developed at Galway University. The objective of their faculty preparation course is to encourage deep learning beyond strategic learning and reinforce the idea of constructive alignment. He then talked about his learnings while teaching; in this context, he highlighted three main things he has learned over the years, the role of knowing students, addressing expectations, and the value of introducing interactive activities in his teaching.

He then talked about his area of expertise, political theory, and how in this field, there are two main ways to approach issues, political and philosophical. These two main ways are expected students to master when learning political theory. In this context, he highlighted the learning outcomes of his course: demonstrate critical thinking, identify concepts and questions, and analyze practical problems. The core of all these three requirements is vital thinking which he defined as meta-cognitive awareness, i.e., thinking about thinking. Then, he mentioned that when teaching critical thinking, his main request to students is to be in control of the way they think. The pedagogy of this is to promote and encourage proper critical thinking. Moreover, as part of the course activities, he encouraged his students to interpret chapters of books, and the other one was to apply critical thinking to normative judgment, for example, about justice and political power.

In his experience, he learned that introducing critical thinking in a systematic way was crucial for the success of his course. The systematic approach he has been applying in his teaching has three main parts: understanding the difference between knowledge and belief, knowing how to analyze the strength of an argument, and using these two skills to analyze an argument. To illustrate his previous points, he introduced an activity where participants were asked to discuss two claims and explain why they thought these were right or wrong. Then participants discussed for 5 minutes and shared their outcomes.

He used the outcome of this exercise to introduce the issue of incommensurability, which commonly emerges when teaching critical thinking. In the classroom, regarding incommensurability, we assume that there can be different kinds of truths, but these cannot be considered knowledge. The second assumption has to do with the co-construction of knowledge and its impact on learning. He introduced another quick exercise to show how we deal with incommensurability and reconcile seemingly opposing views.
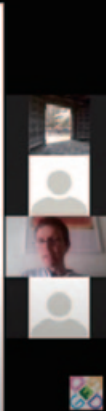
Subsequently, he talked about his experience of teaching incommensurability in political thinking with a colleague and how their findings will be soon published. Here, he highlighted some of his findings while collaborating on this topic, which was the birth of the concept of epistemic toleration while trying to reconcile incommensurability between ideas. He then applied in his course by asking the students to use this perspective to discuss different ideas. Finally, he mentioned that at the moment, he and his colleague are aiming at new learning outcomes based on asking students to find different approaches to critical thinking. Likewise, to close his talk, he

mentioned that he hopes his research on multiple revisions of his course can become a valuable learning resource for the students in the future.





## Critical Thinking in Political Theory: Incommensurability & Epistemic Toleration

Dr Allyn Fives
NUI Galway, Ireland
E: allyn.fives@nuigalway.ie

**NUI Galway**
OÉ Gaillimh

## Political Theory

### Critical Thinking in my political theory module

• Two areas where my students are asked to think critically:
  • the interpretation of texts, normative judgement (Fitzgerald & Baird, 2011).

• Introduce a new session with a critical thinking exercise:
  • What is the difference between knowledge and belief?
  • How do we analyse the strength of an argument?
  • Then apply these skills to analyse Isaiah Berlin's understanding of freedom.

2

## Incommensurability

• Traditions, paradigms, and schools of thought are incommensurable when there 'is no neutral way of characterizing either the subject matter about which they give rival accounts or the standards by which their claims are to be evaluated' (MacIntyre 1988, p. 166).

• e.g. medieval Christian thought (including its theory of practical rationality) seen as mere prejudice by later Enlightenment thinkers

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## Incommensurability

a) In our session, we assume that 'there cannot be truth for me as distinct from truth for you.'

b) Constructivists maintain that knowledge is the 'active construction' of the individuals involved, and learning is an 'enculturation into a community of practice' (Cobb 1994, p. 13, p. 14).

The two are incommensurable.

4

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## Incommensurability

What animal can you see here?

Can the same thing be perceived in radically different ways?
Nonetheless, is there a 'family resemblance' between these different perspectives?
L. Wittgenstein, (2001 [1953]) *Philosophical Investigations*, Part II, section xi.

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## Incommensurability in political theory

### The analytical and continental traditions

Incommensurable:

For continental political theory, analytical philosophy makes domination more severe: it proceeds by making distinctions, by laying claim to certainty, by not accepting the plurality of distinct rationalities.

For analytical political theory, continental philosophy entails vagueness & immorality: it refuses to make distinctions (e.g. free and unfree) and refuses to condemn what is morally wrong (e.g. domination).

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## Incommensurability in political theory

### The analytical and continental traditions

Nonetheless: family resemblance:

They are each concerned with rationality, they are each engaged in an evaluative enterprise.

They each place critical thinking above error, confusion, and ideological distortion.

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## Module revision

### Epistemic toleration

• We tolerate a practice when, despite having good reasons for disapproval, and despite having the power to intervene to act on our disapproval, we do not intervene (Horton 2011).

• Adherents of analytical and continental traditions can, from within their own tradition, find very good reasons to disapprove of the other.

• Family resemblances: reason enough to motivate toleration?

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## Module revision

### Epistemic toleration

• From a standpoint of epistemic toleration, motivated in part by an awareness of family resemblances between the traditions, our aim is not to overcome incommensurability, but rather to make students aware of, and encourage their critical analysis of, the two traditions.

• We continue to disagree about whether:
  • political theory is 'normative' / 'moral'
  • knowledge is distinct from belief
  • there are real distinctions between (e.g.) 'legitimate' / 'illegitimate' power

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## 2.3.2 Spotlight Series: Collaborative Interdisciplinary Course Design a Case Study from Tokyo College

**Speakers: Dr. Shiori Shakuto, Dr. Michael Facius, and Dr. Marcin Jarzebski, Tokyo College**

**Report by Cecilia Grandi-Nagashiro, Globalization Office**

On April 20, 2021, GFD was honored to host a seminar in collaboration with Tokyo College, a newly established research institute at the University of Tokyo founded to address some of global society's pressing issues through interdisciplinary research, international network building, and public engagement.

The seminar's main topics were first introduced by Dr. Shiori and were as follows: workshop parameters, syllabus design, challenges, assessment, teaching a session, and take-aways. Then she talked about why they decided to teach a course even though their institute is mainly research-centered. She said they wanted to provide teaching opportunities for postdocs and encourage the creation of faculty learning communities. All the professors involved in this teaching project felt it was crucial for the development of Tokyo College.

Regarding the first topic of the talk, parameters of the design of the seminar, the key points they wanted to include were co-teaching, interdisciplinarity, bilingual approach, active learning, and online teaching.

The second topic they introduced was syllabus design; in this regard, they focused the design of the course on the central research theme of their institute, which is the earth and human society in 2050. Furthermore, in regards to the structure of the course, they divided 13 sessions into four blocks assigned to nine instructors. The teaching approach used to build the course was constructive alignment, which was also mentioned by Dr. Allyn in our previous event earlier this month. In this context, they mention that the course design has to be adjusted to the learning goals, which at the same time are based on the revised Bloom's taxonomy in which learning goes from remembering information to creating something new with that information. For this course, the session also included different types beyond lectures, such as case studies, exercises, and forums.

The third topic was the challenges of designing and implementing the course. These challenges were: accessibility, coherence, and bilingual format. In terms of accessibility, they learned that the best way to mix delivery formats, have shorter sessions, and require preparation time, homework, and readings from the students. They also focused on online engagement techniques where students could talk and interact. Coherence was about providing formal coherence regarding zoom IDs, file sharing and styling, and time management, among other issues. Content coherence was about keeping all topics connected and that the session's contents were in line with each other. Finally, the process was about coordination among professors. Regarding the language of the course, they tried to keep a fully bilingual format at the beginning and gradually shifted to more English towards the end.

The fourth topic was about assessment, i.e., testing the students and their results across the semester without grades. To achieve this, they asked the students to tackle different topics and write about them under what they called Future Lab. Also, the students were asked to peer-review each other's work. This way, the professors could assess whether the students could use the course learning in different contexts. As a final course project, they had final presentations using the Pecha Kucha style, in which students had only 15 slides and 5 minutes to present their topic of interest. Finally, the professors offered the students to turn their presentation into a blog article published in the Tokyo College blog. They highlighted a specifically successful article titled "Toward 2050: Hospitals of the future -The role of Art".

The fifth topic the professors presented was the structure of sessions. As mentioned before, they used a block style, in which they included a lecture and exercise in each block of two sessions. In addition, they used Google slides to check the students' notes and see how their discussion was going during the activities. They learned that working in breakout rooms went very well, especially as they could get meaningful outputs from the students.

The sixth and final topic was about takeaways and their learning from fully designing and implementing a course. In this regard, Dr. Marcin mentioned that he found that breakout rooms worked very well, that asking directly to students to talk helped with engagement, and that using interdisciplinarity in the course was a great approach to broaden the horizons of the students. Dr. Shiori said she learned that less is more, that the approach the students used to tackle social issues, such as art and music, was fascinating, and that assessing learning without grades was very challenging but exciting at the same time. Dr. Michael mentioned that construction alignment was crucial for a successful course design that communication throughout was helpful in team building. Finally, the professors closed their session, noting that their future goal is to broaden their learning communities inside and outside UTokyo.

Slide 1 (title):
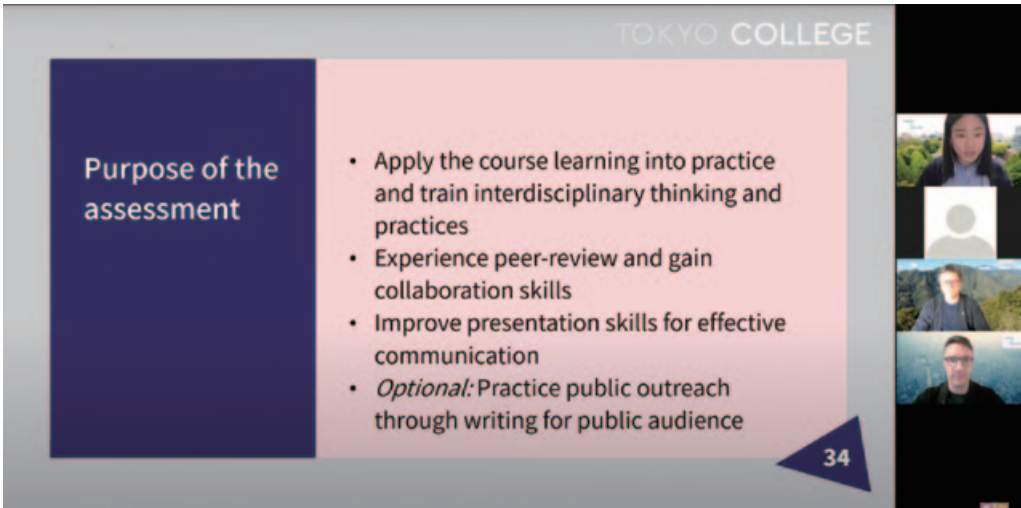
TOKYO COLLEGE

志ある卓越。 東京大学 Discover Excellence.

**Collaborative Interdisciplinary Course Design**
A Case Study from Tokyo College

Global Faculty Development Workshop
April 20, 2021

Shiori Shakuto, Project Assistant Professor
Marcin Jarzebski, Project Assistant Professor
Michael Facius, Associate Professor
Tokyo College, The University of Tokyo

Source | https://unsplash.com/photos/vdXMSiX-n6M

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Slide 2:

TOKYO COLLEGE

**Parameters**

- zengaku zemi 全学ゼミ
- co-taught
- interdisciplinary
- bi-lingual
- active learning
- online

2

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Slide 3:

TOKYO COLLEGE

**Interdisciplinarity**

Sustainability, Food Security, Forestry, Future Society

Anthropology, Gender, Migration, Environment

Japanese linguistics, Cognitive linguistics

Comparative Literature

History, indigenous people, colonialism

Global History, Cultural History of Japan, Translation Studies

History of Japanese Political Thought, Philosophy

Sociology, Juvenile Law and Justice System

Arts and Sciences, Area Studies

3

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Slide 4:

TOKYO COLLEGE

**Final presentation**

*Improve presentation skills for effective communication*

For more information on pechakucha-style visual story telling, see
https://www.pechakucha.com/

Students' Topics：
➢ Architectural Design and Medicine
➢ Music made by Technology (AI)
➢ Display design and social issues
➢ Suicide, Music, and Social Media
➢ Art and Medicine

**Pechakucha style**
(A visual story telling method)

- 5-minute presentation with 15 slides. 20 seconds of commentary per slide.
- Effective way to present visually compelling stories
- Followed by 10-minute class discussion.

4

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Slide 5:

TOKYO COLLEGE

**Blog Article**

*Practice public outreach through writing for public audience*

Kobatake Miho. "Toward 2050: Hospitals of the Future – The Role of Art". In: *Tokyo College Blog*, April 5, 2021.
https://www.tc.u-tokyo.ac.jp/en/weblog/4050/

One student was interested in writing an article for our blog
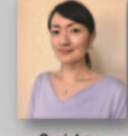
- Several rounds of feedback and revision on her draft.
- English translation
- Published early this month on the Tokyo College blog
- Expansion of interest-based network beyond university

Toward 2050: Hospitals of the Future – The Role of Art

5

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Slide 6:

TOKYO COLLEGE

**Exercise**
(week after lecture)

- 2 groups in zoom breakout rooms
- 20 min for group work
- Facilitators in each group
- Working on google slides
- Presentation and Q&A session

*Students were asked after the lecture to give some thought to the questions below, prior to the exercise session*

Questions to be discussed
1. What is future society and how should it look like?
2. What are the challenges and opportunities?
3. How can we "back-cast" the future society we want?

Topics/areas to be considered
1. Energy, industry, housing, transport and IT/Digitalization
2. Food and water, education, Work, Leisure (off-work)

6

**Reflection**

- Working in **breakout rooms** went very well: engagement in the discussion with each other and with the facilitators
- Small groups are **less intimidating** and encouraging to talk. To compare, students were not keen on talking during the lecture when I asked some questions
- Students came out with really **interesting ideas** on changing our society
- After the presentation students showed **interest in each other's ideas** during Q&A session

7

**Take-aways Marcin**

- **Breakout rooms:** breakout rooms & shared documents worked well; people cooperated
- At first class on zoom was challenging to make students ask or to respond to questions – calling by name could be more engaging
- **Facilitators** in breakout rooms are always helpful; but also, facilitators enjoyed their roles
- **Interdisciplinary**: broadening horizons, thinking beyond own discipline and thinking of a topic closer to their life stimulated discussion

8

**Take-aways Shiori**

- **Less is more**. Leave plenty of room for students to absorb the ideas and transform their ways of thinking
- Students' topic selection showed shared interests in **the potentialities of art and music** in shedding new light on social issues
- For us as teachers, we can also **go beyond the classic reading and discussion format** to explore a creative use of art and music in our teaching practices
- Designing an assessment **without grades** can be both challenging and rewarding

9

**Take-aways Michael**

- **Constructive alignment-based** design was crucial
  → Made later collaboration relatively simple
- Extensive **communication** throughout the seminar was extremely useful
- "Faculty **learning community**" worked very well
  - team-building aspect
  - Sharing and expanding teaching experience beyond the content level
- Balancing individual instructor's **autonomy** and overall **coherence** can be challenging
- Development and coordination is **time-intensive**

10

## 2.3.3 Diversity Series 1: "Invisible Stress" and Exclusion Faced by Minorities in the Classroom

Speaker: Dr. Aurora Tsai, Center for Global Communication Strategies, The University of Tokyo

**Report by Cecilia Grandi-Nagashiro, Program Coordinator, Global Faculty Development**

On September 28th, 2021, GFD had the opportunity to host an event led by Dr. Aurora Tsai. The topic of this talk was the stress faced by minorities in higher education. She started her workshop by introducing the goal of her workshop, which was to inspire the audience to reflect on their privileges, learn more about "invisible stress" faced by minorities, reflect on ways we can change the university, and be able to support everyone.

She first introduced the concept of privilege, which is defined as the advantages that people have but don't think about because they never experience the oppressive side. Then, to explain this better, she mentioned some examples of her privileges: being able-bodied, native English speaker, able to receive a high level of education, among others. She then explained that given these privileges, she doesn't experience stress or discrimination for not having any of these but, unless openly acknowledged, is hard to understand.

She explored this point further by discussing common misconceptions regarding privilege and sharing a privilege checklist with the audience so everyone could all learn about their privileges. In the list, she showed privileges related to gender, race, sexuality, disabilities, and socioeconomic class and asked the audience to reflect on what they had versus what others didn't.

She then challenged the audience by asking why we need to learn about minority issues if we all have some kind of privilege? She answered that by introducing the concept of minority stress, a kind of stress or disadvantage that cannot be overcome due to social stigma and unconscious bias. A clear example of this stress is the social perception of women, which for instance, forces them to work extra had to be taken seriously.

In the second part of her talk, Dr. Tsai opened the floor to voices of minorities, who were a group of students she invited to share their experiences. To give a safe space to them, she asked this part not to be recorded, so we will not report on this.

In the last part of her talk, she summarized the key takeaways:
- Tell the students about the kind of support they can expect from the professor
- Acknowledge epistemological racism toward a particular research topic
- Acknowledge the influence you can have over your students
- Do not make assumptions about the students
- Be aware of when making groups to address the issue of possible exclusion
- Raise awareness of the issues that minority students might face
- Be mindful of the presence of students with disabilities

She also mentioned other actions we can take to work toward diversity and inclusion in our university community, one of the critical actions we can take is to keep learning. Please access the list of resources and readings she shared by scanning the code below.

Finally, she shared a list of resources and a list of support groups available to members of UTokyo. Please find this list by scanning the code below.

Do you have any feedback regarding the content of the presentation? / プレゼンの内容についてご意見はありますか？

9 responses

Nope.

Everything was wonderful. Thank you to all speakers for the insightful and meaningful presentation!

私もプレゼンする側ではありましたが、他の方々の体験談に本当にショックを受けました。このような貴重なお話を伺う機会を得られてありがたいですし、学びになりました。

ゲイやトランスジェンダーの方について疑問が沢山あるので、もし失礼でなければお聞きしたい。

Very informative

It was well organised, with a good (not too much, not too little) amount of information on each slide.

とても興味深い内容でした。特にKuzuharaさんのお話がとても興味深く、L2学習の代名詞がLGBTの方に与える影響や、ジェンダーのtransitionが比較的ゆっくり進行することもあり、大学がそのtransitionの時期であることも多く、その過程でストレスを受けることについても勉強になりました。
また、最後のTsai先生のまとめのセクションの、教員がどのようにマイノリティに配慮すべきか、というトピックについても、大変勉強になりました。私は博士課程の学生で、ほかの大学で非常勤の教員（中国語を教え

What topics would you be interested in for future GFD workshops? / 今後のGFDワークショップではどのようなトピックに興味がありますか？

9 responses

Anything related to minorities in the classroom is interesting. Also, probably a good thing to focus on this kind of topic rather than "let's teach you how to teach" which probably puts some people's backs up.

Environmental sustainability

Gender equalityに関して、Majorityの日本人男性（とみなされている方々）側の体験談も聞きたい。

ゲイやトランスジェンダーは通常「差別される側」として自身の経験や意見を主張するが、実はゲイやトランスジェンダーが他者を差別することは見過ごされているのではと感じている。女性として、看過できないような経験をいくつかしているので、それについて取り上げていただければと思う。

Increasing student motivation for learning rather than just for getting good grades

I would be interested in joining a workshop on how to start interdisciplinary research projects between Japanese and non-Japanese faculty members.

このようなテーマに関心を持つ人は、自分が何らかのマイノリティ（私自身はマイノリティの要素があると自覚しています）か、マイノリティの人と何らかのかかわりがある人が多いように思います。どのように、この
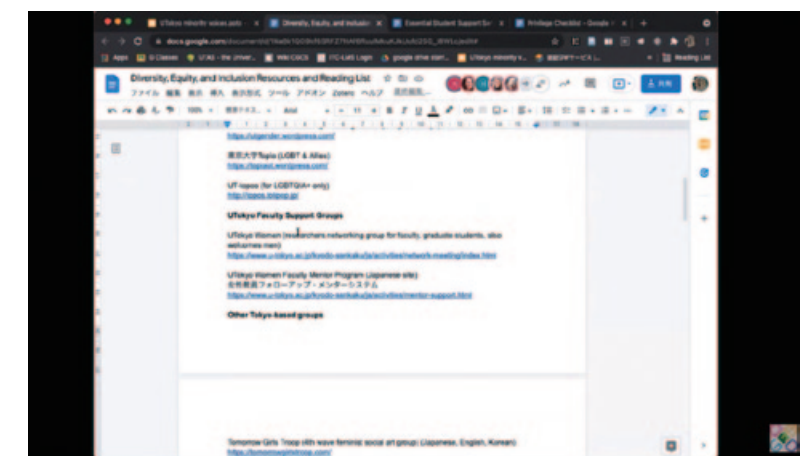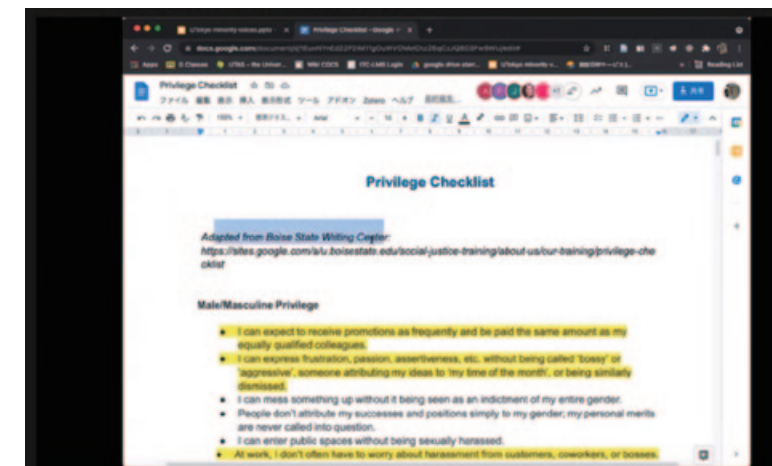






"Invisible Stress" and Exclusion Experienced by Minorities in the Classroom

Aurora Tsai
ALESS/A Program
Center for Global Communication Strategies
University of Tokyo

amtsai@g.ecc.u-tokyo.ac.jp

**What is Privilege?**

". . . advantages people have that they don't think about because they don't often think about because they never have to experience the oppressive side. Understanding it requires an active effort to see things from the perspective of other, underprivileged people"[1]

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**Common Misconceptions**

X  Having privilege is not something that "some people have" and "others do not" ... We all have privileges

X  Having privilege doesn't mean you didn't work hard in life

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**More Examples**

**Common "invisible stressors" minorities may have to experience in the classroom**

- Deciding how to present your identity(s), how much to try to conceal or change every time you start a new course
  - Due to fear of identity denial, negative stigma associated with minority identity
- Deciding whether or not to correct a friend or professor about
  - How to pronounce your name
  - What pronouns to use (she/her/him/his/they/their)
  - What "groups" you identify with
- Whether or not to reveal you are a Todai student ...

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**Some key takeaways**

- Give your students information about where they can get support for issues related to their minority identities and make this information readily available to students (e.g., in syllabi, ITC-LMS, etc)
  - Link to a bilingual list compiled by Dr. Rajalakshmi Nadadur:
  - https://qrgo.page.link/kLeJW

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**Some key takeaways**

- Tell students what types of support they can expect from you both in class and in your syllabus.

**Examples** (e.g. under "Course Policies/Expectations"):
- "I will do my best to create an inclusive environment in the classroom ... "
- "I am open to being corrected or told if I say or do anything that is excluding or offensive to students. If you approach me about this, it will never impact your grade in the course or your standing at the University. Please feel free to talk to me any time after class or during office hours. "

---

**Some key takeaways**

- Learn about the impacts of epistemological racism (Kubota, 2020) on devaluing certain fields/methodologies (e.g., CRT, feminist scholarship).
  - Choose reading materials that reflect the knowledge of authors from diverse backgrounds (not just Japanese/White men).
  - Have a conversation about it with students if this isn't possible.
- It's important for professors to understand the level of influence they have on students.

## Some key takeaways

- LGBTQIA+, disabled, and others are systematically excluded from the university system and we need to continue actively raising our awareness about these issues.
- Faculty need to be more aware if they have person with disabilities in classroom and they need to know what they can do to help.
- Words to express consideration go a long way:

  "if there is anything that I can do, please let me know."

## What else should we do?

- Don't be complicit. Keep learning/working to work towards DEI in your daily practices and goals.
- Hire/support experts in DEI to give talks/facilitate events/provide training to faculty and students
  - We should not overburden minorities/students to volunteer their time/emotional effort to raise awareness.

## What else should we do?

**Keep Learning**

### Diversity & Inclusion List of Resources and Suggested Readings

https://bit.ly/3CFDiUO

Can use QR code to access:

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## 2.3.4 Diversity Series 2: An Introduction to Supporting Students with Autism in Higher Education

Speaker: Dr. Alison Taylor, Bishop Grosseteste University

Supporter: Julia Lindley-Baker, Bishop Grosseteste University

Report by Aurora Tsai, Center for Global Communication Strategies, The University of Tokyo

In the first part of the presentation, Dr. Taylor talked about why understanding autism was critical, theories of thought about autism, common behaviors we might see as faculty, and possible explanations for those behaviors. People with disabilities are full and human with equal human rights, and with the proper planning and support, more autistic students can excel at university. Although student services at universities can help, it's better when faculty and other students understand. As many as 1-2% of students in higher education (in Japan, it is reported that 1/55 students are on the autism spectrum) have autism, but less than 40% complete their studies.

She introduced three theories that have impacted our perceptions of people with autism: the medical model, social model of disability, and affirmative model of disability. The medical model tends to treat autism as a within-person diagnosis, leading to the stigmatization of people with autism. However, many of our support systems still rely on this, requiring a diagnosis before support can be provided. The social model of disability separates the person from the disability, viewing autism as a lack of understanding from surroundings (autism as a social construct, not impairment). Finally, the affirmative model of disability promotes autism as something to be proud of--as a part of the person's identity. Taylor notes it's essential for us to move between the three, responding to each person's situation/context, including co-occurring conditions/diagnoses.

Next, Dr. Taylor described some behaviors we might see from autistic students while urging us to view the situation from the students' perspective. We might see behavior from students with ASD including the following:

● Responses that are seen as too strong or too weak (dominate conversations vs to not much at all, too much eye contact vs. too little)
● Difficulty communicating the same way as other students
● A preference for written communication
● Repetitive and routine behaviors
● Difficulty reading social situations, expressions, tone of voice, body language. They may not feel inhibited to talk or may not speak at all.
● Analogous to being the only "new" person at a party of people who all know each other and have known each other for years
● Tendencies toward perfectionism, cataloging, and rote learning
● Some may have difficulty understanding the layout of the campus, so changes of rooms, seating, etc. may cause significant anxiety for them
● Some autistic students are the opposite and have strong mapping/visual skills
● Sensory differences- some wish to avoid situations with uncomfortable sensory situations. Due to this, some may shut down, be unable to participate, or suffer severe fatigue trying to focus
● May experience extreme anxiety due to other health challenges

She also explained some reasons why we might see such behaviors. Autism is a form of neurodiversity, and the behaviors we perceive are influenced by differences in thinking. It can impact executive function (planning,

organizing, inhibition, concept of time), central coherence (generalizing, making links, memory), and theory of mind (perception of others' thoughts, perspective, and intention). Sensory perceptions can be tuned differently and fluctuate depending on multiple factors (e.g., hunger, anxiety, etc.), which leads to uncertainty and a preference for sameness. However, if we don't make attempts to understand their feelings, it can lead to intense anxiety and fatigue.

Throughout the presentation, Dr. Taylor emphasized that there is no one set way to work with autistic students. Instead, one should communicate with the student and collaboratively develop a unique plan to support their needs. It can be helpful to ask what works well for them, what causes them difficulties and challenges, and what can be done to overcome these barriers that are identified. Having a good relationship and an open and comfortable channel for communication provides more honest and valuable insights.

Dr. Taylor also provided ten different areas (based on research findings) to consider when working with autistic students in the classroom. This includes a positive relationship between the instructor (or tutor) and student, accessible language, options for different modes of communication (reading/writing/speaking/listening/viewing), providing clear sign-posts to indicate changes in tasks, using visual mind maps to show clear relationships between ideas, making sure students feel comfortable with group work, providing different options for participation (e.g., speaking and writing options), and providing more structure/directions to in-class activities. It also includes minimizing distractions and sensory overload to enable the best possible focus, providing a visual framework to support understanding a presentation, asking if peer mentoring would be of interest to a student, allowing short "breaks" to alleviate student anxiety, and considering whether or not the task holds enough interest for the student to feel motivated. It's also important to think whether or not a student with autism might have other learning difficulties such as dyslexic traits, a need for visual/auditory supports, ADHD, epilepsy, or problems with motor strength and control. We can keep these items in mind when communicating with students, but collaboration is vital to develop a unique plan to support their needs.

Did you use the interpretation function at any point? / 解釈機能は使っていたのでしょうか？
8 responses

- Yes, I did use it. / はい、使いました。
- No, I did not use it / いいえ、使っていません。
- 時々使いました

If you used the interpretation function, please let us know your thoughts on the usefulness of the function, audio quality, etc. / 通訳機能をご利用された方には、機能の有用性や音質などのご感想をお聞かせください。
1 response

英語テキストの文字情報のほうがありがたいと思います

Do you have any feedback regarding the use of Zoom for the workshop? For example: Was the format/length convenient? Would you like to see more Zoom events in the future, in addition to in-person events (when possible)? / ワークショップでのZoomの使用について、何かご意見はありますか？例えば フォーマットや長さは便利でしたか？今後、対面でのイベントに加えて、可能であればもっと多くのZoomイベントを見てみたいと思いますか？
8 responses

The Zoom format was both convenient and inclusive. I would like to see more Zoom events in the future.

Everything worked smoothly.

If possible, I would like to attend in-person events in the near future.

It was fine.

I thought the format was generally fine. I wish we could have had a chance to turn on our cameras and ask questions directly at the end.

It was great, the Zoom aspect worked very well.

学生が参加しやすそうでよかった。 時間帯もよかったのでは・

The fact that we can get excellent speakers from other countries is a great advantage of Zoom presentations. I hope that they can be continued even after in-person events become possible again.

Do you have any feedback regarding the content of the presentation? / プレゼンの内容についてご意見はありますか？

8 responses

The presentation on inclusive education for Autistic students had both theoretical and practical components, and was timely and useful. In the future, it might make sense to pair such presentations with experts who work in the Japanese context (from inside or outside the University of Tokyo) who could speak to local issues and settings.

The talk was wonderful and I learned a lot. I hope to have more talks like these in the future.

Not particularly. I could only attend the first half, and I found the information very useful.

Excellent – very useful.

Fantastic stuff. I learned a great deal today. Over the years I've tried to educate myself about autism, and have strived to support individual students with autism in my classes as best I could, sometimes successfully I think, and sometimes less so. So it was tremendously helpful today to learn about concrete strategies for providing support. I'm so glad I attended the presentation. Please pass on my thanks to Alison.

It would have been nice to have a shorter lecture/presentation part and more interaction/discussion. All the information was helpful, but digesting it with the help of questions from other participants would have been

What topics would you be interested in for future GFD workshops? / 今後のGFDワークショップではどのようなトピックに興味がありますか？

8 responses

I would love to see additional presentations on various aspects of inclusive education, informed by intersectional identities such as age, race, class, gender, and disability.

I personally would like talks on diversity and how to support and create more inclusive classrooms/university settings. I know the GFD has their 'diversity' talks, so I am looking forward to them all!

Coordination between academic staff and the Student counseling center / barrier free office to better support the students

Barrier-free learning.

How to develop/promote on-campus diversity; how to integrate foreign/exchange students into the general university community.

外国人学生を巻き込んでいく企画があると面白そう

No ideas right now. But keep up the good work!

## Learning Outcomes

To understand the nature of **strengths and difficulties** experienced by autistic learners.

To appreciate the **underlying reasons** for the differences associated with autism.

To gain confidence in **collaboration and communication** with young people with autism.

To increase knowledge of **approaches and strategies** which support autistic learners.

## Autism: What do we see?

- What is beyond the diagnostic criteria?
- Social communication and interaction differences
- Receptive and expressive language differences, difficulty reading social situations and expressions, uninhibited responses.
- Repetitive and routine behaviours.
- Strong focus, difficulty with unpredictable situations, perfectionism, cataloguing and capacity for rote learning.
- Sensory differences
- Associated anxiety and vulnerability to mental health challenges

*understanding the nature of strengths and difficulties experienced by autistic learners*

## Why is this important?

- Inclusion and diversity link strongly with our human rights.
- With the right planning and support, more autistic students can excel at university.
- Prevalence of autism is increasing.
- An individualised approach
- Beneficial autism practice benefits everyone

## Autism: Why do we see it?

- A form of neurodiversity
- Behaviours we observe are underpinned by differences in thinking (perception and processing).
- This can impact on executive function (planning, organisation, inhibition, concept of time)
- This can impact on central coherence (generalising, making links, memory)
- This can impact on theory of mind (perception of others thoughts, perspective and intention)
- Sensory perceptions can be tuned differently and fluctuate depending on multiple factors.
- This can lead to uncertainty and a preference for sameness
- This can lead to strong associations and anxiety

*appreciating the underlying reasons for the differences associated with autism.*
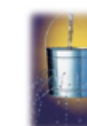
## How do we think about difference?

- Medical model and diagnostic criteria (within-person factors)
- Social model of disability (attitudes and environment)
- Affirmative model of disability (proud of the difference)
- Difference is part of each unique individual experience of strengths and weaknesses
- Consideration of co-occurring conditions or diagnoses
- Responsiveness to personality and preferences and genuine relationship

## Autism: How can we support?

- Form a genuine relationship and be available (key person of contact)
- Find the best way to communicate socially and intellectually for the individual.
- Consider how to make language more accessible
- Make implicit learning explicit
- Make auditory information visual
- Reduce sensory stimulation to support focus
- Be clear in timings

*gaining confidence in collaboration and communication with young people with autism*

Autism: How can we support?

- Frameworks, flow charts, mind maps and checklists can support planning
- Visual schedules can reduce anxiety by making events more predictable
- Concrete examples, first-hand experience, examples, modelling and demonstrating
- Rehearsal, pre-teaching, previews
- Alternative methods of recording, notetaking, assessment, permanent information.
- Brain breaks, short burst learning.
- Enabling environment

increasing knowledge of approaches and strategies which support autistic learners



Ten considerations…

When deciding on the most appropriate support for students, it is important to work collaboratively. Ask the student about:

- what works well for them
- what causes them difficulties and challenges
- what can be done to overcome these barriers that are identified.

Having a good relationship and an open and comfortable channel for communication will provide more honest and useful insights to work from. Consider the following areas together…

BUT THIS IS NOT A CHECKLIST.



An autism friendly university…

- A society for students with autism and their friends and allies.
- Sensory issues are addressed and reduced.
- Quiet spaces are provided around the campus and at events.
- Visible information in one place.
- Reduction of stigma- reveal their diagnosis and access support.
- Specific autism training for all staff
- Better communication across different offices
- Improved signage that is clear, unambiguous and at eye-level.
- Additional support for navigating the library and canteens.

## 2.3.5 Diversity Series 3: The Role of Universities in Creating More Inclusive Societies

Speaker: Dr. Mark Bookman, Tokyo College, The University of Tokyo

**Report by Zhiyun Du, Research Assistant, Global Faculty Development**

On December 14, 2021, GFD had the honor of hosting a 2-part workshop given by Dr. Mark R. Bookman. Dr. Bookman is currently a Postdoctoral Fellow at Tokyo College. His research explores the history of disability policy and connected social movements in Japanese and global contexts. Outside the academy, Mark works as a disability policy consultant. He has collaborated with government and corporate entities around the globe, as well as international organizations like the UN, on projects related to inclusive education, equitable environments, and disaster risk management.

In the first part of the workshop, Dr. Bookman gave an extensive lecture on the history of disability in Japan, from the Meiji Restoration era to the present time. It was both inspiring and educational to learn about how Japanese society has been trying to implement more "soft" and "hard" accessibility measures for people with special needs and disabilities. These positive changes were reflected on various dimensions: education, employment, and transportation, among others. At the same time, he also talked about the significance of having a conversation between Japan and other countries to build more inclusive environments at all levels of society. Furthermore, Dr. Bookman emphasized that the university is a crucial place to have inclusion conversations. All the disciplines and perspectives the university hold and fosters can contribute to knowledge and the actualization of that knowledge by changing the way we approach the inclusion of people with disabilities. We, the university members, must acknowledge and act following the role we play in society by getting everyone to learn more about disabilities and how they impact an individual's daily activities.

The second part of the workshop focused on the practical strategies for inclusion that need to be adopted inside the university campus. By discussing questions such as "Have you developed curricula with disabled students or collaborated with disabled faculty members?" Dr. Bookman urged the participants to reflect on the role they could have played to turn their classrooms into a space to advance diversity and equity projects.

Given that Dr. Bookman focused mainly on people with physical disabilities in his workshop, I look forward to hearing more about his experiences and opinions on creating more inclusive environments for people with other special needs.

## How satisfied were you with this event overall?/ 全体的に、イベントにどの程度満足していますか？

3 responses
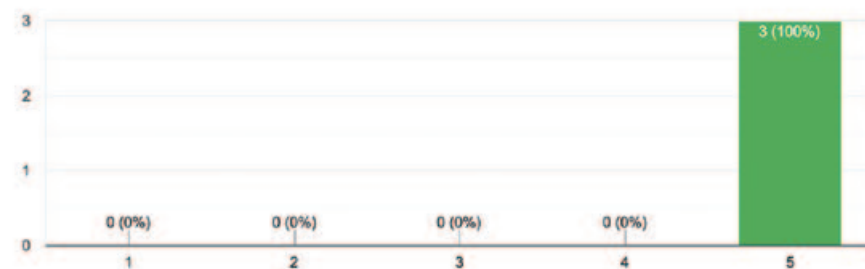


| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (100%) |

## Do you have any feedback regarding the content of the presentation? / プレゼンの内容についてご意見はありますか？

3 responses

Outstanding. The historical overview and discussion of current advocacy possibilities were fascinating.

Valuable perspectives were shared on the history of disability and representation in Japan. Would like to see more content and dialogue on such topics throughout the university, perhaps even as a required component for students

私は知的障がいのある子供を持つ母親ですが、制度と共に大切なのは、障がいのない人の理解だと思います。普通の子供が障がいのある人や子供について知る機会があまり無いと感じます。大学や学校が出来る事は、もっともっと積極的に障がいについて学ぶ機会を作ったり、交流することだと思います。福祉を学ぶ生徒以外の全ての生徒に取り組んで欲しいです。

## How would you rate this event overall?/ このイベントの内容は、どの程度役に立ちましたか？

3 responses



| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 0 (0%) | 0 (0%) | 0 (0%) | 1 (33.3%) | 2 (66.7%) |
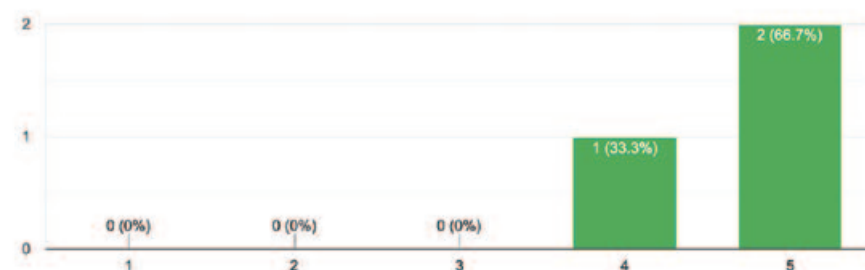
## Did you use the interpretation function at any point? / 解釈機能は使っていたのでしょうか？

3 responses



● Yes, I did use it. / はい、使いました。
● No. I did not use it / いいえ、使っていません。

100%

## If you used the interpretation function, please let us know your thoughts on the usefulness of the function, audio quality, etc. / 通訳機能をご利用された方には、機能の有用性や音質などのご感想をお聞かせください。

0 responses

No responses yet for this question.

## Do you have any feedback regarding the use of Zoom for the workshop? For example: Was the format/length convenient? Would you like to see more Zoom events in the future, in addition to in-person events (when possible)? / ワークショップでのZoomの使用について、何かご意見はありますか？例えば フォーマットや長さは便利でしたか？今後、対面でのイベントに加えて、可能であればもっと多くのZoomイベントを見てみたいと思いますか？

3 responses

Length and format were great--convenient and safer. I probably would go to some in-person events, though, as well.

Yes, more zoom events please - 1-2 hours in length is just right.

英語である程度理解は出来たが、発言する程の理解のスピード感が無くて残念でしたが、一般の参加ができるこの様なワークショップは
素晴らしいと思いました。

## What topics would you be interested in for future GFD workshops? / 今後のGFDワークショップではどのようなトピックに興味がありますか？

3 responses

I'm curious about ethnicity as conceived in Japan insofar as universities are concerned.

Workshop actively involving (graduate) students in addition to professors on discussions of diversity and inclusion

inclusionについてまた聞きたいです。

The Role of Universities in
Creating More Inclusive Societies

Mark Bookman, Ph.D.
Postdoctoral Fellow
Tokyo College, The University of Tokyo
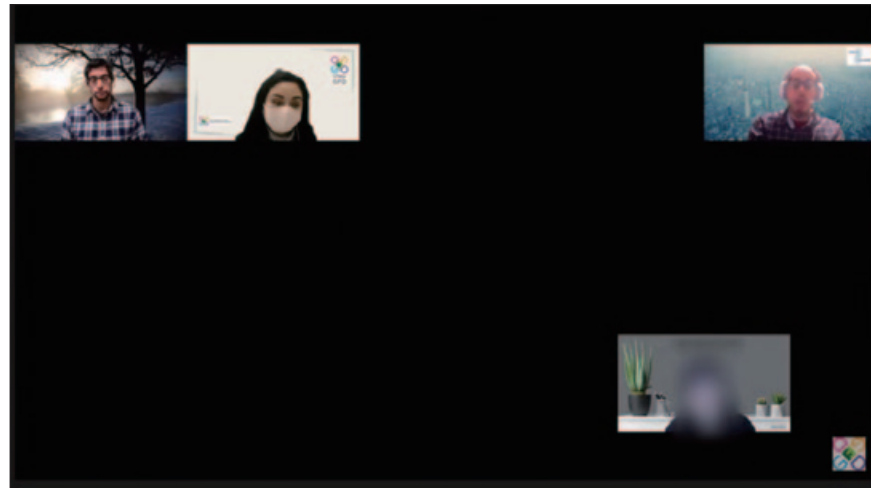


## Today's Questions

1. Why is the percentage of disabled students in Japan so low?

2. Which kinds of disabilities have been prioritized or excluded?

3. What can Japanese universities do to become more inclusive?

4. Who must be involved in making Japanese universities inclusive?

5. How do inclusive universities influence other sectors of society?

## Workshop Outline

Part 1. History of Disability in Japan      Part 2. Practical Strategies for Inclusion

What does it mean to create an equitable learning environment?

5

Where are the boundaries of an inclusive educational experience?

6

Have you developed curricula with disabled students or collaborated with disabled faculty members?

7

Does your research, teaching, and service intersect with disability?

8

How can universities bring together academics and expert practitioners?

9

THE FUTURE
IS ACCESSIBLE

## 2.3.6 Digital Tools for Teaching Series 1: Online and Offline Learning Spaces: Perspectives for Hybrid Teaching and Learning Configurations

Speaker: Dr. John Augeri, Ile-de-France Digital University

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**Digital Tools Workshop Series:**

## Online and Offline Learning Spaces: Perspectives for Hybrid Teaching and Learning Configurations

The University of Tokyo
Global Faculty Development

**Wednesday, October 6th
17:30-19:30; Online**

**Japanese Interpretation Available**

Speaker Bio:

John Augeri, Ph.D., is a researcher and practitioner specialized in Teaching and Learning tools and environments. Besides managing an international comparative study of physical Learning Spaces since 2016, he has been running a region-wide Faculty Development initiative at the Île-de-France Digital University (Paris) since 2009 (11.000+ registrations, 1.100 sessions organized). John is also active in Europe, North America, South East Asia, and Oceania and is involved in several international associations and workgroups (incl. EDUCAUSE, FLEXspace, Association for Learning Environments, HERDSA) as a contributor, expert and advisor, and regular speaker in major conferences. He has been invited six times to Japan as a visiting researcher.

The COVID pandemic represented an unprecedented challenge for higher education institutions. This sudden paradigm shift in teaching and learning practices forced the faculties, and the students to reconsider the definition and the borders of the learning territories, as well as the temporality of the pedagogical sequences.

Beyond just being an emergency response, some new practices settled during the pandemic, though, progressively induced a mindset shift among stakeholders and faculties, significant enough to consider the opportunity to make them sustainable. Thereby, it seems that in the middle and long term teaching and learning practices will be structured around hybrid distance and face-to-face configurations, articulated by synchronous and asynchronous activities. This workshop will discuss these opportunities and perspectives through the lessons learned from the COVID era and the progressive transition to new models involving innovative digital and physical learning spaces.

**Registration QR Code:**
Inquires: global.fd@adm.c.u-tokyo.ac.jp

---

デジタルツールのワークショップシリーズ

## オンラインとオフラインの学習空間：ハイブリッド授業の視点

**10月6日（水）17:30～19:30
オンライン開催（日本語通訳あり）**

スピーカー紹介：

John Augeri 博士は、ティーチング&ラーニングのツールと環境を専門とする研究者・実践者であります。2016年から物理的な学習空間の国際比較研究を運営しているほか、2009年からはイル・ド・フランス・デジタル大学（パリ）で地域全体のファカルティ・ディベロップメント・イニシアチブ（11,000以上の登録、1,100のセッションを開催）を運営しています。Augeri さんはヨーロッパ、北米、東南アジア、オセアニアで活動しており、いくつかの国際的な協会やワークグループ（EDUCAUSE、FLEXspace、Association for Learning Environments、HERDSAなど）に参加しています。日本には客員研究員として6回招かれています。

新型コロナウイルスは、高等教育機関にとって前例のない挑戦でしました。授業と学習の実践におけるこの突然のパラダイムシフトにより、教員と学生は、学習領域の定義と境界、および教育シーケンスの一時性を再考することを余儀なくされました。

しかし、新型コロナウイルスの間に確立されたいくつかの新しい慣行は、単なる緊急対応ではなく、関係者や教員の間で徐々に考え方の変化をもたらし、それらを持続可能なものにする機会を検討するに足る重要なものとなりました。中長期的には、遠隔地と対面のハイブリッド構成で、同期・非同期の活動を組み合わせた授業が行われるようになると思われます。

このワークショップでは、COVID時代の教訓と、革新的なデジタルおよび物理的な学習スペースを含む新しいモデルへの移行の進行を通して、これらの機会と展望について議論します。

登録用QRコード：
お問い合わせ：
global.fd@adm.c.u-tokyo.ac.jp

The University of Tokyo
Global Faculty Development

**Report by Cecilia Grandi-Nagashiro, Program Coordinator, Global Faculty Development**

On October 6th, 2021, GFD had the pleasure of hosting a seminar on online and offline learning spaces led by Professors John Augeri.

Dr. Augeri started his talk by discussing the changes faculty worldwide had to go through with the pandemic. Drawing on his experience leading a faculty development initiative in France, he said that they always offer a combination of activities, one that focuses on digital tools and another one that focuses on teaching and learning practices, which changed after the pandemic to a focus on two main themes: program and content adaptation. Then he explained that the reason for this shift was that they realized that it wasn't possible to keep doing what they were doing, and they had to adapt to the new Covid-19 context, which, as we know, largely relies on online and distance learning. To accommodate these needs, he designed the course "Teaching with Digital," which has ten modules that include concepts and foundations, productions of digital materials, and developing teaching activities. This workshop is part of that course.

He summarized the learnings of implementing that course around the following four ideas.
1) Mindset shifting
   While implementing this course, he learned that the most challenging part for professors was to learn how to use digital tools effectively. Alternatively, professors also realized these tools' potential compared to traditional face-to-face teaching and learning.
2) Reflexive approach
   Professors also realized that they should re-think the value of face-to-face activities. He proposed that a good balance of this is hybrid teaching, also known as Hy-flex.
3) Institutional stakes
   Dr. Augeri concluded the reasons why the universities might want to return to face-to-face teaching post-pandemic are the mental health of the students, the cost of IT and technological transformation needed to continue online, and the question of the value of higher education.
4) Post covid mid-term forecasts
   He mentioned that the mindset shifting and reflexive approach could shape the forecast post-pandemic. However, the social element of learning cannot be overlooked as learning is a social activity.

This fourth issue led Dr. Augeri to discuss how covid-19 led to a global reconception of the concept of universities. Since location and time defined the boundaries of this specific system, once the pandemic happened, these boundaries disappeared. He then explained how he conceptualized this issue by presenting a new dimension to the face-to-face versus remote teaching dilemma, the synchronous and asynchronous learning activities axis. Before, teaching and learning at higher education institutions relied heavily on face-to-face and synchronous activities. Once the pandemic happened, there was a switch towards an increased reliance on asynchronous online activities. We forecast there will be a mix of synchronous, face-to-face, and asynchronous and remote learning post-pandemic. Finally, he mentioned that these changes lead to questioning the value of the physical learning environment; some testimonies highlighted their evaluation of face-to-face learning.

After the break, Dr. Augeri talked about the evolution of physical learning spaces. He mentioned two kinds, formal and informal spaces. In the formal spaces, there are active learning classrooms; in these places usually, students are seated around a round table, focused on the interaction between the students. Another type of formal space is the collaborative lecture theaters that have been continuously evolving to accommodate distance and online learning needs.

Part of the informal spaces is learning commons and learning centers. His research in 2018 found that students spend the longest time in learning commons hence their crucial importance.

He finally mentioned the existence of a fifth category which includes transition spaces that students can use for transitioning between formal and informal spaces. They are designed for short-term working periods. These spaces will be even more relevant in the post-pandemic situation.

To finish his talk, he presented an example on how to mix online effectively and offline synchronous and asynchronous activities and efficient use of these formal and informal spaces in the university.
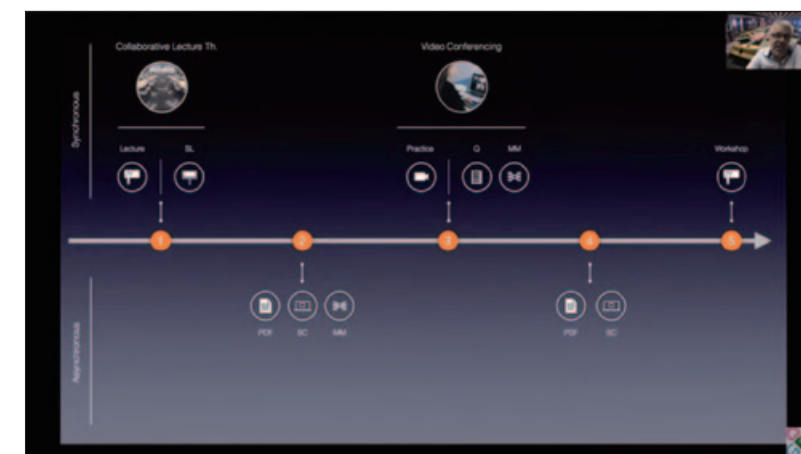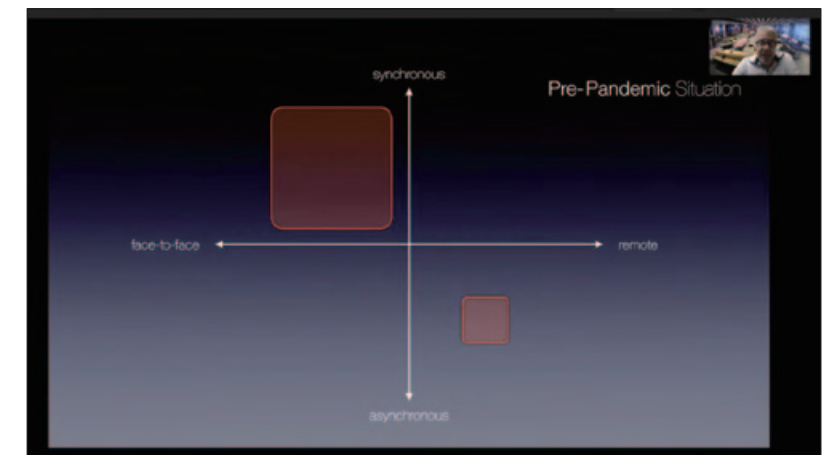
## 2.3.7 Digital Tools for Teaching Series 2: Mind Mapping for Information Management and Collaborative Activities

Speaker: Dr. John Augeri, Ile-de-France Digital University

**Report by Cecilia Grandi-Nagashiro, Program Coordinator, Global Faculty Development**

On November 10th, 2021, GFD had the pleasure of hosting the second Digital Tools for Teaching Series workshop with Professor Augeri.

Dr. Augeri started his talk by asking participants about their ideas regarding mind-mapping. He then talked about more formal elements about mind-mapping, such as how it was a tool created by Tony Buzan in the '70s and how at the time, it was primarily handwritten and before the pandemic was already very popular.

Then he proceeded to compare mind mapping to ordinary word processing software. Word processing is linear and imitates a sheet of paper. Mind mapping, in contrast, doesn't have limited space and allows it to work in 2 dimensions. Furthermore, word processors follow a title and subtitle format when organizing information. In mind-mapping, we can organize ideas around other ideas in any way we want; there are no fixed formats. You can connect different types of content such as websites, videos, pdfs, etc.

After this introduction, he started the hands-on part of the talk. First, he introduced several mind mapping software, such as Xmind, FreeMind, which is open-source software, MindNote; all these are applications that need to be downloaded and installed. Then he showed us a web-based tool called MindMeister. Then, he talked about the basics of using these tools that can be easily operated using the same keyboard combinations, making them very practical and not requiring a mouse.

Then, he spent about 30 minutes showing the participants how to use Mindmeister. MindMeister allows you to change the colors and shapes of the mind-map and make each branch of the map dynamic, adding images,  URL links, notes to each node, or PDF files. He suggested adding icons to a mindmap as is something that Tony Buzan initially presented.

To summarize this part of the talk, Dr. Augeri highlighted the main uses for mind mapping: 1) organizing ideas and taking notes, 2) preparing slides shows and presentations, and 3) collaborative work and assigning tasks to different members of a team.

Then he showed the participants how to use MindMeister collaboratively. He did this by inviting the participants to create an account and adding them to the workspace he was using. Next, the participants worked together and created a map. Here he took the change to introduce useful features for project management such as polling options that allow participants to choose and vote, adding deadlines and the name of the people in charge of different parts of the mindmap, and tracking each person's progress.

He finalized the talk by highlighting how collaborative mind mapping worked well for him when he led the publication of a book with several chapters, showing how helpful mind-mapping can be beyond notetaking.
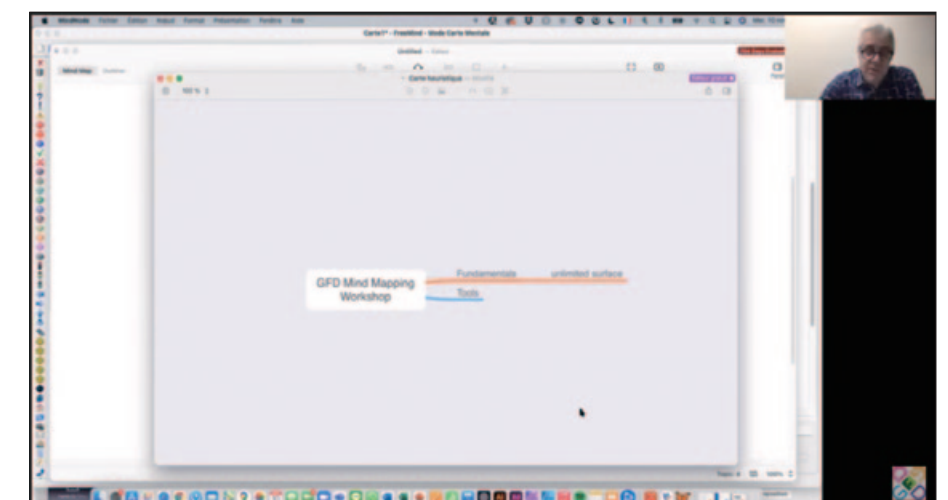
## 2.3.8 Digital Tools for Teaching Series 3: Screencasts* Production for Asynchronous Teaching and Learning

Speaker: Dr. John Augeri, Ile-de-France Digital University

**Report by Cecilia Grandi-Nagashiro, Program Coordinator, Global Faculty Development**

On December 8th, 2021, we hosted the last session of the Digital Tools for Teaching Series. Dr. Augeri started by introducing the essential elements of screencasts and their production. Then, he highlighted the three best features of screencasts, 1) meet the needs of online and flipped classrooms better than traditional tools, 2) they are beneficial when visual approaches and demonstrations are needed, and 3) they are very convenient for learners as they can watch anytime and on all kinds of devices.

Then he went back to a framework he introduced in his first workshop, where screencasts fit as shown below.
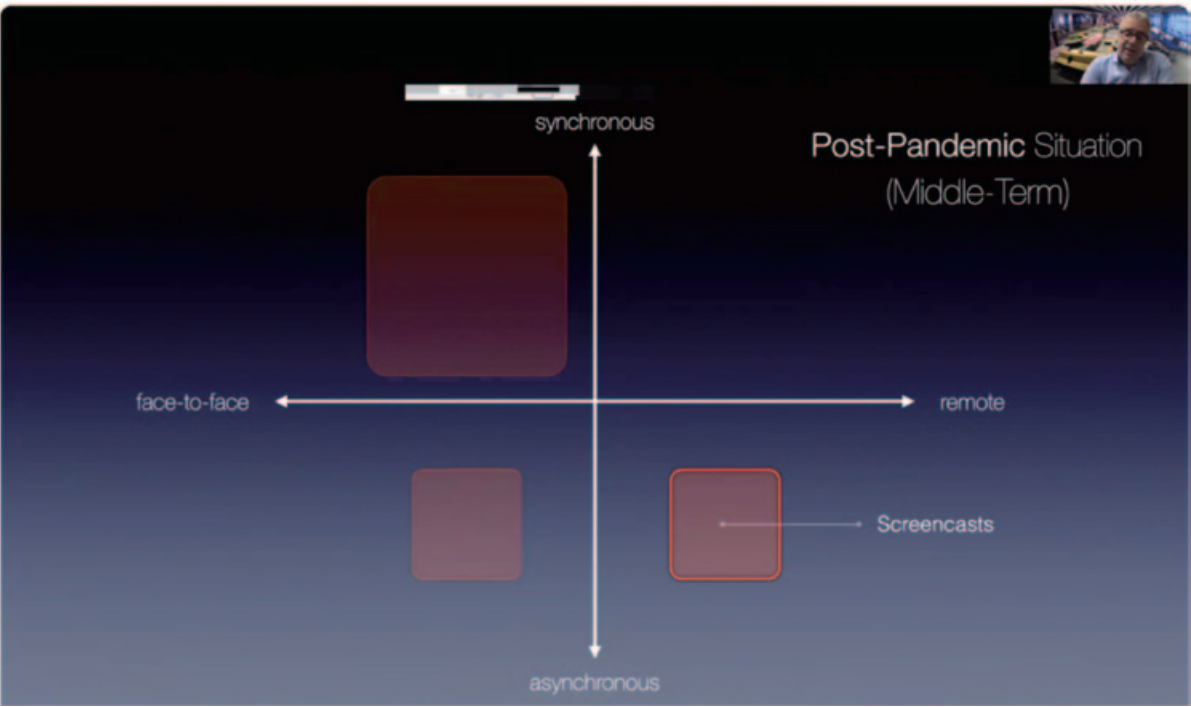


He talked about how screencasts allow you to record the following: an entire computer screen, a single window or application, or secondary video input. Furthermore, some screencast tools can help us combine all these inputs into a single video file. It is also possible to add a video of yourself talking over the recorded screen; this is called picture in picture or PP. PP is great to add the face of the teacher to pre-recorded videos or add different pictures to a video.

Dr. Augeri presented three main criteria to find the ideal software to produce screencasts: the type of software we use to record, editing features, and picture-in-picture features. Then he proceeded to introduce the program he mainly uses for screencast production: PowerPoint, Quicktime, Zoom, Prezi Video, and OBS. We will dive deeper into each of these tools in an upcoming blog post, so we will not explain each tool here.

He finished his talk by mentioning some tips for producing good screencasts. First, always prepare and script the things you will explain and record; he suggested using mind-mapping to create a good script; second, be consistent; third, find a high-quality microphone to ensure good audio quality.



Do you have any feedback regarding the content of the presentation? / プレゼンの内容についてご意見はありますか？
6 responses

The content was really informative and would recommend to my peers to join next sessions.

Very practical information. I would have liked to see a section on pedagogical uses of screencasts.

I feel the presentation is well organized and conceptualized, should be shared with more faculty staff and administation staff. I think university's administrator role is just key for successful education.

Thought provoking.

It helps me to organise my time in studying both languages and other different subjects.

Very informative, with hands-on segments to try out the methods/ technologies introduced. Enjoyed it!



Do you have any feedback regarding the use of Zoom for the workshop? For example: Was the format/length convenient? Would you like to see more Zoom events in the future, in addition to in-person events (when possible)? / ワークショップでのZoomの使用について、何かご意見はありますか？例えば フォーマットや長さは便利でしたか？今後、対面でのイベントに加えて、可能であればもっと多くのZoomイベントを見てみたいと思いますか？
6 responses

The session was perfect. I really enjoyed and was it was very intriguing to know about the efforts the faculty is putting in order to adjust to the pandemic situation.

The format is convenient as it allows one to handle other low impact jobs at the same time, so very efficient!

フラリと隙間時間で参加できるのでよかったです

I think it was good to finish by 7pm. 5.30pm is a little late if the workshop runs for 2 hours.

I didn't know much about Zoom and it's history. I don't mind to join any incoming event on Zoom (just want to express myself that I do not want to be nationalise or racially or politically biased). Thank God.

Zoom works great for me, thank you!



What topics would you be interested in for future GFD workshops? / 今後のGFDワークショップではどのようなトピックに興味がありますか？
6 responses

SDGs related topics.

-

今回，なんとなく参加したのですがまた参加してみようと思います．

Creativity :-)

I wonder how many people re-educate/learn to play a new musical instrument in their 30's. Thus, it will be great to have a workshop about that aspect. Thanks.

Transitioning back to face-to-face teaching while using some of the tools that worked well online.
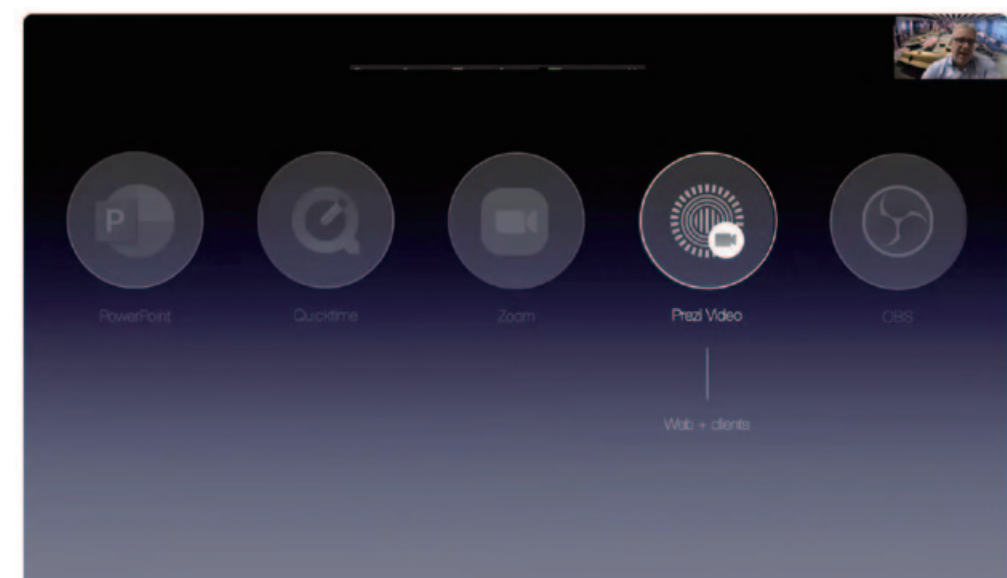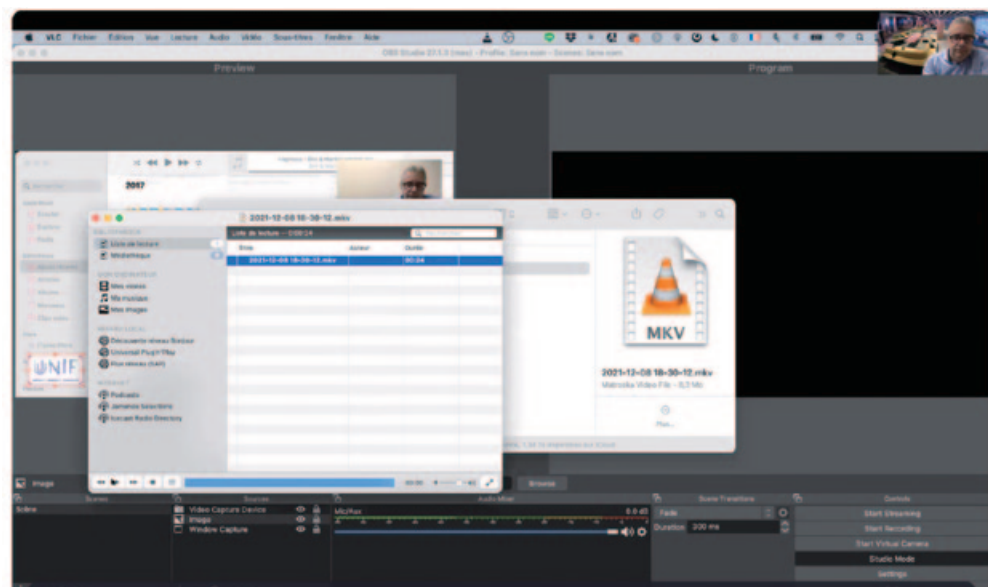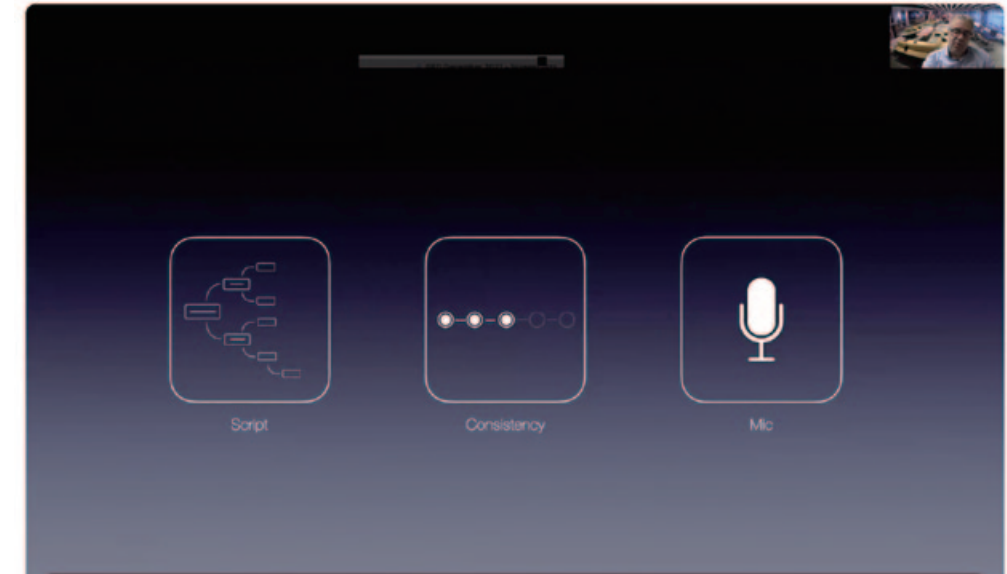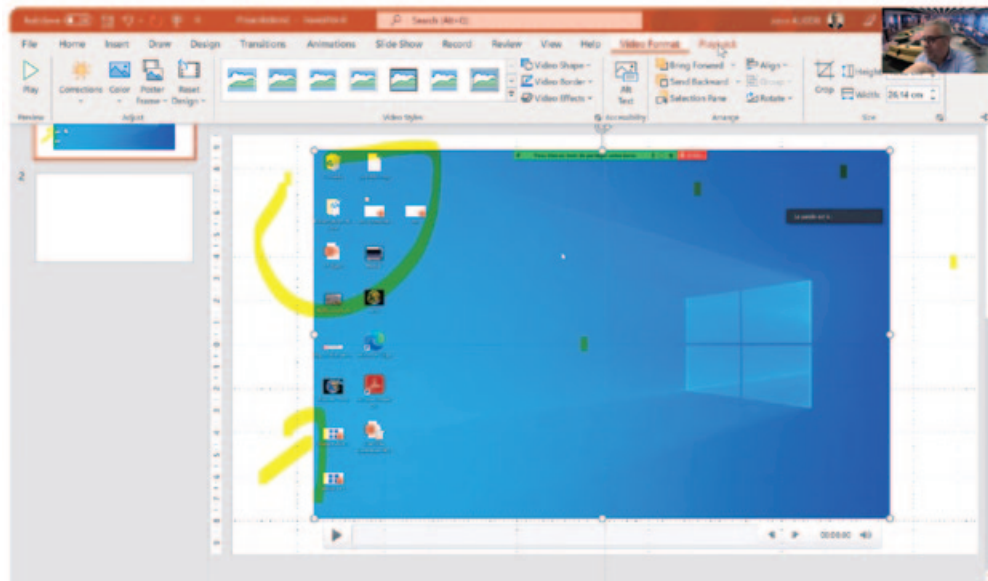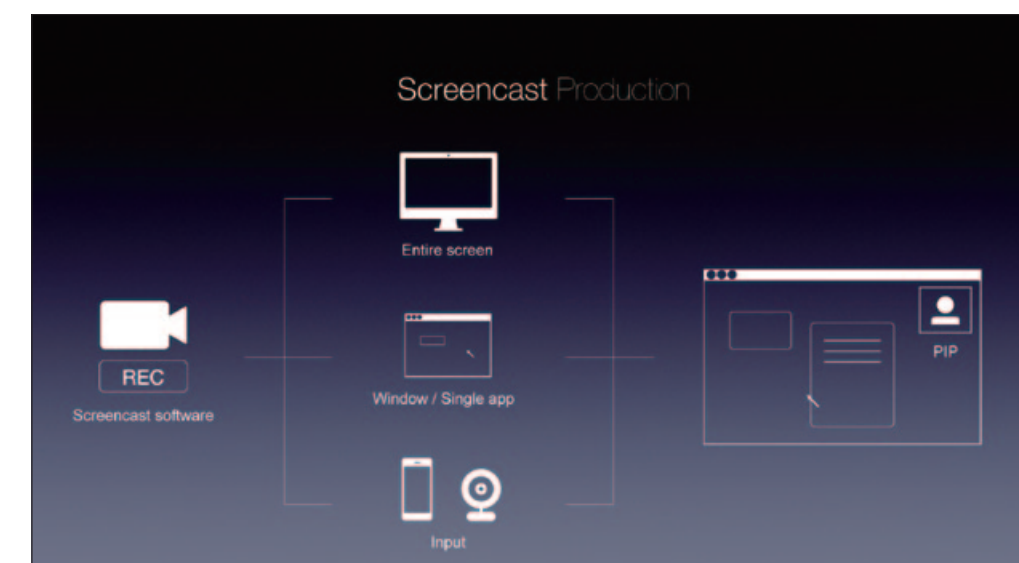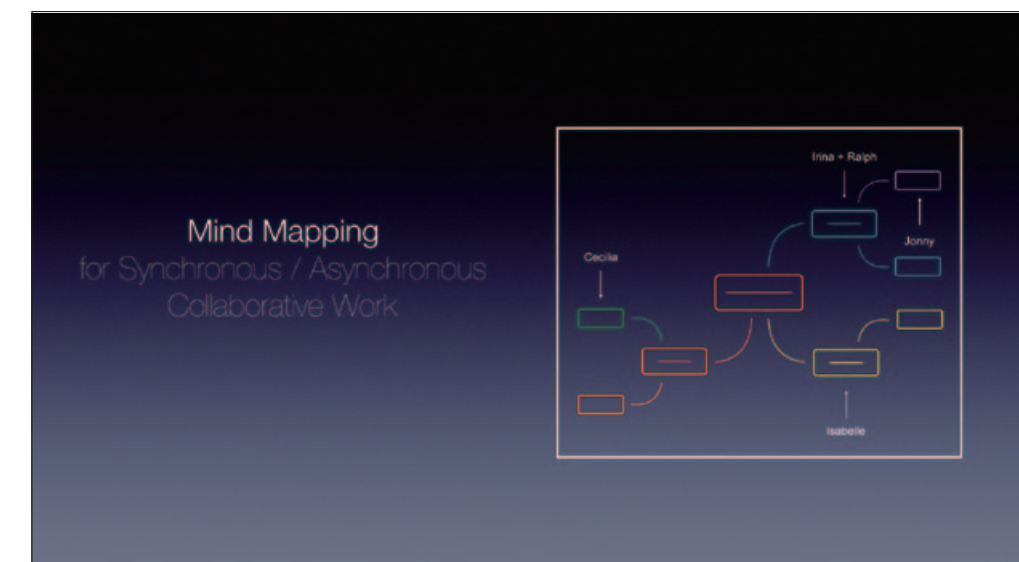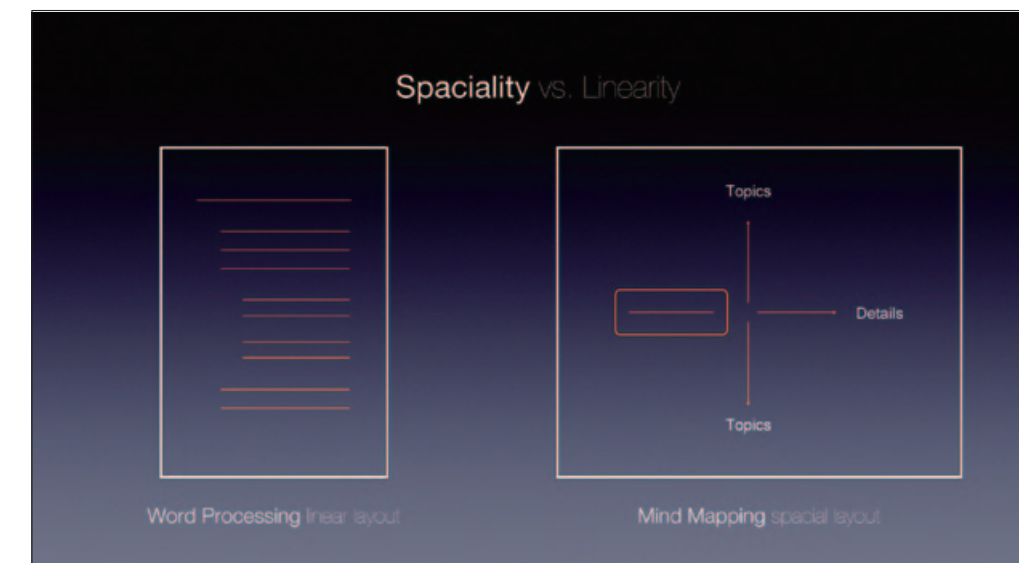
**Speaker: Dr. Kevin Byron**

## Fostering Creativity in Education and Research

NOV 22 (MON) · 17:00 TO 19:00 (JST) ONLINE

### Speaker: Kevin Byron (Ph.D.)

- Abstract -

This presentation will describe the nature and nurture of creativity in the context of education and doing research. It will describe a general framework for creative problem solving and the associated creative behaviors that can be applied in any discipline when new ideas are being sought. Idea-generation tools will also be described, with examples drawn from both art and science to illustrate their commonality. The presentation will also include a discussion on the relative issues and challenges of working creatively with a group of people compared with working individually.

- Speaker Bio -

Kevin Byron received his Ph.D. in Physics from the University of Hull and pursued a career in commercial research in photonics for some twenty-five years. During this time he was an honorary visiting lecturer at the Universities of Glasgow and Salford. Whilst working in industry he developed an interest in education, and creative skills and the award of a NESTA fellowship in 2002 enabled him to pursue these interests full time. He is currently an independent research-skills developer working at a number of higher education institutions and industries in the UK and Europe.

LANGUAGE: ENG/JAP
LIVE INTERPRETATION AVAILABLE

INQUIRIES:
GFD-TOKYO@ADM.C.U-TOKYO.AC.JP

ORGANIZED BY

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Global Faculty Development

SCAN THE CODE
AND REGISTER

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## 教育と研究における クリエイティビティの育成

11月 22日 (月) · 17:00 TO 19:00 (JST) オンライン

### 講演者: ケビン・バイロン 博士

概要

本プレゼンテーションでは、教育と研究における創造性の本質と育成について説明します。創造的な問題解決のための一般的なフレームワークと、それに関連する創造的な行動について説明します。このフレームワークは、新しいアイデアが求められているあらゆる分野に適用できます。アイデアを生み出すためのいくつかのツールについても、アートとサイエンスの両方の例を挙げて、その共通点を説明します。また、グループで創造的な仕事をすることは、個人で仕事をすることに比べて、どのような問題や課題があるかについても議論します。

講演者紹介

ハル大学で物理学の博士号を取得した後、25年間にわたり光工学の商業研究に従事しました。その間、グラスゴー大学とサルフォード大学で名誉客員講師を務め、物理学会のフェローにも選出されました。産業界で働くうちに、教育や創造的なスキルへの関心が高まり、2002年にNESTAフェローシップを授与されたことで、これらの関心を本格的に追求できるようになりました。
現在は、独立した研究スキル開発者として、英国やヨーロッパの多くの高等教育機関や産業界の学生と仕事をしており、リーズ大学では客員講師を務めています。

英語・日本語同時通訳あり
お問い合わせ
GFD-TOKYO@ADM.C.U-TOKYO.AC.JP

主催

The University of Tokyo
Global Faculty Development

イベント登録

**Report by Zhiyun Du, Research Assistant, Global Faculty Development**

On 22nd November 2021, GFD had the honor of inviting Dr. Kevin Bryon to present on the nature and nurture of creativity in the context of education and academic research. Dr. Byron received his Ph.D. in Physics from the University of Hull. He has pursued a career in commercial research in photonics for around twenty-five years. While working in the industry, he developed a growing interest in education and creative skills. In 2008 he took up full-time posts at the University of Leicester and then at Queen Mary, University of London. He has published widely in his earlier research interests, and more recently, on innovation and creativity. He is currently an independent research skills developer working with students at several higher education institutions and industries in the UK and Europe and is a guest lecturer at Leeds University.

The presentation provides a general framework for creative problem solving and the associated creative behaviors that can be applied in any discipline when developing new ideas. Under the central theme of "Fostering creativity in education and research," Dr. Bryon divides his presentation into four parts:

1. How to define creativity.
2. Analysis of the relation between creativity and progress.
3. Explanation on the use of idea-generation tools and techniques.
4. An examination of the relative issue and challenges of working creatively with a group of people compared with working individually.

In the first section, Dr. Bryon first clarifies the three key components of creativity. A more precise definition of creativity is provided by discussing the differences between creativity and other concepts like imagination and innovation. Second, Dr. Bryon uses the sigmoid curve to illustrate the nexus between creativity and progress, mapping out how research typically progresses from three dimensions: personal, historical, and paradigm. His explanation of dealing with learning thresholds and discontinuities is also inspiring. Moving on to the third section on idea-generating methods and tools, Dr. Bryon first introduces the Creative Problem-Solving framework, a common approach to foster creativity in the industry, and the Divergent Brainstorming guideline. Focusing on the idea generation tool of transformation and the idea matrix, he also explains the practice of provoking innovation from existing concepts. The assessment of creativity in education is presented as well. Finally, Dr. Bryon offers methods to overcome emotional barriers to creativity and encourage all participants to be more willing to generate new and challenging ideas.

Did you use the interpretation function at any point? / 解釈機能は使っていたのでしょうか？

5 responses

- Yes, I did use it. / はい、使いました。
- No, I did not use it / いいえ、使っていません。

100%

If you used the interpretation function, please let us know your thoughts on the usefulness of the function, audio quality, etc. / 通訳機能をご利用された方には、機能の有用性や音質などのご感想をお聞かせください。

1 response

比較的簡単な英語で話していただいたので理解しやすかった

Do you have any feedback regarding the use of Zoom for the workshop? For example: Was the format/length convenient? Would you like to see more Zoom events in the future, in addition to in-person events (when possible)? / ワークショップでのZoomの使用について、何かご意見はありますか？例えば フォーマットや長さは便利でしたか？今後、対面でのイベントに加えて、可能であればもっと多くのZoomイベントを見てみたいと思いますか？

5 responses

It is a good platform since the organizer can control the environment.

他のイベントもみてみたい

ちょうど良い時間でした。

Zoomイベントはもっとあると嬉しいです。

Everything was smooth though I had to bail out when the workshop stretched beyond 1900hr (JST) as I had to attend another virtual meeting.

Do you have any feedback regarding the content of the presentation? / プレゼンの内容についてご意見はありますか？

5 responses

The content is very interesting

図も理解しやすかった

非常に興味深く伺いました。

とても参考になる有意義なプレゼンテーションでした。私のほうの通信状況が悪く一部聞き取れないところがあったのですが、ぜひ後日オンデマンドでの振り返りなどがあれば有料でも見たいと思いました。

The presentation was easy to understand (I am of post-graduate educated). But words on some slides were a bit too small.

The first slide shows a Google Forms survey:

What topics would you be interested in for future GFD workshops? / 今後のGFDワークショップではどのようなトピックに興味がありますか？

5 responses

Challenges and success story on augmented reality for education

科学など

インフォグラフィックなど。

東大GFDのワークショップに参加したのは初めてでしたが、今回と同様の創造性などのトピックについては興味があります。

I am an avid learner so any interesting subjects/topics would be good.

---

Progress in Science – Paradigm Shifts!

Progress (vertical axis) / Effort (Time) (horizontal axis)

Infancy, Rapid Development, Maturity, Next Development

---

Imagination, Creativity and Innovation?

Creative Modalities of the Imagination: Abstraction/Visualisation (all senses)/Analogy and Metaphor/Myths and Stories/Thought Experiments...

Original Ideas found through an interaction between observations in the real world, and the Creative Modalities of the Imagination.

Imagination — Creativity — Material World

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The University of Tokyo Global Faculty Development

Fostering Creativity in Education and Research

Kevin Byron

---

What is Creativity?

Creativity: Ideas that are *original.* A novel response to a challenge or problem.

4 Levels of Creativity*:

Mini-'c' (Personal)          Little-'c' (Assessment by others)

Pro -'C' (Professional)      Big -'C' (Historical)

Syukuru Manabe    Wangari Muta

*Kaufmann & Beghetto: The 4C Model of Creativity; Review of General Psychology 2009, Vol. 13, No. 1, 1-12

---

Three Components* of Creativity

Domain relevant skills (formal education)
  - Crossing Boundaries (Integrated Research)
  - Non-academic media

Creative processes
  eg:
  - Tolerance to Ambiguity
  - Bi-sociation

Intrinsic task motivation (passion)
  - Rewards, Incentives! = Extrinsic task motivation

*Amabile, Phillips and Collins, 1994

Imagination, Creativity and Innovation?

Creative Modalities of the Imagination: Abstraction/Visualisation (all senses)/Analogy and Metaphor/ Myths and Stories/Thought Experiments...

Original Ideas found through an interaction between observations in the real world, and the Creative Modalities of the Imagination.

Bringing Creative Ideas into Action

Imagination

Material World

Creativity

Innovation

The Imagination occupies a much greater space than the part that is usefully creative!



How Research Progresses – The Historical Perspective!

This perspective can be seen through studying journal reviews over a period of a few decades.

Next Development

Maturity

Progress

Rapid Development

Infancy

Effort (Time)

The curves could represent progress in research underpinned by:
• New Theory
• New Research Methods
• New Technology

The start position of the new curve depends on many factors such as the arrival of discoveries, the number of people working in the field, the level of funding etc.



How Research Progresses – The Personal Perspective

2 Sources:
Incubation (Creativity)
Management (Innovation)

Next Development

Original contributions

Always useful

Maturity

Creative Steps
Delays
Setbacks

Progress

Infancy

Rapid Development

Effort (Time)

Your Research Project



Education as Research!

Formal Historical
A story of super-human achievement, error-free predictability and certainty!

Progress

Section of 'S' Curve

Time

Sociology
Art
Literature
Science
Education

Personal Creative
A story of accident, set-backs, delay and insight – just like me!

Progress

Creative Insights
Delays
Setbacks

Thresholds

This curve also describes how we Learn!! (see next slide)

Time



Learning Thresholds and Discontinuities – and how to deal with them!

"A threshold concept is likely to involve forms of 'troublesome knowledge'; David Perkins defines this as 'that which appears counter-intuitive, alien, or seemingly incoherent'. From this view, mastery of a threshold concept can be inhibited by the prevalence of a 'common sense' or intuitive understanding of it. Getting students to reverse their intuitive understandings is also troublesome because the reversal can involve an uncomfortable, emotional repositioning."*

Remedies:

• Recursiveness and Excursiveness (In short, there is no simple passage in learning from 'easy' to 'difficult'; mastery of a threshold concept often involves messy journeys back, forth and across conceptual terrain.

Creative    Critical

• Apply the 'Scatter' technique – Study from a variety of sources.

*Land, R., Cousin, G., Meyer, J.H.F. and Davies, P. (2005),Threshold concepts and troublesome knowledge (3): implications for course design and evaluation, in C. Rust (ed.), Improving Student Learning – equality and diversity, Oxford: OCSLD.



Finding Ideas

Finding Ideas to meet the Challenge

How might I:

Selected Challenge

Ideas:
1.
2.

Diverge
Diverge
2.
Where are the Ideas?
Which are the Best?

3 Forms of Idea Generation:

| Form: | Time Frame: | Prompts: |
| --- | --- | --- |
| 1. Thinking by direct association | Immediate and Continuous | "This reminds me of... " |
| 2. Use of idea generation tools | Hours - Days | "What if...?" |
| 3. Insights | Days - Months | Unprompted |
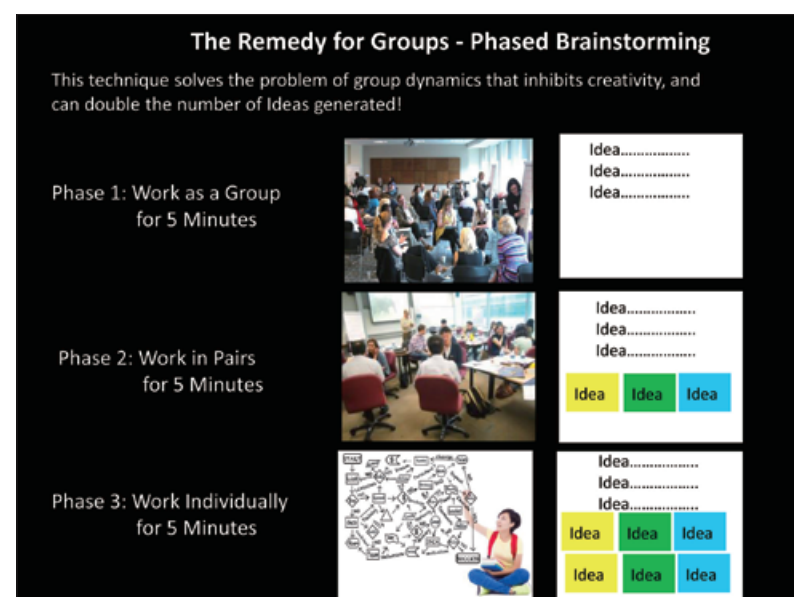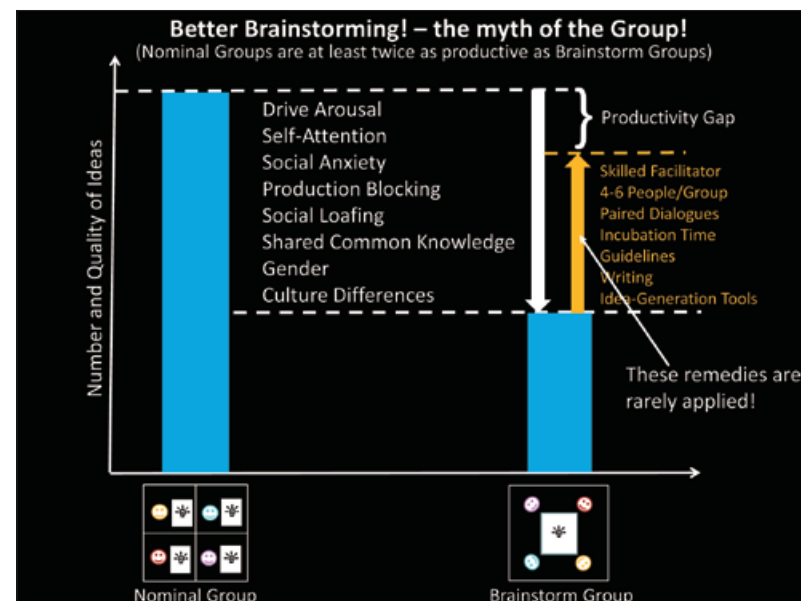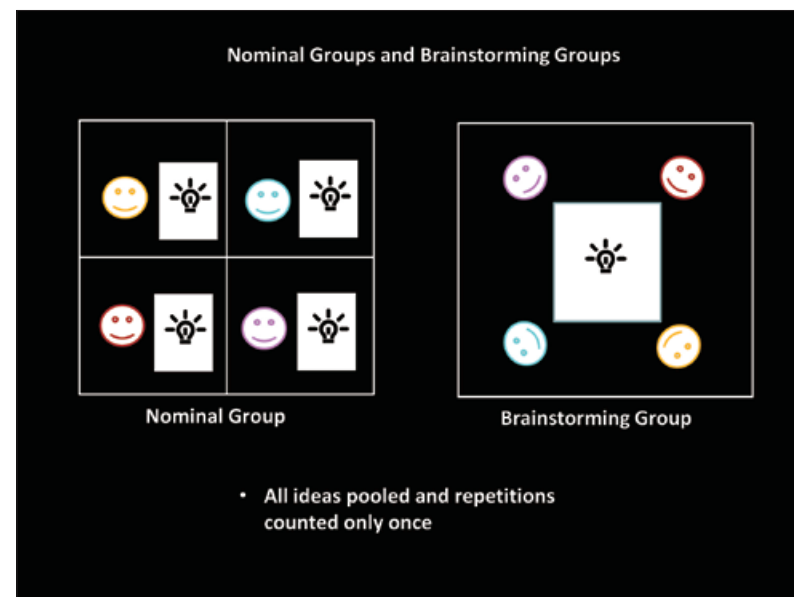
## 2.4 Research seminars

### 2.4.1 The International Climate Regime: Will it Solve the Problem?

Speaker: Steinar Andresen, The Fridtjof Nansen Institute, Norway
Lecture, Global Faculty Development Workshop, University of Tokyo, April 7, 2021

Below is a more detailed account covering the most critical points for the canceled lecture.

## 1. A brief history of international environmental policies

Compared to issues like trade and security, the environment is a relatively new phenomenon, dating back to the late 19th century. It was first associated with protecting nature and wildlife in Western Europe and the US and was typically an 'elite phenomenon.' Environment gained momentum with the establishment of the UN, but it was considered more of a technical issue by organizations like the IMO and FAO. This changed gradually in the 1960s and 1970s, where the environment was seen more in the context of severe pollution caused by rapid industrialization in the North. Importantly, WWF was established in 1961, first focusing on wildlife but subsequently broadening the scope. Greenpeace was established in 1979.

The first 'milestone' event was the UN 1972 Conference in Stockholm, which was critical in getting the issue higher on the international agenda and spurring several new international institutions like UNEP and a number of multilateral environmental agreements (MEAs). Important new concepts were also adopted. Two weaknesses were still demonstrated, this was primarily a state-based event, very few ENOs present, and it was dominated by states from the North. The South was more preoccupied with development and economic growth.

In the 1970s, 1980s, and 1990s, a high number of MEAs was established. Various 'generations' of MEAs can be identified; 1 generation, simply acknowledging the problem without any commitments, 2 generation, adding specific goals and time limits, 3 generation, introducing differentiation due to different circumstances and cost-effectiveness.

The 1992 Rio Summit was 'the highlight of environmental enthusiasm.' Sustainable development was the new buzzword (borrowed from the 1987 Brudtland Commission'). The concept is vague, but it brought the South on board as the concept was seen to unite the environment with development. The very ambitious Agenda 21 was adopted, but it was never implemented properly. The CSD was established, but it never got much practical significance. ENGO presence and influence were high compared to the Stockholm Conference, and the South participated fully. One reason for the optimism was that the cold was over, and improved international cooperation was envisioned.

Global 'mega summits' continued in 2002 (Jo-burg) and Rio 2012. In my view, with diminishing importance over time. In 2002, the political stalemate was prominent, and the general optimism was gone in the light of the 2001 9/11 disaster and continued conflicts across various issue areas internationally. However, the main reason behind their reduced significance was that their primary function was agenda-setting, no longer very relevant as a very high number of MEAs existed, and implementation was the key, not agenda setting. Reform of the whole UN environmental approach was called in the 2012 conference, but it never materialized. Maybe the diminishing significance is why I have seen no calls for a 2022 Conference? However, not all analysts agree with my analysis of these events; some are more positive.

Following my reasoning from above, I am also skeptical of other UN ambitious approaches as reflected in the MDGs and the SDGs. Lots of effort are invested in making numerous goals and targets, but I believe their practical significance on the ground can be questioned as other driving forces are more important.

Attention to the environment among the public varies enormously and tends to be most strong if economic conditions are good and there are no other pressing issues on the agenda. For example, climate change was recently very high on the agenda, reflected in the strong attention to Thunberg, but it more or less vanished when Covid 19 took all attention and energy of governments around the world – but it will probably bounce back later on if and when conditions improve.

## 2. Effectiveness: How to measure and explain

Unless you do not know the effect of MEAs and global mega conferences, it makes little sense to establish them. This was what caused students of international relations to start to study this some 30 years ago. Over time a consensus has emerged that effectiveness can be measured along three dimensions; output, outcome, and impact.

Output deals with the rules and regulations emanating from the relevant MEA. The more specific and strict these regulations, the more influential the relevant MEA can be expected to be. For example, if there are high ambitions with a strong compliance mechanism, this points toward an effective MEA compared to low ambitions and no compliance mechanism. Legal scholars focus primarily on this dimension. However, reality shows that rules are not always followed, cheating and lacking ability maybe two important reasons. Output is, therefore, more about potential effectiveness rather than actual effectiveness. That is why the outcome indicator is introduced, focusing on the causal link between the MEAs and behavior on the ground by target groups. To be truly effective, we have to demonstrate that, for example, oil companies are changing their behavior in a positive direction due to the existence of the international climate regime. Careful process tracing is needed to establish causality. The impact is the link between the regime and the problem it is set out to deal with; to what extent the problem has been reduced? This is what we want to know, but it is difficult to use due to the existence of a host of other factors affecting the relevant problem. This will be illustrated later.

The degree of effectiveness may be explained in various ways. One avenue is to differentiate between the nature of the problem and the problem-solving ability of the relevant regime. The former deals with basic characteristics of the relevant problem; some are more 'malign' than others due to strong political conflicts as well as scientific uncertainty. The more 'malign' the problem, the lower effectiveness can be expected – and vice versa (to be illustrated below). Problem-solving ability is seen as a function of power, leadership, and institutional characteristics of the MEA. If powerful players are leaders and institutions are well-functioning, effectiveness will increase – and again vice versa (illustrated below).

In general, recent research, and an overview from UNEP, shows that most MEAs have some positive effects. However, very few are very effective, and problems are rarely entirely solved.

## 3. The UNFCCC: how effective and why (general overview)?

The UNFCCC adopted in 1992 is a typical general framework convention whose primary mission is to improve knowledge of the problem to understand better what it takes to deal with it. The ambition was relatively high, stabilizing emissions for the North, but this was a soft political target, and it proved to have a very modest effect. The Kyoto Protocol (1997) was much more ambitious because ambition was higher and more specific and adopted through a top-down procedure, but these apply only to the North (Annex 1 states). The main weakness of the KP was its limited scope as it did not apply to the emerging economies in the South (like China), and this was where emission growth was most potent. The practical effect of the KP was, therefore, modest. The Paris Agreement (more later) was – in contrast, a universal agreement but with voluntary commitments.

From a problem-solving perspective, the effectiveness is very low in the sense that emissions – instead of being reduced – have increased enormously. The main reason is its exceedingly malign nature, as virtually all economic activity affects emissions. Problem-solving ability is also low as the most influential state; the US has been more laggard than a leader. As to the influence of non-state actors, the impact of the green community has been overall modest. The same goes for the scientist. Both groups have advocated substantial emission cuts but have not been listened to. Regarding relevant business groups, they have been much more influential. Traditionally they have been laggards, but more recently, the picture has become more nuanced (more later).

## 4. The significance of the Paris Agreement and the role of key actors

On a positive note, the PA is ambitious as it calls for a temperature increase of less than 2 C degrees and even aiming for only a 1.5 C increase – by the end of the century. It is also optimistic that, in practice, all states are members of the PA, in contrast to the more exclusive KP. The idea to increase ambitions for all parties over time through five-year cycles is also positive. However, the downside is the bottom-up nature of the PA as national targets and how to achieve them are all voluntary, and based on the INDC SEE, the temperature increase will be much higher than the official goal. Compliance mechanisms are also weak and based primarily on politically soft 'shaming and blaming' measures. However, there are some global oversight mechanisms like the Global Stocktake. In short, there are some positive and some negative features, and it is too early to decide its effectiveness.

Focus next briefly on the three most influential actors in the game, China, the US, and the EU. They have been most important in the making of the climate regime from 1992 to the present, and together, they account for almost 50% of global emissions.

China: From poor and almost irrelevant state to the most significant player
China accounts for some 28 % of global emissions, more than double the second-largest emitter, the US. China is, therefore – by far – the most crucial player in the game. In stark contrast to when the process started when China was a relatively small emitter and played a modest role in the negotiations. The primary driver behind this development has been its tremendous economic growth bringing some 800 million people out of poverty, an

incredible achievement. The downside is that this development has been fueled by a substantial increase in the use of coal, the main driver of $CO_2$ emissions contributing to the exponential growth in emissions. China did not adopt a specific climate policy until 2007, but since then, more ambitious measures to curb emissions have been adopted, primarily through its five years plans. Consequently, the use of coal has been somewhat reduced, and China has emerged as a world leader in developing and applying renewable energy like solar and wind. Ambitious long-term goals have been adopted, but emissions are still rising but at a lower level than they used to. Internationally, China is a key player and was decisive in shaping the outcome of the Paris Agreement together with the US.

The US – polarization, and instability
As noted at the international level, the US has been the most influential player. Domestically the picture is mixed and complex. In general, variations have been substantial primarily due to the role of shifting US administrations. Republican administrations have been hostile to a firm climate policy and have relied mostly on voluntary measures. Democratic administrations have been more proactive, but it has been challenging to adopt national legislation due to opposition in a divided Congress. However, there has been more bi-partisan agreement regarding energy policy. Significant progress has therefore been made regarding renewable energy where the US is a world leader together with China and the EU. While Trump tried to dissolve US climate policies, Biden is restoring it, and new ambitious long-term goals have been adopted. There are substantial variations in the climate policies of the various states in the US Expansion in the use of shale gas has reduced the use of coal and led to reduced emissions over the last decade or so in the US.

The EU – ambitious and stable
The EU emits some 8% of global emissions, and its share is falling swiftly due to rapidly declining emissions. The EU has been the most consistent pusher for a firm climate policy for a long time, not the least due to the supranational and robust role of the Commission aiming for ever higher ambitions, and these have also been delivered in practice by its members. The Western states like Germany and the UK have been most ambitious while the East has been more reluctant, but clever package deals have been developed by the Commission. The ETS system is an essential backbone of its climate policy. Overall the EU is the most credible and ambitious actor, but it has not been very influential internationally.

**5. The future and fundamental drivers**

Irrespective of unprecedented diplomatic activity, $CO_2$ emissions have increased by more than 60% since the early 1990s. Thus, the problem is more severe now than when the process started. The main reason is the global economic growth, the main driver behind increased emissions. Another driver is population growth. These are the two most important drivers and are outside the control of the negotiators. New technology is the most critical driver to reduce emissions, and progress has been significant in developing renewable energy contributing to reducing emissions over time. A combination of policies and markets may drive this development in a more positive direction as companies are also now – in general – more preoccupied with being 'green' than they used to. The effect of COVID 19 led to reduced emissions in the short term, but its long-term effects are uncertain.

Many states have now adopted very ambitious long-term goals, but short-term goals and their realization are also needed if the ambitious PA goals shall be reached.

**6. Brief conclusion**

Considerable progress has been made in measuring and explaining regime effectiveness, but methodological challenges still remain. Overall, international regimes – or MEAs – have a positive effect but are seldom strong enough to solve malign problems. However, effectiveness varies considerably depending on the nature of the problem and their problem-solving ability. Low effectiveness is caused by the fact that many primary drivers are outside the control of the diplomats, and cooperation is voluntary and has no supra-national authority – in contrast to the EU commission.

The making and development of the international climate regime illustrate these challenges as it is a genuinely malign problem. The North is on the right way to reduce emissions, but emerging actors in the South are most decisive. A combination of public opinion and pressure, the role of the markets, and not the least political energy will be decisive if necessary measures are agreed on to solve this problem by the end of this century. Based on present experiences, we should not be too optimistic, but there are some glimmers of hope that the tide will change.

## 2.5 Upcoming Events

GFD will be hosting two events in March, please find the details below.

**Diversity series 4: "Interdisciplinary Roundtable on Diversity, Equity, and Inclusion in the Academy"**
Facilitator: Mark Bookman, Tokyo College
Date: To be announced

In September 2021, the University of Tokyo Global Faculty Development Program started a series of events on diversity in higher education, which aimed to highlight barriers to inclusion in campus settings faced by students and staff from marginalized backgrounds and create strategies for their resolution. Through dialogue and exchange with invited speakers, participants considered the cultural and historical roots of discrimination endured by racialized, gendered, and disabled members of academic communities. They also identified the importance of hearing from minoritized students and staff about their experiences, as well as advocating for individuals who may not be unable to do so themselves due to systemic problems.

This event is the culmination of the first part of the GFD Program Series on Diversity in Higher Education. Invited speakers from previous events will be brought together as a roundtable to discuss the similarities and differences between their inclusive methods alongside faculty from different departments. Collectively, participants will identify paths and practices to build a more equitable university ecosystem.

**Time to TALK: Fundamentals of Team-Based Learning: Promoting Autonomous Learning in the Classroom**
Spearker: Jesus Pulido Arcas, CGCS
Date: March 15th

In this talk, Dr. Pulido will present an overview of the Workshop "Fundamentals of Team-Based Learning (TBL)." TBL is a particular form of a flipped classroom that promotes autonomous learning and heavily relies on small group interaction, thus enabling self-managed learning teams. The talk will focus on introducing the pedagogical basis and main elements of TBL, followed by an open discussion on the practical aspects of this methodology.

**University of Tokyo College of Arts and Sciences**
**Global Faculty Development Initiative**

Annual Report 2021-2022

**Chapter**

# 3

## Other Significant Activities

### 3.1 LOOK Program

As part of the GFD initiative, we support faculty interested in attending conferences on teaching and learning and observing unique, innovative FD practices at other universities. This program is for faculty who are (a) currently teaching (or planning to teach) their classes in languages other than Japanese and (b) invested in improving their global educational practices at Komaba. In April 2016, we named this program the LOOK (Learning and Observing Outside Komaba) Program. The LOOK Program serves dual purposes. One is to give faculty incentives to be interested in professional development and learn about the scholarship of teaching and learning beyond what they might be able to get within Komaba. The other is to foster a rich learning community on the Komaba campus. To fulfill the latter purpose, all participants in the LOOK Program are allowed to share their knowledge and experiences gained through the program with other faculty when they return from their trips. These sessions are called the Time to TALK sessions (see 3.3 for details) and have provided an ideal platform for faculty to share knowledge and grow together as educators. Additionally, they write a report summarizing their experiences and discussing how they plan to apply the knowledge gained to their teaching context. In the academic year of 2018, 9 faculty participated in the LOOK Program, and their trip reports are to be found in Chapter 4.

### 3.2 TASTE Program

As another part of the GFD initiative, there is the TASTE (Testing Active learning Sessions for Teaching Enhancement) Program. This program started in April 2017, a year after the initiation of the LOOK Program. It offers financial support (up to 50,000yen) to faculty who are interested in the use of active learning methods in classes taught in Komaba. However, the application must be made with the understanding that this program is primarily for courses that are taught in non-Japanese languages, and therefore, the knowledge and experience gained from TASTE should ultimately be transferable to such courses. Courses that have traditionally employed a predominantly lecture format and may incorporate more active learning methodologies are especially welcome to apply. We particularly envision that this goal may yield a long-term, gradual buildup of courses offering some content in active learning formats and that this gradual change should yield an improvement in the effectiveness of teaching on campus. Interested faculty are recommended to write a two-paragraph application. The first paragraph details the course and the specific lecture session to be altered. The second paragraph should describe the vision for the session, reimagined via active learning methodology. Should the faculty require any funding, its rationale and specific items to be purchased must be noted. Sharing knowledge and experience is the best way to start a conversation about teaching. Faculty who have projects accepted by the TASTE Program will be required to deliver a short written report and a brief oral presentation in the Time to Talk sessions (see 3.3 for details) on the implementation of the activity (including, where possible, an evaluation of its effectiveness). In the academic year of 2018, 2 faculty participated in the TASTE Program, and their class reports are to be found in Chapter 4.

## 3.3 Time to TALK Sessions

This academic year, we hosted one "Time to TALK" report session, and we have two more upcoming sessions. Each session lasts for about an hour during the lunch break to allow a maximum possibility of participation by faculty who were likely to be off-duty during those particular times. We had one presenter per session. Each presenter gave a 20-30 minute presentation to share their experiences gained through the TASTE or the LOOK Program, followed by an overall discussion with the audience. Below is the list of presenters and their presentation topics for the 2021-22 "Time to TALK":

**March 20-23, 2021:** AAAL 21, American Association for Applied Linguistics Conference (Aurora Tsai, CGCS)
**October 2022-January, 2022:** Playing games in educational settings during Covid-19 (Julien Agaesse, CGCS)
**January 15-28, 2022:** Team-Based Learning Fundamental Series (Jesus Alberto Pulido Arcas, CGCS)

The sessions are conducted via Zoom meeting. Many of the participants had favorable attitudes towards the informal and interactive nature of the sessions. They also appreciated the opportunity to learn new pedagogical ideas and techniques and to discuss teaching and assessment-related concerns.

## 3.4 Faculty DevelopmentLunch

One of the most important and sometimes overlooked aspects of faculty development is creating an environment where faculty can openly and naturally share ideas, challenges, successes, and failures and give or receive support to or from their colleagues. In an institution like the University of Tokyo, where the primary language of interaction is Japanese, and many international faculty find themselves on temporary contracts and working in isolation, having an opportunity to communicate with understanding colleagues is essential. In addition, there is a need to form a community of teachers who think critically and reflectively about their teaching and who can share their ideas with their colleagues.

In 2015, Prof. Jonathan Woodward started organizing regular informal lunchtime meetings called "Faculty Development lunches" to meet all these needs. Initially, FD lunches were held in the Open Space on the 4th floor of building 18 and after KIBER (Komaba International Building for Education and Research), in the FD lounge Room 313. Currently, FD lunch is led by Prof. Isabelle Giraurdou. Every week, faculty are invited (freely and with no expectation of attendance) to join the session (bringing their lunch with them) and discuss all aspects of their teaching experiences and questions, goals, concerns, etc. However, due to restrictions related to the COVID-19 pandemic, for the 2021 academic year, all FD lunches continued to be held online. In 2022 we hope to start some hyflex lunches where online and offline participation can happen simultaneously.

Regarding the contents of the lunches, there is usually a nominal discussion topic each week to catalyze the initial conversation. Below is the list of discussion topics proposed this academic year:

**FD Lunch schedule and list of discussion topics for Summer Term 2021**

| | | |
|---|---|---|
| FD Lunch | 4/15, Th. 12:15-13:00 | Introductory session: presentation of GFD activities and upcoming events / open discussion |
| PEAK Student Lunch | 4/22, Th. 12:15-13:00 | |
| FD Lunch | 5/6, Th. 12:15-13:00 | Online teaching and hybrid classes (continued) |
| FD Lunch | 5/13, Th. 12:15-13:00 | Creativity in higher education (1) |
| FD Evening | 5/21, Th. 18:00-19:00 | Open discussion |
| PEAK Student Lunch | 5/27, Th. 12:15-13:00 | |
| FD Lunch | 6/10, Th. 12:15-13:00 | Creativity in higher education (2) |
| FD Lunch | 6/17, Th. 12:15-13:00 | Students motivation (continued) |
| FD Evening | 6/25, Th. 18:00-19:00 | Open discussion |
| PEAK Student Lunch | 7/1, Th. 12:15-13:00 | |
| FD Lunch | 7/8, Th. 12:15-13:00 | Collaborative learning: group work, study teams, and communities of inquiry |
| FD Lunch | 7/15, Th. 12:15-13:00 | Asking better research questions: the process of undergraduate thesis supervision |
| FD Evening | 7/30, Th. 18:00-19:00 | Open discussion |

**FD Lunch schedule and list of discussion topics for Autumn Term 2021**

| | | |
|---|---|---|
| FD Lunch | 10/14, Th. 12:15-13:00 | Presentation of GFD activities and upcoming events / Opening discussion: Simply 'returning to normal' or innovating further? Face-to-face, remote, and hybrid learning |
| PEAK Student Lunch | 10/21, Th. 12:15-13:00 | |
| FD Lunch | 10/28, Th. 12:15-13:00 | FD underway in Japan *(with J. Roloff Rothman)* |
| FD Evening | 11/4, Th. 18:30-19:30 | Open discussion |
| FD Lunch | 11/11, Th. 12:15-13:00 | What does teaching in a public research university mean to you (1)? (UTokyo guest) |
| PEAK Student Lunch | 11/18, Th. 12:15-13:00 | |
| FD Lunch | 12/2, Th. 12:15-13:00 | What are the essential qualities of a UTokyo undergraduate student today? |



Let's Talk Teaching

RESEARCH, CAREER PROGRESSION, COLLABORATION, JOB FRUSTRATION, AND ALL THE OTHER THINGS ACADEMICS SHOULD TALK ABOUT!

Come along and
- Find out about the new methods your colleagues are employing in their classrooms
- Share ideas on new computer based tools for education
- Learn how other departments and universities in Japan and abroad deal with teaching and research challenges
- Discuss sources of funding for research and strategies for writing successful grants
- Ask questions about the way UTokyo works and consider career progression... the list goes on and on and you can suggest topics of your own interest for direction. Let's talk!

Academic life is busy and there is so much we need to take care of on our own, but sharing with others is what makes the academic community so powerful? Why not join us to share your ideas, questions, successes and missteps about any and all aspects of academic life? Our informal lunchtime discussion takes place weekly during semester times.

FD Lunch:
When? Thursdays from 12:15 to 13:00
Where? Online (ZOOM)
Contact:
gfd-tokyo@adm.c.u-tokyo.ac.jp

The University of Tokyo
Global Faculty Development

| FD Lunch | 12/9, Th. 12:15-13:00 | What does teaching in a public research university mean to you (2)? *(UTokyo guest)* |
| --- | --- | --- |
| FD Evening | 12/16, Th. 18:00-19:00 | Re-imagining Faculty Development (FD) at UTokyo |
| PEAK Student Lunch | 12/23, Th. 12:15-13:00 | |
| FD Lunch | 1/6, Th. 12:15-13:00 | Bridging academic disciplines with project-based learning: challenges and opportunities |
| FD Lunch | 1/13, Th. 12:15-13:00 | Inspirational teaching in 21st century higher education |
| FD Evening | 1/20, Th. 18:00-19:00 | Open discussion |

## 3.5 Other Endeavors

In addition to the activities undertaken and reported above; the GFD committee has endeavored in the following areas to improve the quality of FD activities. These efforts, hopefully, would ultimately contribute to adding breadth and depth to existing teaching practices, which at the same time will benefit the students in their global learning experience at Komaba.

Though COVID-19 undoubtedly changed the way we conduct our activities, we met the challenge by continuing to operate online and creating new ways to connect with one another.
The endeavors we engaged in 2021 were:
- New and improved newsletter: 2020 saw the start of the GFD Monthly Newsletter, which was taken to a more advanced platform in 2021. The latest issue of our newsletter can be found below, and previous issues on our website.
- FD Blog: In 2021, we were delighted to introduce our new blog; we created this blog to share ideas, thoughts, and experiences related to faculty development. Below you will find one of our blog posts.
- Collaboration with Hongo FD: In October 2021, we started supporting the Hongo Team in launching the Future Faculty Program in English.

Future endeavors include
- GFD Higher Education Library
- GFD Recording studio

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**The University of Tokyo Global Faculty Development**

View this email in your browser

**GFD Newsletter - January 2022 Edition**
GFD 1月 ニュースレター

Hello and welcome to your monthly Global Faculty Development Program (GFD) newsletter!

こんにちは、グローバルファカルティディベロップメントプログラム（GFD）の月刊ニュースレターをお届けします！

**Upcoming Events**
イベントのご案内

**Time to TALK**

**Playing Games in Educational Settings During Covid-19**

Speaker: Julien Agaesse (Ph.D.)
Thursday, February 3rd, 12:15-13:00 (Online, zoom)
English only

Register Here・登録はこちら

**The University of Tokyo Global Faculty Development**

**TIME TO TALK: PLAYING GAMES IN EDUCATIONAL SETTINGS DURING COVID-19**

**Julien Agaesse**

This presentation will introduce Steam, an online game platform in the context of online teaching and learning. The speaker will present what led him to find new ways to encourage learners to interact more in online educational environment to help them develop their language skills. He will also share the results of his research using board games and online games by presenting his observations and feedback from his students.

In the Time to TALK (Teaching and Learning at Komaba) sessions, faculty who have applied to the TASTE Program share their experiences implementing new active learning tools with the community at Komaba.

Please come join us to find out what your colleagues have experienced!

**February 3rd**
**12:15 PM to 1:00 PM**

Scan the code and register

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**Discipline-Based Education Research Journal Club**

Looking for a great way to keep up with and discuss current pedagogical research literature?
You are invited to join the discussion with other scholars in the UTokyo Discipline-Based Education Research Journal Club. The goal of this journal club is to stay engaged by discussing relevant pedagogical literature.
Please check out details **here**.
dberjc.c.u-tokyo.ac.jp/

Meetings are biweekly and currently held on Zoom.
If you are interested in joining this club please contact James Ellinger (click below).

Join the Club!

**Toward AY 2022 Suggestions Box Open!**

GFD is currently planning for the activities for the upcoming AY 2022. We would like to ask for your opinion on what types of events you would like us to host.

GFDは現在、AY2022の活動を計画しています。どのようなイベントを開催してほしいか、皆様のご意見をお聞かせてください。

Feedback Form, Click Here

**News, Open calls & Funding Opportunities**

**Call for participants for Inclusive Academia Initiative: 'Get In Contact' films**

How can we eliminate discrimination in our society? We are looking for speakers to appear in a "Get In Contact" film. We would especially like to encourage members of the University of Tokyo who identify themselves as part of a minority group related to either race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, or religious commitment to participate.
Click below to learn more.

Details & Application・詳細と申請

**GFD Annual Report 2020-2021**

Learn more about GFD and our activities during AY 2020. Leave your information below and we will send you a copy of our annual report.
You can also register to receive a copy of our upcoming report for AY 2021.

GFDと2020/21年度の活動については、下記より情報をご登録いただければ、2020年度と2021年度の年次報告書をお送りいたします。

Register Here・登録はこちら

**GFD Higher Education Library**

As part of our GFD initiative, we are starting a small higher education library of books in English. If you have any reccomendations please let know by filling the form below.

Leave your Book Suggestions Here
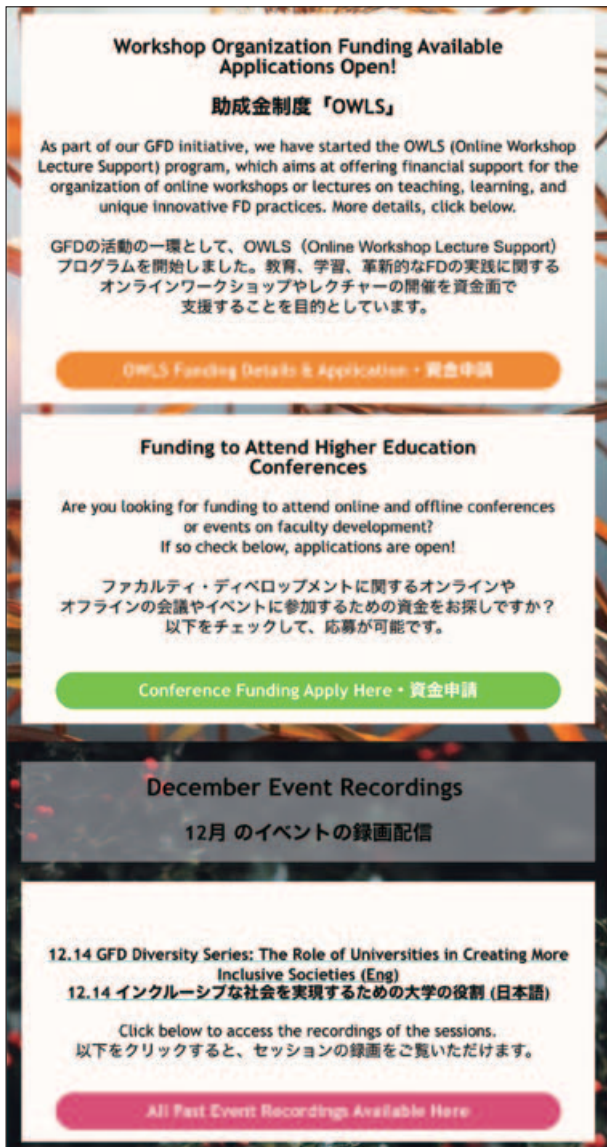
## 3.5.1 Faculty Development Blog

Below you will find one of our blog posts.

**Teaching tools series: 3 Helpful Tips to Update your Online Classroom**

In this post, we bring you tips and tools gathered during our FD lunch sessions to help you improve your online teaching. We hope they are helpful!

Feel free to contact us to add other resources you come across or have created. Please provide an active link and a brief description of the resource.

**1. Learn more about using Zoom**

We recommend this Youtube channel by Professor Stannard, which contains many videos covering almost everything there is to know about teaching online and using zoom effectively.

We also have made a quick list of videos that can help you make the best of Zoom's advanced features.

● How to add captions to your lectures (requires Microsoft Powerpoint).

● How to make break-out rooms.

● How to be heard more clearly.

● How to get non-verbal feedback from your audience

● How to present yourself better online.

● How to find an adequate camera angle.

Full watchlist of videos here.

**2. Find new teaching strategies.**

First, get started by watching this quick video on useful tips to identify valuable tools for your online classroom. Continue by checking Educause's list of articles on online teaching strategies.

**3. Implement new online activities for your students**

Help your students make the most of the online teaching and learning experience by exploring the activities in this list compiled by the University of Illinois. The activities listed here can be applied to teach a wide range of subjects. Each activity includes a complete description of what is needed to implement them successfully.

● Bonus tip: Check out the Apps, platforms, and tools used by Komaba professors

● Visual collaboration/whiteboards: Google Jamboard, Mural, Miro

● Quiz/surveys: Socrative, Kahoot, Quizizz

● Video creation/sharing: Flipgrid, Playposit

● Discussion: Slack, Discord

**University of Tokyo College of Arts and Sciences
Global Faculty Development Initiative**

Annual Report 2021-2022

Chapter

# 4

# Program Reports

## 4.1 Overview

As discussed in Chapter 3, GFD provides financial and administrative support through various ways such as the LOOK (Learning and Observing Outside Komaba) and the TASTE (Testing Active learning Sessions for Teaching Enhancement) Programs. Both programs aim to encourage faculty to learn about the scholarship of teaching and learning and improve their instruction, courses, and potentially programs as a whole. With this goal in mind, this academic year (between April 2021 and March 2022), we have supported two faculty members in joining FD-related conferences via the LOOK Program and one faculty via the TASTE Program. The LOOK participants attended international conferences and workshops about linguistics and diversity in the classroom and team-based learning. The TASTE participant purchased online games to promote French conversation in his French language classes. See sections 4.3 and 4.4 for reports written by those who have participated in the LOOK and TASTE Programs.

## 4.2 LOOK Program Trip Reports

### 4.2.1 March 20-23, 2021: Participation Report for the American Association for Applied Linguistics Virtual Conference, Aurora Tsai, CGCS

I attended the virtual online AAAL conference from March 20-23rd, 2021. Although I could not participate in many of the live sessions (they took place in Eastern Standard Time), I could join several networking events and watch many of the presentations offline. Through my participation, I deepened my understanding of issues faced by minority language learners and was exposed to several pedagogical practices to help teachers and students engage in critical antiracist practices.

I learned of several approaches that have been developed to help minority students develop positive discourses about their identities and multilingual language practices. After hearing presentations on these topics, I also read some of the articles cited within the presentations. Translanguaging (Garcia & Wei, 2014), critical translingual approaches (Seltzer, 2019), and culturally sustaining pedagogies (Paris & Alim, 2012, 2017) question traditional hierarchies of language practice and help students embrace their multilingual practices as the norm. In language classrooms, critical language awareness (Alim, 2005) is an approach that incorporates minoritized students' language practices in the classroom and also helps students identify the sociopolitical contexts that delegitimize these language practices. Equipped with critical language awareness, students can make informed choices about what identities they claim, what risks they are willing to take, and in what situations they decide to 'uphold, reject, and exploit racial categorization' (Alim 2016, p. 46).

In classrooms with socially and economically privileged members, teachers and students may benefit from a practice Kubota (2015) calls "critical self-reflection." Kubota talked about this in her invited colloquium presentation, which I afterward read about in her paper. Teachers and students can reflect on how race, economic privilege, and power structures influence access to language learning, our beliefs about 'legitimate' speakers of a language, who benefits, and who is harmed by current ideological structures (Kubota, 2015). Japanese students

may find it particularly therapeutic to reconcile the feelings of privilege and marginalization as they navigate their own identities.

In my teaching at The University of Tokyo, I have already started to implement critical self-reflection in some of my FLOW classes. So far, I have received comments from students stating that they really appreciate the topics covered in class and the chance to reflect on them. It is not only important but also way more fun and interesting than a class that only focuses on linguistic elements (grammar/vocabulary). I am also planning to have a class where we discuss multicultural Japanese people, such as returnees (kikokushijo), hafu (mixed heritage Japanese), and third cultural kids (children growing up in cultures different from their parents). This discussion should support students' critical language awareness by having them reflect on new ideas of what type of people and linguistic skills can be considered "Japanese." This topic seems incredibly important as Japan celebrates more mixed heritage athletes (e.g., Naomi Osaka, Louis Okoye, Rui Hachimura) and multicultural citizens in a time of rapid globalization leading up to the 2020 Tokyo Olympics.



## 4.2.2 January 14-27, 2022: Team Based-Learning Fundamental Series, Jesus Alberto Pulido Arcas, CGCS



**Introduction**

According to Bloom's taxonomy, Team-Based Learning (TBL) is a teaching methodology that strongly focuses on teamwork, critical thinking, and higher cognitive levels and is considered a particular form of team learning and flipped classroom.

In March 2021, The University of Tokyo, through the TASTE Program, allowed me to buy two books on TBL. After learning the basics of TBL, I considered it was necessary to continue deepening my knowledge of this teaching technique from a more practical perspective. After that, I learned about Team-Based Learning Collaborative, an organization of educators from different countries who encourage the use of TBL in all levels of education and conduct various courses and workshops in an online format.

In January 2022, The University of Tokyo gave me the opportunity through GFD's LOOK program to attend the TBL entire workshop series, which comprises five workshops covering the fundamental aspects of the TBL methodology. These workshops were online, and upon completion, participants were awarded a certificate. Each session lasted 3 hours with a 10-minute break, and the total duration of the workshop series was 15 hours. Around 50 instructors from very diverse backgrounds attended this first session, and most of them were from universities in The United States. And, every session reproduced a typical TBL-based class, allowing the instructors to dive into this methodology from the students' perspective. Each session included readings that participants had to read before class. The first 15-20 minutes of each session were allocated to the iRAT (Individual Assurance Readiness test), by which participants had to answer Multiple Choice Questions (MCQs). Then, we proceeded to the tRAT (Team Readiness Assurance Test), where participants had to answer the same MCQs, but this time in teams of 4-5 people; the tRAT promotes the accountability of each team member, fosters intra-team discussion, and provides the necessary scaffolding for critical thinking. The correct answers were only

revealed after the tRAT, so each member could check whether their answers were correct. The first part of the session concluded with a plenary discussion, and answers from all teams (around 8 to 9 teams) were presented. It was interesting to see how discussion time was mainly allocated to those questions with divergent answers so that the facilitators could focus on those concepts that were not completely clear for all teams. This plenary session lasted for around 30 minutes, and then we had a short 10-minute break. After the break, the second part of each session, which lasted about 90-100 minutes, focused on activities to promote a higher level of cognition. Each team was presented with an application case, more complex than a simple set of MCQs, and had to answer as a team by choosing between different options while providing a logical explanation. We completed the case study within 20-30 minutes, and then the correct answers were discussed in a plenary session for around 30-45 minutes. We usually had two application cases in each session. Another variant for these activities was the so-called "catwalk," where each team presented their answers to the class, end everyone voted for their preferred option.

All the sessions were conducted online using ZOOM and an online platform developed by the TBL Collaborative called Intelli Dashboard, which allows the instructors to manage all the activities: iRAT's, tRATS,s and application activities. The contents of each session are described below:

**FIRST SESSION: Fundamental principles and practices of TBL ( January 14ᵗʰ )**

For this first session, the preliminary readings were about the basic elements of TBL and what instructors can expect from shifting their classes to the TBL methodology. The IRAT and the tRAT question covered elements of TBL. From a general perspective, TBL is a form of active learning based on teamwork and a form of a flipped classroom. Thus, it relies on four essential elements: Groups, individual accountability, feedback, and assignment design. We were also introduced to the basics of planning a TBL session in terms of time, such as, instructors should be careful to adapt the pre-reading to the class content; then iRAT and tRAT should happen in the same session (45-75 minutes); then the activities that cover the higher cognitive levels should last for around 75-90 minutes. Finally, the team discussed their answers in the plenary session while assisted by the workshop facilitators. After the break, we moved into the next step of TBL, the application activities. First, we covered the so-called 4's of TBL application activities: significant problem, relevant to the course and needing team input; specific choice, so that teams need to choose between different options; the same problem for all teams; and simultaneous reporting so that all teams receive feedback on the spot. We had to complete our application activity as a team, with a set of complex questions for which we needed to elaborate our answers. The first session finished with a joint discussion on the most relevant aspects of TBL.

**SECOND SESSION: Creating an effective TBL module. JANUARY 19ᵗʰ**

In the first part, we went through the iRAT and the tRAT. The questions were about the practicalities of implementing TBL into our courses regarding time management, syllabus, and resources. We discussed ways to shift traditional lesson plans, usually aimed at covering different units, to a TBL-based approach that instead focuses on learning outcomes. That means that instructors should develop what they call the "reverse syllabus outline." First, instructors need to think about what they want their students to be able to do after finishing the course (e.g., analyze information, create an essay, interpret a historical event, etc.), and based on those learning outcomes, they should design the 4S application task/activities. Then they should think about the

readiness assurance process (IRAT and tRAT), and finally, they should choose the preparation materials for that instructional unit. We also discussed how to develop clear stems for the RAP questions (Readiness Assurance Process) concerning the different levels of Bloom's taxonomy.

After the break, the time was allocated to two main application activities. First, we were given imaginary cases, and we had to choose the best option (multiple choice question) and elaborate on our answers. For example, one of them was about a course on financial management, where the students should be able to design a financial plan for a given client. The most challenging part was to decide which type of application activities would be the best to engage students and orient them towards the learning goals: rank different financial strategies, choose the best financial strategy, decide on a financial plan. Since these activities significantly impact the students' interaction, much of the in-class discussion was about which type of activity would be the best for this lesson.

**THIRD SESSION: Evaluating MCQs for RATs application activities. January 21ˢᵗ**

Before the third session, we had to read some materials on formulating effective multiple-choice questions (MCQs) to address the different cognitive levels according to Bloom's taxonomy. As usual, the session was divided into two parts. During the first part, we had to take the iRAT ad then the tRAT as a team. The questions were mainly about the different aspects that we need to consider when formulating MCQs for both the iRAT and the tRAT. There is extensive literature covering the pros and cons of MCQs. The questions are mainly aimed at clarifying how the verbs and the wording in each question should match with the appropriate level of Bloom's taxonomy. In the TBL methodology, these MCQs cover the basic aspect of the learning process (Identify, distinguish, recall, match…). Therefore, they should aim at giving the students the necessary scaffolding to engage in complex application activities.

After the break, the session moved to more complex application exercises. In teams, we were given two case studies, and we had to work collaboratively to decide how to improve them to address the student's learning goals better, using the "reverse syllabus outline" that we had learned in the previous session. Finally, we were introduced to a new type of exercise that addresses a higher cognitive level: The catwalk. Every team had to reformulate the stem of a given MCQ, and post their answer publicly. Then, all teams voted for their preferred option, and the last 30 minutes of the session were allocated to a discussion and appeal from all teams to decide which would be the best option.

**FOURTH SESSION: Improving facilitation skills for TBL. January 26ᵗʰ**

This session aimed to equip the participants with skills to facilitate TBL classes. As in other sessions, we followed the usual workflow for a TBL session: iRAT, tRAT, and application activities. In addition, there were two application activities, one just after the tRAT, and the last one after the break, which aimed at assessing our knowledge of TBL at a higher cognitive level.

This session aimed to equip the participants with the skills to facilitate TBL classes. As in other sessions, we followed the usual workflow for a TBL session: iRAT, tRAT, and application activities. There were two application activities, one just after the tRAT, and the last one after the break, which aimed at assessing our

knowledge of TBL at a higher cognitive level.

The main topics we discussed were the abilities, skills, and strategies that instructors, as facilitators, should develop to become a "guide on the side" rather than a "sage on the stage." We discussed how to ask reflective questions, how to monitor students, how to interpret their reactions, and how to listen to them actively. These reflections were summarized in two documents: A chart with a facilitation framework and twelve steps to facilitate TBL. We had a lively and enriching discussion at the end, as the participants acknowledged that these skills are essential not only to deliver a TBL session but also to any class.

**FIFTH SESSION: Peer evaluation and team development.  January 28th**

As usual, this session followed the structure of a TBL lesson. The main topics were how to provide effective feedback, how to facilitate effective intra-team feedback, and how to deal with students reluctant to participate in the peer-review process during TBL lessons.

The main concepts covered in the iRAT, the tRAT, and the application activities were the peer-feedback process and individual accountability in TBL. We made a distinction between the formative process, which happens within each team without the participation of the instructor, and the summative outcome feedback, which is delivered by the facilitator. Finally, we were given a case study and discussed how to deliver effective and constructive feedback to problematic students. The case was about a student writing an email to us complaining about a difficult team member who had been absent for two weeks and hadn't submitted his assignments, thus impacting the team's overall performance. Our task consisted of rewriting an email to that problematic student to solve the problem and bring that student back on track. We focused on the PNP (Positive-Negative-Positive) methodology, which consists of putting negative comments between positive comments; also, we had to avoid potentially intimidating expressions (e.g., you are not a good team member) and focus on evidence rather than on judging the student's behavior (e.g., You did not submit assignment 2, instead of you don't care about submitting your assignments on time). These techniques are crucial to deal with the problems that may arise during class because TBL heavily relies upon intra-teamwork. The last session finished with a catwalk and a plenary discussion, where each team presented their proposals for the case study, and everyone voted for their best option.

**Overall evaluation and implications for my future teaching**

My overall evaluation of these five workshops is very positive. I especially appreciate the practical format of the sessions, where I had the opportunity to work together with instructors from very different backgrounds. All of them were designed in a way by which participants adopted the role of students in a TBL session, thus being able to understand what happens on the students' side during class time.

I am thankful for the opportunity that the TASTE program has given me to attend these workshops. What I have learned will allow me to design my courses following the TBL methodology and better understand how students interact within their teams. As the primary outcomes of these workshops, I plan to design my courses following the TBL methodology in the near future. I am also eager to share my experience with other instructors at The University of Tokyo to introduce them to this teaching methodology for the benefit of our students.

## 4.3 TASTE Reports

### 4.3.1 Playing Online Board Games in Educational Environments During Covid-19 by Julien Agaesse, CGCS

**Context**

Since April 2020, COVID has led us to rethink our teaching practices in online devices in which students seemed to be blocked by certain constraints that we had not seen emerging in face-to-face courses. For example, we can cite some connection problems, quality of the computer equipment available, and the students turning off their cameras, among others.  All of which do not facilitate communication between the students in the teaching-learning environments. In face-to-face settings, we are used to implementing board games to provide students with some environments that foster and encourage social interactions. We have therefore chosen to conduct transdisciplinary research (psychology, sociology, language didactics, digital sciences, etc.) to try to remedy these difficulties encountered in when teaching online courses.   Given the social and psychological contributions of games on learners (Agaësse, 2022 forthcoming; Agaësse, 2018; Silva, 2008; Brougère, 2005) we argue that online games could potentially help students develop their French skills.

Hence, in the A1/A2 term of 2021 upper-level French conversation course (CEFR level B1 and above), we proposed the use and adaptation of board games previously used in face-to-face French-language-learning, to study the use of online board games with students learning French on online environments.

**Steam game platform and educational devices**

We used the Steam platform (see figure 1), which is more oriented towards online video games but has also been offering digital versions of various board games for a few years.



Figure 1: Steam platform

To play, we created several free accounts and bought the same games for each account. By taking advantage of regular promotions, we obtained eleven games for about 12 euros (1500 yens) plus their extensions as material for our teaching devices.

First, we tested several games with other teachers to organize our sequences with the students. Secondly, we chose four competitive or collaborative games *(Agricola, Carcassonne, Ticket to Ride, and Pandemic)* that we felt were the most relevant to propose to the students to encourage discussion and exchange. Finally, depending on the course, three different games were played with the students *(Carcassonne, Ticket to Ride, and Pandemic)*.

**Progress and return of the online games**

In this pedagogical setup, we implemented a flipped classroom system (see Figure 2) to help students enter the activities. This method included preparatory work before class with oral and written comprehension activities. We also created Google form quizzes, adapted to the level of the students (B1 and B2 of the CECR), about YouTube videos explaining the rules of the games from the French channel LudoChrono (https://youtu.be/PZwI7PyJ5pk) and the Quebec channel Es-tu Game? (https://youtu.be/gxfFd8xHJ9Y). We also shared PDFs with explanations to help understand how the games work.
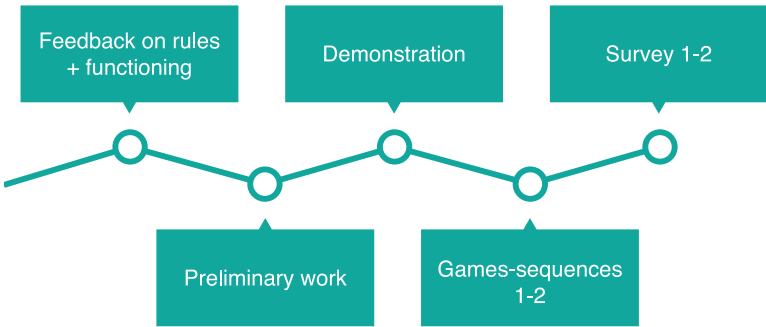


Figure 2: Playing games on online educational devices

Each game was played in two sessions, one week apart. The goal was to help students become aware of the mechanics of the media and, therefore, better engage in the activities and interact with their peers. After each sequence, a survey on a Google form was sent to the students to get their feedback on their experience in the proposed game, on their interactions with their game partners, on the emotions they might have felt, and if these had helped or hindered them.

The implementation of digital game activities in our systems was slow to start for several reasons during the first course, such as the time it took to get used to the system, the discovery of the platform, hardware problems, the search for solutions, and adjustments. In addition to the initial difficulties, we were confronted with some issues regarding the rules of the games. However, as we played the games, reviewed the materials, and discussed them with the teachers or the students, the sessions became smoother.

Once learners got used to the online board games, we noted their engagement and enjoyment increased thanks to cooperation and collaboration developed during the gaming sessions. We observed a preference for cooperative games (e.g., Pandemic), which led us to rethink games like Ticket to ride by having learners play in pairs against the game's artificial intelligence. This choice allowed us to reinforce the communicative nature of the activities through the cooperative game, which requires the players to help each other.

**Example of a game: Carcassonne**

This section proposes an example with the game Carcassonne (figure 3). We present this game's pedagogical objectives and interests in the table below.

| Communicative Objectives | To be able to describe a place, to explain a choice, to discuss and debate, to give some advice, explain how, etc. |
|---|---|
| Linguistic objectives | places' names, vocabulary, countryside, logical conjunctions, connectors, prepositions and position statements, etc. |
| Cultural objectives | French cities, Carcassonne, medieval towns, Middle-Ages' life, the geography of francophone countries, etc. |

Table 1: Pedagogical interests of the *Carcassonne* game

Listing these objectives helped us to organize the game better.



Figure 3: Digital version of the *Carcassonne* game

**Results and perspectives**

We found different results depending on the types of games, the environments offered, and the level of French of the students in the devices. These results come from our observations and a survey sent to students to share their experiences, impressions, and feelings about the gaming sessions.

The most significant difficulty encountered by the students was the need to have some computer knowledge, as some students had to connect to the Steam platform, launch the games, share their screen, or give remote control of the mouse to their classmates. However, once they were used to it, no comments were made about it in the surveys we distributed to them.

Students enormously appreciated the collaborative aspect of some online games (*Ticket to ride* and *Pandemic*), especially when playing against a player managed by the game's artificial intelligence (the computer) and when the groups were made up of two or three people, which increased their speaking time and therefore favored their exchanges.

Finally, it is essential to note the desire of some students to play in person rather than online. The slowness of getting started and getting used to the game, as well as the limited nature of online social exchanges, could explain this preference.

Given the nature of the pedagogical devices implemented, it is important to develop environments that encourage social interaction, especially in online devices. In the last two years of distance learning courses, we have had to think of different ways to adapt our gaming tools to a digital format while keeping the hope of returning to the classroom. However, the tools we have developed can be exploited in face-to-face or hyflex (hybrid and flexible) only pedagogical devices. For example, we could consider developing game activities through exchanges with native speakers of French who do not live in Japan, as we proposed in our doctoral thesis, which could open new horizons for learners and offer new pedagogical perspectives for teachers.

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## 4.3.2 Playing Digital Board Games as a Language Class Activity During Covid-19 Times by Aqil Cheddadi, Keio University

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During the autumn semester of 2021, I had the opportunity to observe Prof. Agaësse's french learning course online. As his previous research involved the use of board games in face-to-face classes, the main objective of his activities was to develop ways to use board games as tools to learn and practice French as an additional language online (Douglas Fir Group, 2016). Having already observed some of Prof. Agaësse's face-to-face classes in 2019, before the Covid-19 pandemic, I was interested in seeing how he could adapt this physical teaching-learning medium to online classes.

With the shift to online classes during the covid-19 pandemic, many new challenges have arisen regarding learning activities. As a specialist in using card and board games for language learning purposes, Prof. Agaësse thought about implementing these tools in his online classes over Zoom. His reflection led him to adopt digital board games hosted on the online gaming platform *'Steam.'* On this platform, he could have access to games that he was familiar with in physical format and implement them in his online classes. Based on criteria related to cultural, linguistic, and communication objectives, he selected a few candidate games to use during the autumn semester, such as *Carcassonne, Pandemic, Agricola,* and *Ticket to Ride*. As a result of his research, he developed a multi-step protocol that organizes his digital board games sessions and ends with a questionnaire that asks the students about their experiences. Then, the board game to be implemented next is chosen based on the students' feedback. This feedback also allows Prof. Agaesse to improve and adapt to his following classes by understanding the shortcoming and difficulties of such a digital format.

During the digital board gaming sessions, some unexpected issues related to the medium's novelty had to be addressed. Some of the difficulties that I observed were related to technical problems related to software compatibility issues with different computers, which led to a delay in starting game sessions. However, after the first session, and once the issues were fixed, the sessions went smoothly, and I could observe that the students benefited from this hands-on experience. From an interactivity standpoint, some difficulties manifested, such as the lack of communication between students in certain board games. These issues were resolved by favoring collaborative games rather than competitive games, thus resulting in gaming configurations that entice communication between players. Fixing all of these issues and obstacles took some trial-and-error, but ultimately

it resulted in more interactive and spontaneous interactions in his classes.

While observing the gaming activities, I noticed how his students could overcome the limitations of video-conference mediums (such as Zoom) and successfully communicate in the French language. Although the way by which digital board games were implemented varied in comparison to physical board games, the result is still very similar: encouraging play in teaching-learning methods has clear sociological and communicative benefits.

Overall, the output of the class activities offered by Prof. Agaësse was positive as he could achieve his teaching objectives. In addition, he showed that board games, when provided in a digital format, could be adapted and used in an additional language class. In the future, I expect him to demonstrate and think about how to (re) adjust the use of digital board games once we switch back to face-to-face teaching methods.

## 4.4 SSDigest of GFD Activities in Japanese

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### GFD 活動報告（2021.4 〜 2022.3）                                    2022.2.15

**Global Faculty Development: 日本以外で行われる授業を担当する教員のための支援事業**

**1. LOOK (Learning and Observing Outside Komaba) プログラム**
　　・効果的な教育について国内外の先進的取組について情報収集する機会
　　・交通費（と学会参加の場合にはその参加費）を補助

**2. TALK セッション**
　　LOOK プログラムで得られた知見を共有するための報告会（受給者は報告が必須）
　　a. 2021 年 3 月 20 日〜 23 日 AAAL 21, American Association for Applied Linguistics Conference
　　　（Aurora Tsai, CGCS）
　　b. 2022 年 1 月 15 日〜 28 日 Team-Based Learning Fundamental Series (Jesus Alberto Pulido Arcas, CGCS)

**3. TASTE (Testing Active learning Sessions for Teaching Enhancement) プログラム**
　　個人向け授業教材開発のための助成金：上限 5 万円程度
　　今学期は 1 件承認（受給者は実施報告が必須）
　　a. 2021 年 10 月〜 2022 年 1 日 Playing Games in Educational Settings During Covid-19 (Julien Agaesse, CGCS)

**4. ワークショップ・研究会**
　　a. How to Address Global Climate Change in the Classroom? A Few Insights from the 'Science and Policy' Perspective with Prof. Steinar Andresen
　　　2021 年 3 月 15 日（月）18 時〜 19 時 30 分
　　b. Critical thinking in Political Theory: Addressing Inconnmmesurability with Dr. Allyn Fives/

政治理論における批判的思考：共的不可能性へ対応
2021 年 4 月 20 日（火）午前 18 時～ 19 時 45 分

c. "Invisible Stress" and Exclusion Faced by Minorities in the Classroom with Dr. Aurora Tsai
/ 教室におけるマイノリティの「見えないストレス」と「排除」の実態
2021 年 9 月 28 日（火）午前 17 時～ 19 時

d. Online and Offline Learning Spaces: perspectives for hybrid Teaching and Learning Configurations with Dr. John Augeri / オンラインとオフラインの学習空間：ハイブリッド授業の視点
2021 年 10 月 6 日（水）午前 17 時 30 分～ 19 時時 30 分

e. An Introduction to Supporting Students with Autism in Higher Education with Dr. Alison Taylor/ 高等教育における自閉症の学生のサポートについての紹介
2021 年 11 月 19 日（火）午前 17 時～ 19 時

f. Mind Mapping for Information Management and Collaborative Activities with Dr. John Augeri / 情報管理と共同作業のためのマインドマッピング
2021 年 11 月 10 日（水）午前 17 時 30 分～ 19 時時 30 分

g. Screencasts (commented screen video caption) Production for Asynchronous Teaching and Learning with Dr. John Augeri / 非同期の教育と学習のためのスクリーンキャスト
＊制作＊（コメント付きスクリーンビデオキャプション）
2021 年 12 月 8 日（水）午前 17 時 30 分～ 19 時時 30 分

h. Fostering Creativity in Education and Research with Kevin Byron/ 教育と研究におけるクリエイティビティの育成
2021 年 11 月 22 日（月）午前 17 時～ 19 時

i. The Role of Universities in Creating More Inclusive Societies with Mark Bookman/ インクルーシブな社会を実現するための大学の役割
2021 年 12 月 14 日（火）午前 17 時～ 19 時

**5. SPOTLIGHT シリーズ**
主旨：学内の教育事業に焦点を当て、教育についての学部内横断ネットワーク構築を目指す

a. Spotlight Series IV: Collaborative interdisciplinary course design: a case study from Tokyo College with Dr. Shiori Shakuto, Dr. Michael Facius, and Dr. Marcin Jarzebski / 協働による学際的なコースデザイン：東京カレッジの事例
2021 年 4 月 20 日 ( 火 ) 午前 17 時～ 18 時 30 分

**6. FD ランチ懇談会（毎週＠ ZOOM 定例開催）**
主旨：日常的に感じている授業担当業務に関する悩み、疑問、問題定義などについて懇談。
定例会を 19 回開催

**7. PEAK 生と教員の定例懇談会（通常、毎月最終月曜の昼休み、ZOOM にて開催）**
主旨：PEAK 学生自治会組織の代表者などと、授業の質向上の方策や学業一般を中心に懇談。
定例会を 6 回開催

## 4.5 Concluding Remarks from the Director

This annual report marks the end of the official first phase of the GFD initiative. Over the years since the initiative began, GFD has delivered a wide range of support, training, and opportunities for dialogue for many faculty, both within The University of Tokyo and further afield. However, it is evident that despite these achievements and those of similar initiatives at other universities across Japan, the full potential of faculty development within the Japanese Higher Education system remains untapped. The majority of programs and activities tend to be bottom-up, delivered by personally motivated champions, remain somewhat niche initiatives for most institutions, and are invisible to or ignored by a large number of faculty.

Across the years, our international contributors and collaborators have all painted a clear picture that real progress in faculty development only comes when the most senior decision-makers in our institutions believe in its importance and step up to provide the driving force for change. For faculty development to deliver on its goals, grow, thrive, and thus improve the experience and prospects of all faculty, administrative staff, and students, local and international, it will require solid top-down support. Therefore one of the main aims of the next phase of GFD is to garner more support from senior university management and beyond for the benefit of all faculty and faculty development programs in Japan.

Let us hope that, at least with regard to the global pandemic, the world is in a much better state at this time next year and that we can continue to improve our systems and pedagogies to try to give back to all of our students much of which has been denied them in recent times.
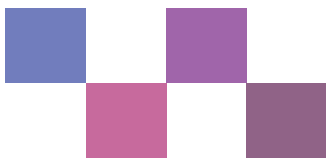
**The University of Tokyo College of Arts and Sciences
Global Faculty Development Initiative**
Annual Report 2021-2022

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