

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

Annual Report 2022-2023







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The University of Tokyo College of Arts and Sciences
Global Faculty Development Initiative
The GFD Annual Report 2022-2023

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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, our university must provide a quality education that can fully promote students' learning since these students 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 to empower teachers and, in turn, provide 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 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 2022 are as follows:

1. In-person and online workshops focused on teaching, learning, and diversity in higher education.
2. Weekly FD lunch sessions offered faculty opportunities to discuss teaching and learning in a casual setting.
3. The LOOK Program offers financial support to faculty interested in improving their courses taught in non-Japanese languages and who wish to go outside of Komaba to learn more about the scholarship to teaching and learning.
4. The TASTE Program offers financial support (up to 50,000yen) to faculty who are interested in the use of active learning methods in classes taught in Komaba; and
5. 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.
6. OWLS Program, implemented in 2021, aims at offering financial support for the organization of online workshops or lectures on teaching, learning, and unique, innovative FD practices. The funding covers speaker honoraria and simultaneous interpretation costs in the first instance. 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 is 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 Chapter 3 and 4.

Table 1. The number of TALK-related activities and the number of participants in each activity in AY 2022.

Name of TALK-related activities	Number of events	Average audience (Faculty, staff, and students)
Online•Hybrid Lectures and Workshops	6	Average of 15
Weekly FD lunch sessions	12 in S1/S2; 12 in A1/A2	Between 5 and 10 each session
LOOK Program	4	-
TASTE Program	2	-
Time to TALK sessions	6	Average of 8
OWLS Program applications	2	Average of 20

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. In this area of faculty development, we hope to support academic and pedagogic research and promote evidence-based educational practices. To this end, we have offered one online and five in-person workshops and lectures, 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 2022:

- Team-based learning
- An Introduction to LGBTQ+ on Campus
- Language Education for Sustainable Development (LESD)
- Critical Thinking and Cognitive Biases

- Universal design for learning
- The role of universities in creating more inclusive classrooms
- Best practices in constructing and peer reviewing items that test critical thinking

Approximately 25 people, on average, attended each event, and more details about 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. We hope 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 should be done following classroom practices and in a way that would benefit students’ learning.

1.1.3 Orienting Faculty: New Faculty Orientation and GFD activities orientation

The last mission we hope to undertake as GFD is to create a work environment 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). In addition, 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.



Another notable initiative undertaken this year was the GFD orientation session. Held online, the orientation provided faculty with a comprehensive overview of GFD’s mission, goals, activities, and program. The orientation began with an introduction to GFD’s background and core principles. This was followed by an explanation of some

of GFD’s main activities, including workshops, programs, funding schemes, and resources. Faculty also had the opportunity to learn more about GFD during the Q&A session at the end of the orientation.



1.2 GFD Logo

In 2016, we developed our GFD logo. In its development, we had several meetings with Harajuku Shunka, the logo designer, to discuss the missions of GFD, what we wish to achieve through our initiative in the short- and long-term, and what we want our logo to represent. Based on these discussions, Harajuku Shunka provided us with the logo below.



The green square in the logo imitates a table with four chairs surrounding it, representing 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, 2023. We sincerely 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.

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

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

Program Lead: Cecilia Grandi Nagashiro, Globalization Office

Core Members: Jonathan Woodward, Organization for Programs on Environmental Sciences, Graduate School of Arts and Sciences, James Ellinger, Center for Global Communication Strategies, Graduate School of Arts and Sciences, Midori Sato, Global Praxis, Globalization Office, Gabriel Hervas, Center for Research and Development of Higher Education

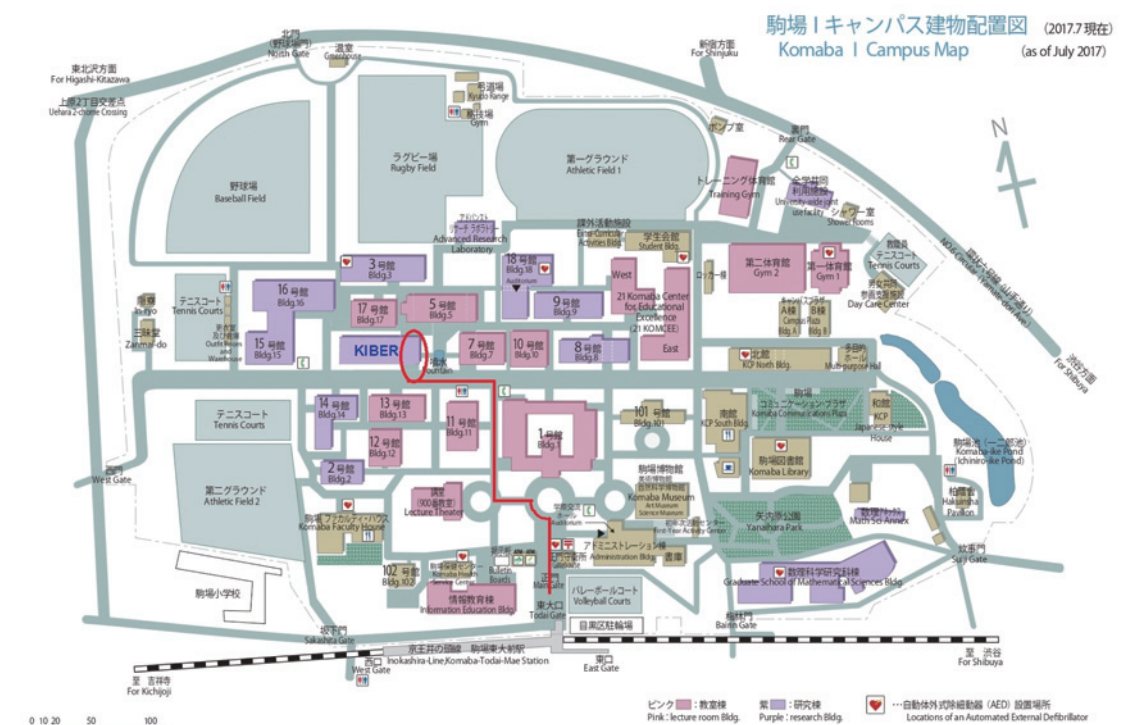
Administrative Staff: Sachiko Arai, Globalization Office

Office Assistants: Zhiyun Du , Qing Xin, Sakura Ueki

1.6 GFD Location

In-person GFD events are held in this building. In addition, weekly FD lunches are held in KIBER 313, and most other GFD events are 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

GFD is also part of the Globalization Office, which is part of the Global Komaba Initiative launched in 2015.

Globalization Office Activities

Global Faculty Development

GFD
One Mission: To promote an effective education that nurtures global citizens by facilitating the exchange of ideas and opportunities for teaching and learning practices.

TALK
(Teaching and Learning of Tomorrow)
Organize events where faculty can learn about educational innovations and share good practices.

PEAK
Conduct educational research and promote evidence-based education.

ORIENT
Create a work environment that is inclusive of international faculty and provide support for their integration.

The GFD supports educators and 'budding instructors' who conduct or wish to conduct classes in languages other than Japanese by:

- Holding weekly 'Let's Talk Teaching' sessions
- Conducting symposiums, workshops, and seminars on teaching and learning
- Opening annual PEAK Orientation sessions
- Undertaking consultations with faculty on particular programs
- Supporting early-career faculty through LOOK and TASTE Programs
- Networking with other FD related programs in Japan and overseas

The University of Tokyo Global Faculty Development
<http://www.gfd.c.u-tokyo.ac.jp/index.html>

1.8 GFD Event Feedback Form

Instead of paper exit surveys, after COVID-19 happened, we switched to online surveys to assess our events. As a result, 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.

The University of Tokyo
Global Faculty Development

Thank you very much for attending our workshop! We would appreciate it very much if you could fill out the feedback form to let us know what you liked about today's workshop and how we can continue improving. To access the form, scan the QR code below.

この度はワークショップにご参加いただき、誠にありがとうございました このフォームにご記入の上、ご意見・ご感想をお聞かせください。以下のQRコードを読み取って、フォームにアクセスしてください。

Feedback form / フィードバックフォーム

10.19 GFD Diversity Series: An Introduction to Supporting Students with Autism in Higher Education

Thank you very much for attending our workshop! We would appreciate it very much if you could fill out this form to let us know what you liked about today's workshop and how we can continue improving.

この度はワークショップにご参加いただき、誠にありがとうございました このフォームにご記入の上、ご意見・ご感想をお聞かせください。

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

☐ 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。

☐ Other...

If you used the interpretation function, please let us know your thoughts on the usefulness of the function, audio quality, etc. / 翻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。

Long answer text

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イベントを見たいと思いますか？

Long answer text

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？

Long answer text

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？

Long answer text

1.9 GFD on LinkedIn

In March 2022, GFD created an official LinkedIn page to establish an online space for individuals within and outside UTokyo to learn about and keep up to date with GFD's latest activities and initiatives. As one of the only universities in Japan to have a LinkedIn page dedicated to faculty development, GFD's LinkedIn community has been gradually expanding over this past year, totaling almost sixty members. GFD's LinkedIn page posts include details about upcoming events and opportunities, newsletter updates, and other relevant information. Below are some recent snapshots from GFD's LinkedIn page, which can be accessed by searching "Global Faculty Development UTokyo" on LinkedIn or from the code below.



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Global Faculty Development initiative:
Our Achievements in Academic Year 2021

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, (d) make classrooms more welcoming to diversity and (e) integrate sustainability science concepts into language teaching. The active participation of undergraduate and graduate students also enriched the discussions at our events.

2.1.1 Message from the Director, Richard Shefferson



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 2022 by hosting events in the hybrid format. 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. In addition, by paying close attention to the needs of a hybrid format, we could also offer flexibility to all our online and in-person participants.

The feedback received can attest that these changes made attending GFD events easier than in years past. 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. However, we also look forward to returning to fully in-person and hybrid events in 2023 and having overseas guests back!

2.3 TALK Workshops

2.3.1 GFD Diversity Series: Interdisciplinary Roundtable on Diversity, Equity, and Inclusion in the Academy

Speakers: Alison Taylor, Julia Lindley-Baker, Aurora Tsai, and Yuko Itatsu

Facilitator: Mark Bookman, Tokyo College

DIVERSITY IN HIGHER EDUCATION SERIES

Interdisciplinary Roundtable on Diversity, Equity, and Inclusion in the Academy

MAR 23 (WED) • 5:00 PM TO 7:00 PM (JST) ONLINE

Facilitator: Dr. Mark Bookman (Tokyo College)

In September 2021, the 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. 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.

REGISTER BELOW

OPEN TO EVERYONE

LANGUAGE: ENG/JPN LIVE INTERPRETATION

ORGANIZED BY
The University of Tokyo
Global Faculty Development

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

Panelists

- Dr. Julia Lindley-Baker**
Coordinator of Special Educational Needs, Disability and Inclusion (SENDI), Bishop Grosseteste University, UK
- Alison Taylor**
Special Educational Needs Lecturer, Bishop Grosseteste University, UK
- Dr. Aurora Tsai**
Linguistic Diversity and Inclusion ALESS/A Program, Project Assistant Professor, The University of Tokyo
- Dr. Yuko Itatsu**
Social Minorities, Graduate School of Interdisciplinary Information Studies, Professor, The University of Tokyo

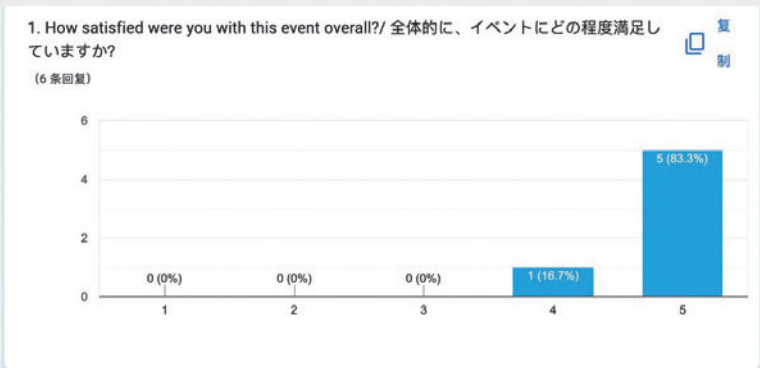
On March 23, 2022, GFD hosted the final session of its Diversity in Higher Education series. The series' goal, which began in September 2021, has been to foster dialogue about the status of Diversity, Equity, and Inclusion (DEI) in education and serve as a collaborative space to discuss solutions to ongoing challenges in DEI discourse and practice. In this roundtable event which Dr. Mark Bookman facilitated, past GFD speakers Dr. Julia Lindley-Baker & Dr. Alison Taylor from Bishop Grosseteste University and Dr. Aurora Tsai & Dr. Yuko Itatsu from The University of Tokyo came together to share their insights on critical issues and questions about the state of inclusion in campus settings.

During the latter half of the event, panelists continued to discuss and explore ways to establish a more equitable university environment, focusing on more overarching issues. This included examining the current state of DEI-related conversations in academia and the need to encourage more profound, more action-oriented engagement relating to DEI initiatives. Throughout the session, participants shared their vision of DEI becoming widely recognized and embraced in the coming years, ultimately blossoming into a wider societal transformation.

Although this roundtable marks the conclusion of GFD's Diversity in Higher Education series, it is by no means an 'end all be all' as emphasized by Dr. Bookman in his closing remarks, but a starting point for further discussions on diversity, equity, and inclusion. Nevertheless, this series has helped lay the foundation for ongoing efforts to create a more inclusive and equitable academic community. We look forward to seeing where this momentum takes us in future events.

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Following, you will find the feedback from participants and some pictures of the event.



2. 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 条回答)

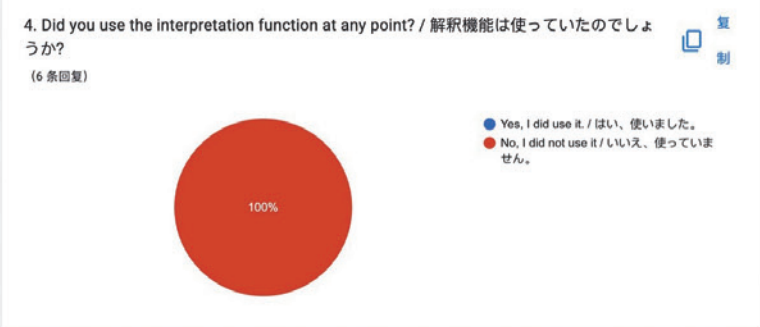
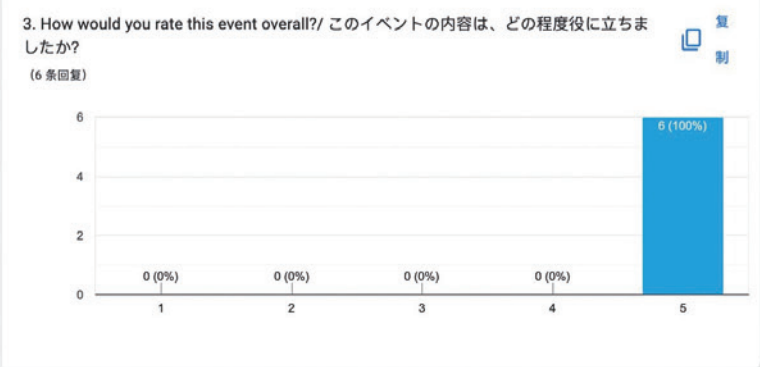
No

Mark was a great moderator! The panel members were very knowledgeable and articulate and it was a very good mix of presenters.

perhaps there was a bit of a disconnect with the SEN specialists and the discussion focused on local cultural context?

Overall it was fine. I thought that some of the comments from the audience were a bit long, but that can't be helped.

Would be nice to encourage people to have videos turned on to the extent possible to build a sense of community and create more possibility for participatory exchange.



5. 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 条回答)

目前还没有对此问题的回复。

6. 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 条回答)

NA

Yes, more Zoom sessions or in person events with Zoom option for those of us who live outside of Japan.

It was smooth on the whole. hard to control audience who take up too much time with their comments?

It was fine. Hybrid would be nice too. For reasons of inclusion, I strongly believe that even when going back to in person, all events should be held in a hybrid format.

not at this time.

7. 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 条回答)

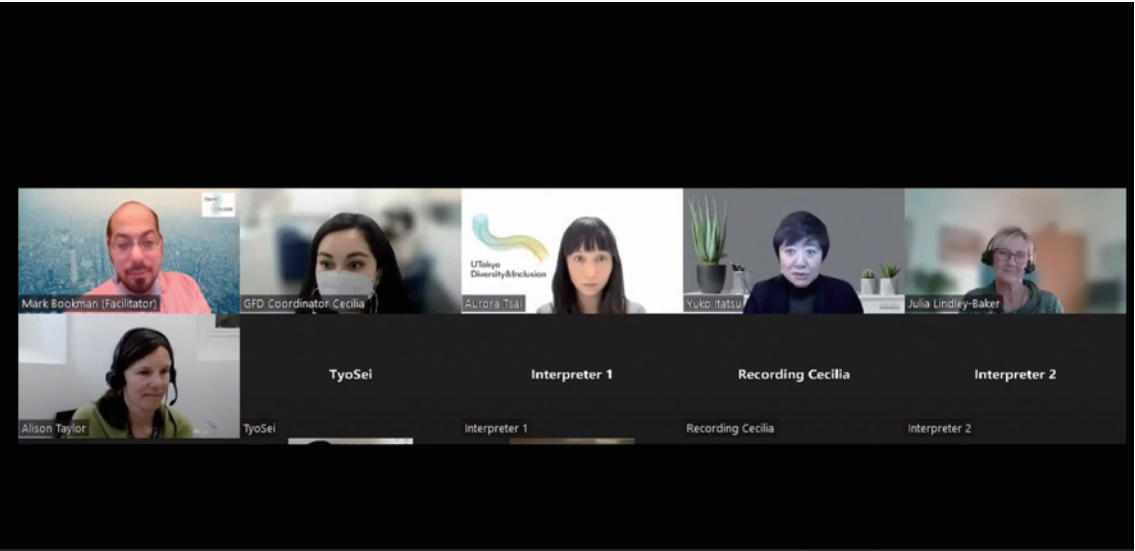
NA

Topics along this line would be great.

assessment

Nothing comes to mind right now.

Mainstreaming DEI and inclusive pedagogical strategies for all disciplines.



2.3.2 'Team-Based Learning Hands-on Workshop

Speaker: Dr. Jesus Pulido



In this workshop, Dr. Pulido will introduce participants to the practical aspects of the Team-Based Learning Methodology (TBL). The workshop has a highly practical component and will reproduce an actual TBL session, where the participants will take the role of students and collaborate in building their knowledge. We kindly ask the potentially interested participants to prepare in advance for the workshop by reading the materials we will send you upon registration.

Inquiries:
gfd-tokyo@adm.c.u-tokyo.ac.jp

Register Below



Team-Based Learning Hands-On Workshop

— Speaker: Jesus A. Pulido Arcas (Ph.D.) —
— May 31st (TUES) 17:00 - 19:00 JST —
— Online (ZOOM) —
— EN/JP live interpretation available —
— Open to everyone —

Organized by  The University of Tokyo
Global Faculty Development

SPEAKER BIO

Dr. Pulido obtained a Ph.D. in architecture in 2013 and taught in Spain and Chile before joining the ALESS program in 2019. His research interests cover different active learning techniques in the field of science and engineering, such as extreme collaboration, project-based learning, and team-based learning.



このワークショップでは、Pulido博士がチームベースドラーニング手法（TBL）の実践的な側面を参加者に紹介します。このワークショップは実践的な要素が強く、実際のTBLセッションを再現し、参加者が学生役となり、共同で知識を構築していくものです。参加ご希望の方は、登録メールの添付の資料をご参照の上、事前準備をお願いいたします。

お問い合わせ
gfd-tokyo@adm.c.u-tokyo.ac.jp

イベント登録



チーム・ベースド・ラーニング ハンズオン・ワークショップ

講演者
— Jesus A. Pulido Arcas (Ph.D.) —
— 5月31日(火) 日本時間17:00 - 19:00 —
— オンライン (ZOOM) —
— 英語・日本語同時通訳あり —
— だれでも参加できます —

主催  The University of Tokyo
Global Faculty Development

講演者の プロフィール

Jesus A. Pulido Arcasさんは、2013年に建築学の博士号を取得し、スペインとチリで教鞭をとった後、2019年にALESSプログラムに参加しました。科学と工学の分野では、エクストリームなコラボレーション、プロジェクトベースの学習、チームベースの学習など、さまざまなアクティブラーニングの手法を中心に研究しています。

Event Report by Qing Xin

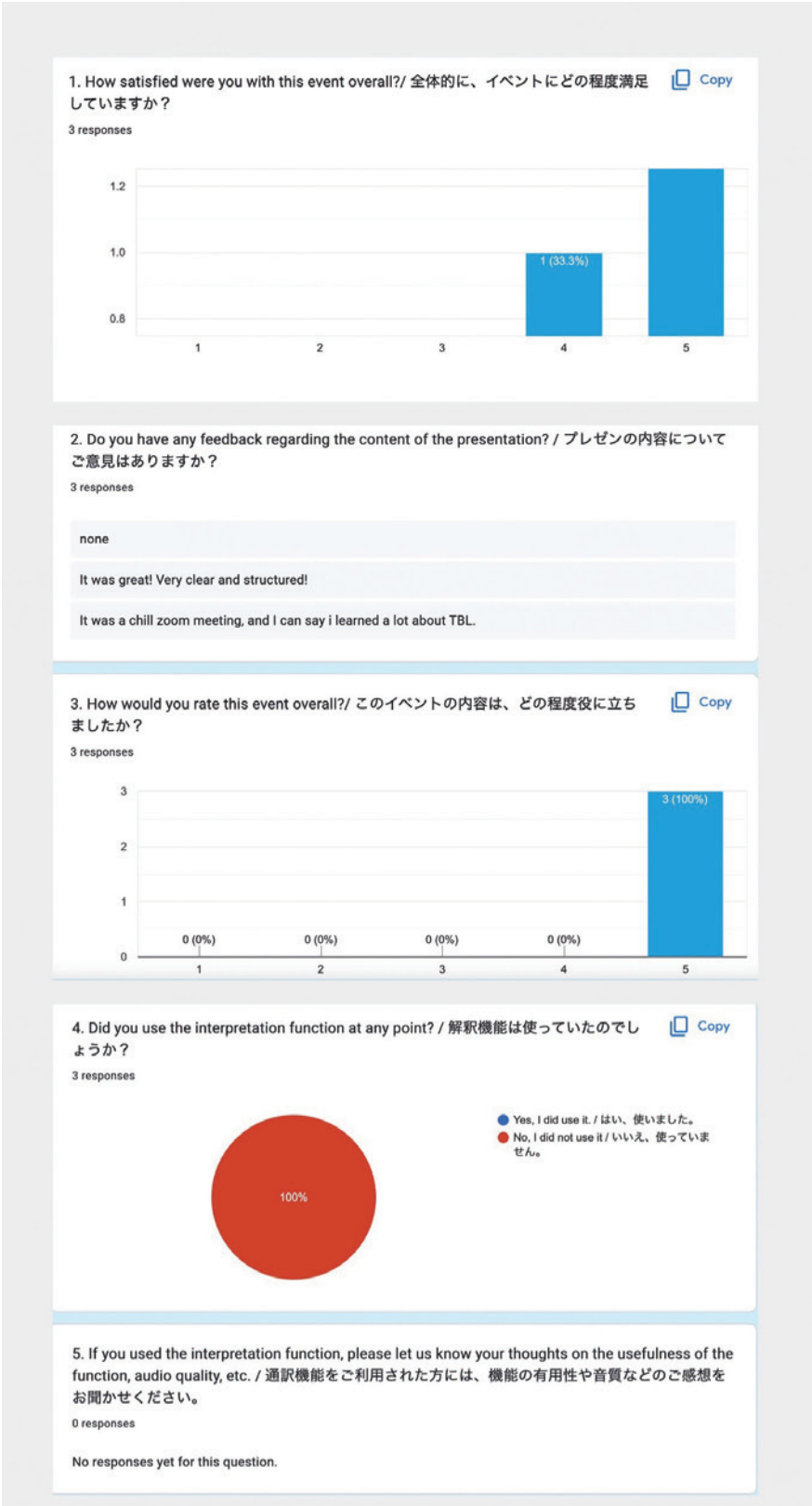
On May 31, 2022, GFD had the pleasure of hosting a workshop by Dr. Jesus Pulido Arcas, Ph.D. in Architectural Engineering at Universidad de Sevilla, on the practical aspects of the Team-Based Learning (TBL) methodology in educational settings.

Not only did Professor Pulido introduce the concept and essential elements of TBL in detail, but the workshop itself was designed into a set of exercises executing and reviewing each step of TBL. Dr. Pulido began with a brief explanation of TBL. As a student-centered, active group learning method, TBL offers a framework under which students’ learning activities can be monitored, assessed, and accounted to their peers.

TBL begins with pre-class preparation, usually in the form of pre-assigned readings. In Professor Pulido’s workshop, for instance, a journal titled “The Essentials of Team-Based Learning,” written by Larry K. Michaelsen and Michael Sweet (2008) was assigned before the meeting. Then, having the participants familiarize themselves with the text, Professor Pulido invited them to complete the individual readiness assurance test (iRAT) to test their understanding and ability to retrieve and apply the concepts covered in the reading. Following iRAT, the participants were divided into groups to complete the team readiness assurance test (tRAT). Finally, learners are expected to work out the multiple-choice “scratch-off” questions collectively through active discussion and feedback on each team member’s opinions.

The groups were then returned to the main meeting room and invited to share their answers to each TBL-related question in tRAT. In this session, some participants articulated their collective opinions, whereas others showed indecisiveness and illustrated how opinions were split among the group members. Confusion and disagreement are, according to Professor Pulido, also necessary experiences for individual students to grasp how well they have synthesized the assigned materials through interactions with other learners. The workshop then concluded with the final step of TBL—as the instructor addressed the questions appealed by the teams and gave concluding remarks.

Following, you will find the feedback from participants and some pictures of the event.



6. 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

Hybrid options might be good.

Everything was great!

I would like to use Zoom in future events. The meeting was super organize thanks to Zoom functions.

7. 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

none at the moment

CLIL, CALL, accessible teaching

I would say I'm interested for more artsy and crafty topics, of course teamwork.

OUTLINE OF TODAY'S WORKSHOP	
TIME	ACTIVITIES
0-15	Introduction and presentations
15-30	iRAT
30-45	tRAT
45-75	Debrief session
75-80	Break
80-90	Introduction to the application activities
90-105	Application activities
105-120	Debrief session and final discussion

CONTENT AND ACTIVITIES OF THE 5 WORKSHOPS



SESSION 1: FUNDAMENTAL PRINCIPLES AND PRACTICES OF TBL



SESSION 2: CREATING AN EFFECTIVE TBL MODULE



SESSION 3: EVALUATING MCQs FOR RATS APPLICATION ACTIVITIES



SESSION 4: IMPROVING FACILITATION SKILLS FOR TBL



SESSION 5: PEER EVALUATION AND TEAM DEVELOPMENT

IMPROVING FACILITATION SKILLS FOR TBL

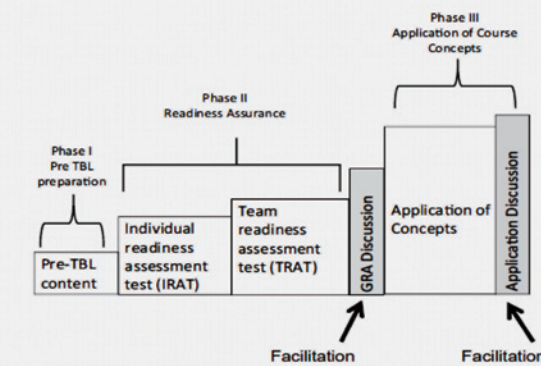


Figure 1. Structure of team-based learning and places where facilitation occurs.

C. Gullo et al. Twelve Tips for Facilitating Team-Based Learning

In this workshop, Dr. Palido will introduce participants to the practical aspects of the Team-Based Learning Methodology (TBL). The workshop has a highly practical component and will reproduce an actual TBL session, where the participants will take the role of students and collaborate in building their knowledge. We kindly ask the potentially interested participants to prepare in advance for the workshop by reading the materials we will send you upon registration.

Inquiries: gfd.tokyo@tdm.c.u.tokyo.ac.jp

Team-Based Learning Hands-On Workshop

— Speaker: Jesus A. Palido Arcos (Ph.D.) —
 — May 31st (TUES) 17:00 - 19:00 JST —
 — Online (Zoom) —
 — EN/JP live interpretation available —
 — Open to everyone —

Organized by The University of Tokyo Global Partnership Development

SPEAKER BIO

Dr. Palido obtained a Ph.D. in architecture in 2003 and taught in Spain and Chile before joining the ALISS program in 2009. His research interests cover different active learning techniques in the field of science and engineering, such as extreme collaboration, project-based learning, and team-based learning.

iRAT & tRAT

TBL strongly relies on teamwork, but some students may have concerns about working in groups, particularly when it comes to the final grade. Which of the following strategies would be the best to alleviate those concerns?

- Let the students choose their team members so they can work with people they feel comfortable with.
- Once the teams are formed, let the students decide the set of weights for each of the grade components within limits set by the instructors.
- Make the students take a short test to assess their initial knowledge of the course content. Then, organize the groups mixing students with different academic levels to promote diversity in each of them.
- Have a common discussion during the first class, and let the students decide the percentage of the final grade that will depend on their teamwork, within certain limits set by the instructor.

EVALUATING MCQs FOR RATs APPLICATION ACTIVITIES

MCQs that promote and measure critical thinking (iRAT and tRAT)

- ◆ Must promote critical thinking
- ◆ Must contain a rationale
- ◆ Must require multilogical thinking to answer
- ◆ Must require a high level of discrimination to answer

Morrison, S., Walsh Free, K. Writing Multiple-Choice Test Items That Promote and Measure Critical Thinking

CREATING AND EFFECTIVE TBL MODULE

USING BACKWARD DESIGN

Learning outcomes

- What do we want our students to be able to do after finishing each learning module?
- Higher cognitive levels of Bloom's taxonomy. Specific competencies.

Application exercises (4s)

- 4's: Significant problem, specific problem, same problem, simultaneous report.
- Solved in teams, complex, realistic, and "messy" problem → Evidence.

RAT assurance process

- iRAT: Individual Readiness Assurance Test: MCQs
- tRAT: Team Readiness Assurance Test: MCQs
- Lower cognitive levels of Bloom's taxonomy.

Learning materials

- Readings, videos, textbooks...

APPLICATION ACTIVITIES

APPLICATION ACTIVITY 01.

You are teaching a course entitled "Accessible and inclusive educational buildings". The course is taught at the Department of Architecture of University A and aims to raise awareness about the importance of designing accessible educational buildings for the visually, auditory, and physically impaired. The students had to prepare for class by reading the following materials:

- An extract from the Building Code with the regulations classrooms must comply with in terms of accessibility and inclusion.
- The results from a survey conducted among impaired students at University A, by which they express their degree of satisfaction with the different provisions to make classrooms more accessible and inclusive.

Which of the following application activity will best help the students to achieve the course objectives?

- Ask the students to draw a quick sketch of a classroom that addresses the students' concerns and also complies with the building code.
- Give the students the floorplan of an actual classroom at University A and ask them to spot all elements that do not comply with the Building code and the students' concerns.
- Ask them to rate 3 different floorplans of classrooms at University A according to their compliance with the building code and the students' concerns.
- Ask the students to propose 3 amendments to the building code according to the students' concerns.

2.3.3 Diversity Series an Introduction to LGBTQ+ on Campus

Event Report by Zhiyun Du

DIVERSITY IN HIGHER EDUCATION SERIES

An Introduction to LGBTQ+ on Campus

NOV 8 (TUE) · 4:00 PM TO 6:00 PM (JST) HYBRID

ZOOM & KOMABA CAMPUS, KIBER ROOM 314

ORGANIZED BY

The University of Tokyo

Global Faculty Development

INQUIRIES:

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

Speaker: Euan McKay

Kobe University

Abstract:

Sexual minority students are often-invisible minorities on campus, yet have specific needs and challenges.

What are the challenges they face and their specific support needs? What basic information do we need as faculty to support them?

This talk is in two parts. The first will provide some basic information on sexual minorities in general, including terminology and basic concepts. The second will outline some of the results from our qualitative research on sexual minority students on Japanese university campuses, focusing on their challenges and coping strategies. A group discussion will follow each part.

Speaker Bio:

Euan McKay is a Project Associate Professor in the Strategic Planning Office at Kobe University. Prior to joining Kobe University in April 2022, he was in a similar role at the University of Tokyo for 11 years. After undergraduate study in Natural Sciences at the University of Cambridge in the UK, he studied international relations and history at Waseda University and then the University of Tokyo. His current research focuses on the challenges faced by university student minorities and women's underrepresentation in STEM fields. With colleagues, he is a co-founder of the University of Tokyo LGBTQ+ Staff Association and the University Diversity Alliance. Originally from South Africa and the UK, Euan has lived in Japan since 1999.

REGISTER AT

SCAN ME

OPEN TO EVERYONE

LANGUAGE: ENGLISH

SUBTITLES WILL BE ADDED TO THE RECORDING OF THE SESSION

DIVERSITY IN HIGHER EDUCATION SERIES

キャンパスにおける LGBTQ+の紹介

主催 The University of Tokyo Global Faculty Development

お問い合わせ GFD-TOKYO@ADM.C.U-TOKYO.AC.JP

11月8日(火) 16:00 ~ 18:00 (JST)
ハイブリット: 駒場キャンパス KIBER 314・ZOOM

講演者: ユアン・マッケイ
神戸大学

Abstract:
性的マイノリティの学生は、キャンパス内ではしばしば目に見えない少数派ですが、特有のニーズや課題を持っています。彼らが直面する課題や具体的な支援ニーズは何ですか？彼らをサポートするために、私たち教員はどのような基本情報が必要なのでしょうか？

この講演は2部構成になっています。第一部では、一般的なセクシュアルマイノリティについて、用語や基本的な概念など、基本的な情報を提供します。
第二部では、日本の大学キャンパスにおける性的マイノリティの学生に関する私たちの質的研究の結果の一部を概説し、彼らの課題と対処法に焦点を当てます。それぞれのパートでは、グループディスカッションが行われます。

Speaker Bio:
ユアン・マッケイ先生は、神戸大学戦略企画室特任准教授として、大学のコミュニケーション戦略の立案と管理を担当しています。2022年4月に神戸大学に着任する以前、東京大学で11年間同様の職務に就いていました。定期的に大学広報のコンサルティングを行います。英国ケンブリッジ大学で自然科学を専攻した後、早稲田大学、東京大学で国際関係論と歴史学を学びました。現在、大学生のマイノリティが直面する課題や、STEM分野での女性の存在感の低さについて研究しています。同僚とともに、東京大学LGBTQ+スタッフ協会と大学ダイバーシティアライアンスの共同設立者でもあります。南アフリカと英国出身で、1999年より日本に在住しています。

イベント登録

SCAN ME

だれでも参加できます
言語: 英語
イベントの登録に特典が付きます。

Event Report by Zhiyun Du

On November 10, 2022, GFD had the pleasure of hosting a workshop given by Professor Euan McKay on LGBTQ+ on campus.

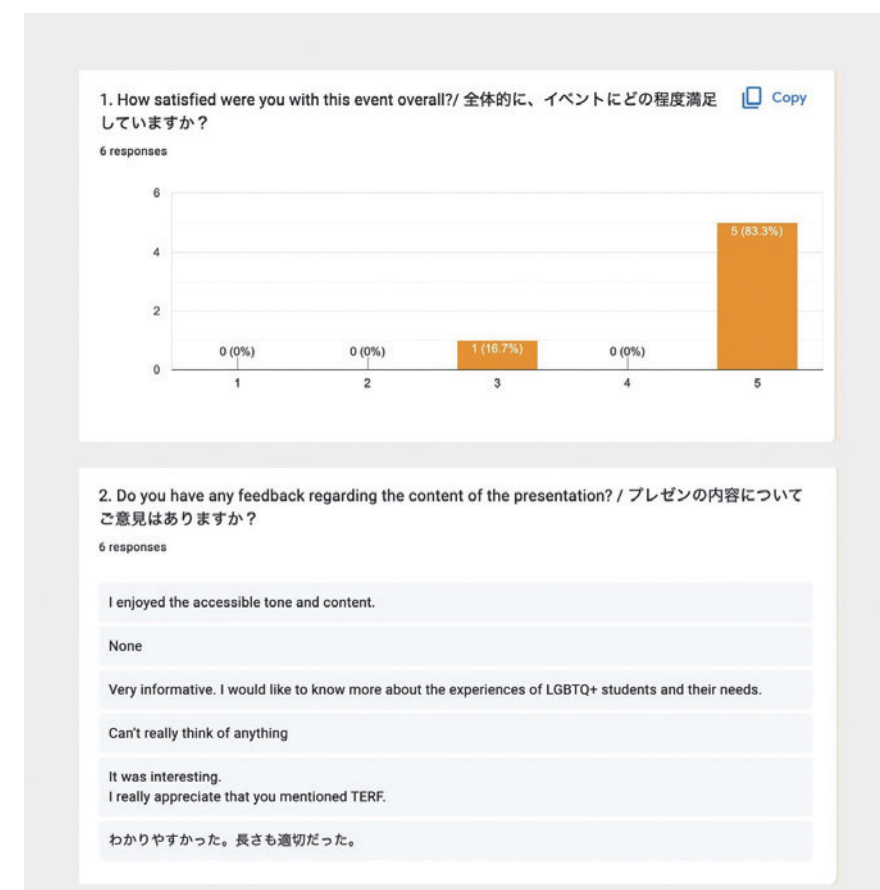
The session can be divided into two parts: the first part includes a general introduction to sexual minorities, including terminology and fundamental concepts. In the second half, Professor McKay outlines his qualitative research on sexual minority students on Japanese university campuses, focusing on their challenges and coping strategies. At the

end of each part, there is a group discussion.

Professor McKay starts the session with an introduction to the situation faced by minority students on university campuses and the current protective measures available. Definitions of related terminologies, such as SOGIEC, QQAA, and P2SNBX, are also introduced. He then further elaborates on the appropriate reaction when someone comes out to the participant and explains the “trans backlash” to demonstrate the challenges faced by LGBTQ+ students. In the following discussion, Professor McKay also encourages participants to think of strategies that can be deployed at the university level.

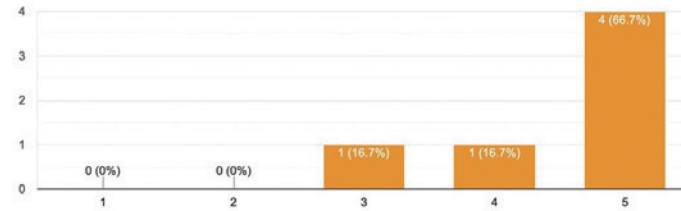
In the latter half of the workshop, Professor McKay introduces the qualitative data from his research project. He divides the explanation into three parts. First, he talks about the experiences shared by LGBTQ+ students, including the challenges they faced and their coping mechanisms. He then points out the currently insufficient support system offered by the university, including the one from specialists, faculty, and infrastructure. As supporting evidence, he quotes inappropriate comments from faculty. Moreover, to present a clearer picture, he also analyzes LGBTQ+ students’ positive and passive coping strategies. Finally, Professor McKay dives into the issue shared by many students: the lack of belonging and security. He called on participants to reflect on the actions they need to take to respond to the needs of LGBTQ+ students more efficiently.

Following, you will find the feedback from participants and some pictures of the event.



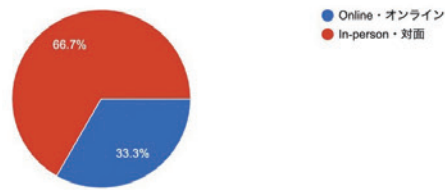
3. How would you rate this event overall?/ このイベントの内容は、どの程度役に立ちましたか？

6 responses



4. How did you join the event today? 今日のイベント、オンラインと対面、どちらで参加されましたか？

6 responses



5. Do you have any feedback regarding the workshop? For example: Was the format/length convenient? / ワークショップについて、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？

6 responses

- The format and length were good.
- I feel like there can be more time for discussions
- It was a bit difficult to hear the participants.
- I think the length and format were both convenient
- このフォームのQRコードの真ん中に惑電がいるのがすごくいいと思います！
- 会場が少し寒かった。

6. 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

- I would like to learn about tips for making the most of what UTokyo has to offer as a young, international (non-Japanese) faculty member.
- Nothing particular I can think of now
- Nothing special.
- More gender and sexuality topics please!
- 留学情報・大学院情報などに興味がありますが、他の皆さんも興味がある気はあまりしません...
- 発達障害を持つ学生への対応方法



An introduction to LGBTQ+ on campus

Euan McKay | mckay@port.kobe-u.ac.jp

Kobe University



Paradox of tolerance

If we extend unlimited tolerance even to those who are intolerant, if we are not prepared to defend a tolerant society against the onslaught of the intolerant, then the tolerant will be destroyed, and tolerance with them. [...] We should therefore claim, in the name of tolerance, the right not to tolerate the intolerant.

Popper, Karl (2012) [1945]. The Open Society and Its Enemies. Routledge. p. 581.

We must take sides

We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men or women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe.

Elie Wiesel, Nobel Peace Prize acceptance speech, December 10, 1986.

(Photo: John Mathew Smith/celebrity-photos.com)

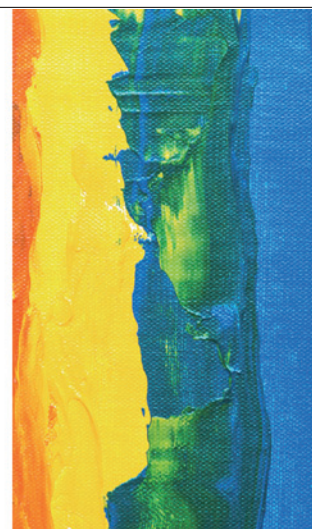


Euan McKay | LGBTQ+ on campus | 2022-11-08

2

University is an important time

- Most students are still developing their sexual identity and usually the first long time away from the constraints of home (Ellis, 2009).
- Failure to develop an integrated sexual identity can lead to internalized homophobia, correlated with a range of negative outcomes (Brandon-Friedman & Kim, 2016).
- Sexual minority students report greater harassment and the need to hide their sexuality on campus (Rankin, 2003).
- An inhospitable environment can also result in greater dropout rates for ethnic and sexual minority students (Ponterotto, 1990; Hughes, 2018).

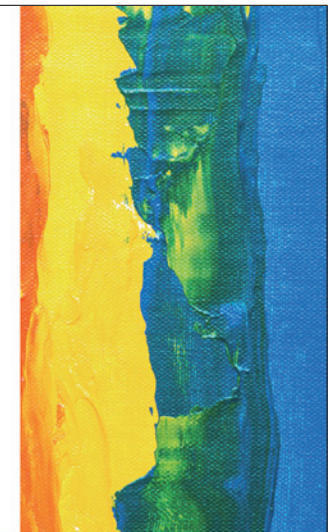


Euan McKay | LGBTQ+ on campus | 2022-11-08

3

Protection for minority students

- Many universities now provide safe spaces that provide support for sexual minority students.
- Frameworks such as Title IX of the Education Amendments of 1972 in the US, and the Equality Act 2010 in the UK, protect minority students.
- No legally binding framework exists in Japan to protect sexual minority students, although a guideline aimed at university faculty and staff was recently issued by the Japan Student Services Organization (JASSO, 2018).
- UTokyo now has a diversity statement!



Euan McKay | LGBTQ+ on campus | 2022-11-08

4

Harassment is common (Rankin, 2003).

- More than one-third (36 percent) of GLBT undergraduate students have experienced harassment within the past year, as have 29 percent of all respondents.
- Those who experienced harassment reported that derogatory remarks were the most common form (89 percent) and that students were most often the source of harassment (79 percent).
- Twenty percent of all respondents feared for their physical safety because of their sexual orientation or gender identity, and 51 percent concealed their sexual orientation or gender identity to avoid intimidation.

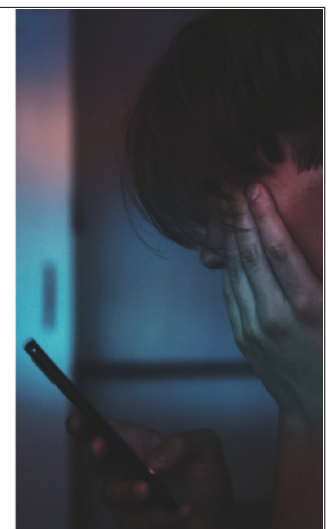


Euan McKay | LGBTQ+ on campus | 2022-11-08

5

Harassment leads to other problems

- Sexual minority status was associated with negative perceptions of campus climate, which, in turn, were associated with higher levels of anxiety-depression symptoms, lowered academic success, and a high probability of considering leaving university. (Italy: Amodeo et al, 2020)
- Harassment at school and university impacts mental health and academic performance in the UK (Irish et al., 2019), the US (Kosciw et al., 2013), and Japan (DiStefano, 2008).



Euan McKay | LGBTQ+ on campus | 2022-11-08

6

Words can hurt (and are often unheard)

Microaggressions

- Subtle insults (verbal, nonverbal, and/or visual) directed toward people of color [and other minorities], often automatically or unconsciously (in Sue, 2020).

Minority stress theory

- Suggests that chronic stress arising from marginal status (e.g., homophobic victimization) can impact physical and mental health of sexual and other minorities (Meyer, 2003; Lick, 2013).



Euan McKay | LGBTQ+ on campus | 2022-11-08

7

What can faculty do?

- Use the names/pronouns people want/-san in Japanese
- Show you care/be available
- Include information on resources in syllabus
- Use gender-neutral examples
- Include LGBTQ+ in the curriculum
- Challenge heterosexism in the classroom
- Don't differentiate LGBTQ+ students through language
- Don't assume
- Correct yourself and learn
- Approach all students as they are



Euan McKay | LGBTQ+ on campus | 2022-11-08

10

What do LGBTQ+ students want?

- To be treated equally as normal people, not as a special case.
- For peers, staff and faculty to have basic knowledge of SOGIESC.
- For staff to be sensitive to heterosexism and gender-binary thinking.
- Not to be pushed from pillar to post when seeking help from the university and having to come out every time to people they don't know or trust.



Euan McKay | LGBTQ+ on campus | 2022-11-08

8

Final thoughts

- We're not specialists in everything.
 - Even if you are gay, doesn't mean you know what lesbian or transgender people experience.
- Don't try and do more than you know or are qualified for.
 - Refer people to specialist resources.
- Being inclusive is good for everyone.
 - If you make your classroom inclusive for sexual minority students, it'll probably be a better space for everyone.



Euan McKay | LGBTQ+ on campus | 2022-11-08

11

What can universities do?

- University diversity statement
- University diversity guideline
- Collect gender information only when necessary
- Support LGBTQ+ research and researchers
- Promote role models
- Create gender-neutral spaces
- Ensure one-stop access to support systems
- Sponsor awareness programs
- Publicize all of the above



Euan McKay | LGBTQ+ on campus | 2022-11-08

9

2.3.4 The SCOPE of Sustainability Education in Japanese Universities: Language Education for Sustainable Development (LESD)

Speaker: Joshua Jodoin, Konan University

THE SCOPE OF SUSTAINABILITY EDUCATION IN JAPANESE UNIVERSITIES: LANGUAGE EDUCATION FOR SUSTAINABLE DEVELOPMENT (LESD)



Speaker Bio:

The speaker, Dr. Joshua Jodoin, has a Ph.D. in Global Environmental Studies from Kyoto University and over 14 years of teaching experience at universities in Turkey, China, and Japan. Currently, he is a lecturer at Konan University; he will introduce his pioneering approach, Language Education for Sustainable Development, which seeks to integrate sustainable development content and language education.

Speaker: Dr. Joshua Jodoin
Tuesday, November 22, 2022
17:00-19:00
Komaba Campus, KIBER Building,
Room 314 and Online(Zoom)
Language: English only; Japanese subtitles will
be added to the recording later
The event is open to everyone
Scan the QR code below to register
Contact: gfd-tokyo@adm.c.u-tokyo.ac.jp



Today's university students will be on the frontline of environmental change in the coming years. As future consumers, voters, business leaders, and community members, all students – not just environmental studies majors – will need to make smart, informed, and consequential decisions in their lives. In this lecture, Dr. Joshua Jodoin will introduce concepts and ideas from Language Education for Sustainable Development (LESD), a field he is developing himself. Furthermore, he will offer language instructors from any discipline techniques for integrating environmental content and perspectives in their curriculum to help students positively transform their attitudes, behaviors, and the world around them. LESD is a new field of education, which seeks to bridge the gap between sustainability content, often informed by the Sustainable Development Goals (SDGs), and best-practice in language education.



日本の大学におけるサステナビリティ教育の SCOPE: 持続可能な開発(LESD)のための言語教育



講演者: Joshua Jodoin博士
時間: 2022年11月22日(火)
17:00-19:00
会場: 駒場キャンパスKIBER棟314号室、
オンライン (Zoom)
言語: 英語のみ、日本語字幕は後日の録画
ビデオに追加されます
学内外の方々のご参加をお待ちしています
下のQRコードでイベントを登録
問い合わせ: gfd-tokyo@adm.c.u-tokyo.ac.jp



講演者について:

Joshua Jodoin氏は、京都大学で地球環境学の博士号を取得し、トルコ、中国、日本の大学で14年以上にわたって教壇に立っています。現在、甲南大学で講師を務めており、持続可能な開発のための言語教育という先駆的なアプローチで、持続可能な開発の言語教育の統合を目指していることを紹介します。

今日の大学生は、今後数年間、環境変化の最前線に立つことになります。将来の消費者、有権者、ビジネスリーダー、地域社会の一員として、環境学を専攻する学生だけでなく、すべての学生が、賢く、情報に基づいた、結果的な決断をする必要があります。本講演では、Joshua Jodoin博士が開発中の「持続可能な開発のための言語教育 (LESD)」のコンセプトとアイデアを紹介します。さらに、あらゆる分野の語学教師に対して、環境に関する内容や視点をカリキュラムに取り入れ、生徒の態度や行動、周囲の世界をポジティブに変化させるためのテクニックを説明します。LESDは、持続可能な開発目標 (SDGs) に基づくサステナビリティの内容と、言語教育のベストプラクティスとの間のギャップを埋めることを目指す、新しい教育分野です。

Event Report by Xin Qing

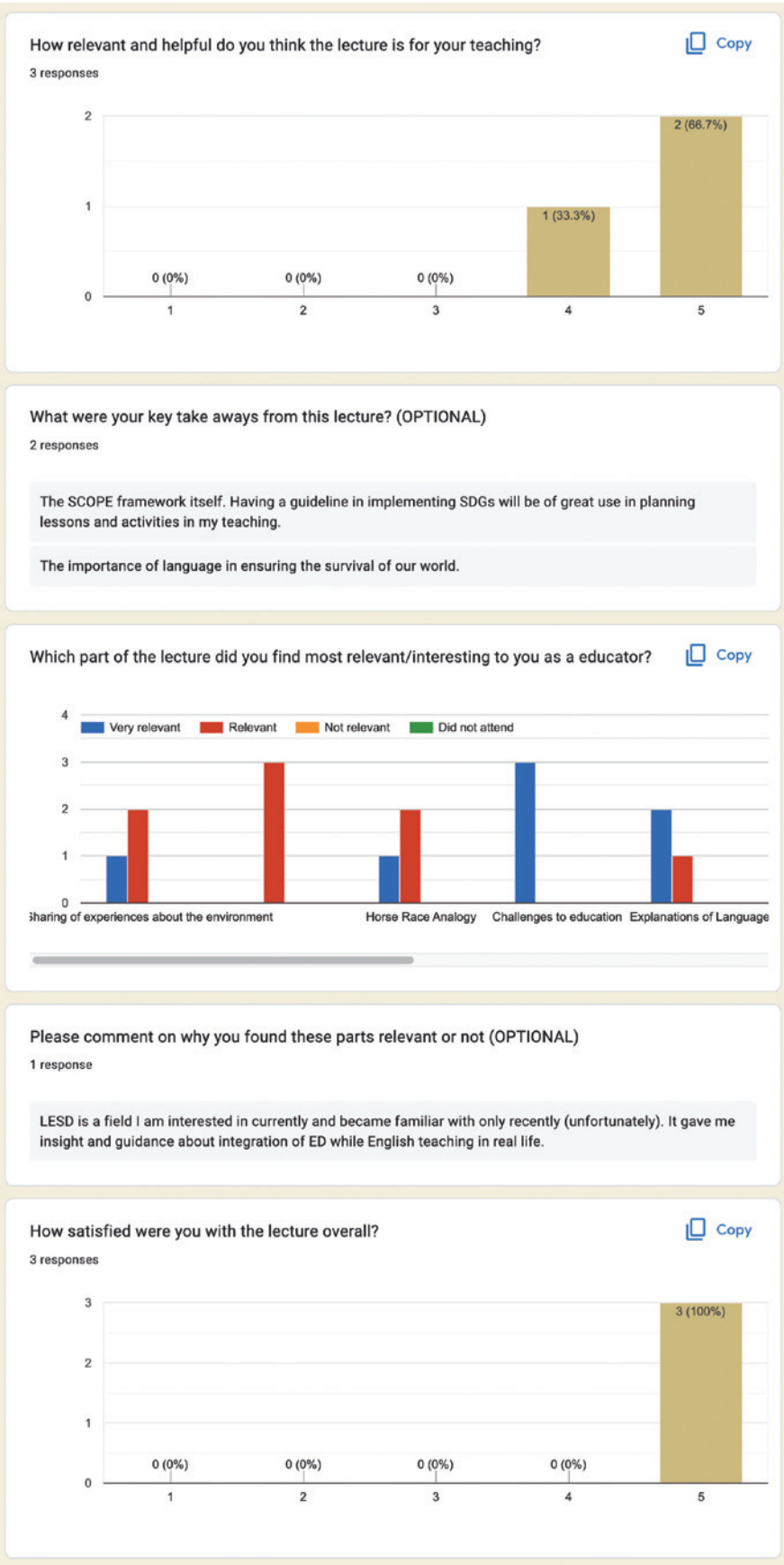
On November 22, 2022, GFD had the pleasure of hosting a workshop by Professor Joshua Jodoin, Ph.D. in Global Environmental Studies at Kyoto University and Instructor at Konan University. The informative and engaging presentation revolves around Language Education for Sustainable Development (LESD), a nascent field Professor Jodoin is currently developing.

The event began with an interactive warm-up activity on Padlet, in which participants were asked to post their earliest memory of nature and an experience they had with environmental destruction. Professor Jodoin himself, for instance, introduced his working experiences at the oil sands in Alberta, Canada, and in Ningbo, China, where ambitious development plans and relatively unrestrained exploitation of resources gave rise to all forms of pollution, left the lands and air in ruins, and caused displacement and forced changes in dwelling patterns of the native populations. All these experiences and the dearth of in-depth discussions of environmental issues in existing language textbooks became the starting point of his continuous efforts to integrate sustainable development topics into English language education.

According to Professor Jodoin, environmental education and science literacy are essential to students’ development and their ability to undertake informed, responsible environmental behaviors, especially when people now live in an environment that is seemingly detached from nature, when students living in sanitized, modernized spaces have no idea where the wastes and pollutants they produce end up. The challenges ahead are also enormous. These begin with challenges in the political systems, where short-term thinking and short-sighted decision-making cannot effectively tackle long-term and global-scale environmental issues. Science education also awaits reform and innovation to equip the voting public with essential statistical and analytic tools to counter misinformation, differentiate fact and fiction, and embrace the complexity of the potential solutions to all the pressing issues. Lastly, the education system and the different disciplines within are still too isolated in terms of methodology and geography when it comes to understanding the scale, content, and interrelations of environmental issues worldwide.

In the face of all these challenges, in the second half of the workshop, Professor Jodoin introduced several analytic and pedagogical frameworks that could foster LESD. The presentation began with an introduction of frequently-used terminologies and concepts in the EFL (English as a Foreign Language) field, including detailed explanations of the Education of Sustainable Development (ESD), Content and Language Integrated Learning (CLIL), and the Value-Belief-Norm (VBN) Model in generating pro-environmental awareness and behaviors. As Professor Jodoin summarized, the two primary goals of LESD are to provide tools for students to communicate their ideas broadly and to facilitate an understanding of the complexity and interrelatedness of challenging global issues. To achieve these goals, Professor Jodoin proposed, towards the end of his lecture, the SCOPE pedagogy model that could be widely applied in the EFL and LESD settings. SCOPE stands for “Student-centered,” “Critical thinking,” “Offer feedback,” “Practice and demonstrate knowledge,” and “Educate others,” all of which are crucial steps and practices for students to grow awareness of environmental consequences, ascribe their responsibilities, and eventually exercise pro-environmental behaviors through practical, interactive, and socially aware language training.

Following, you will find the feedback from participants and some pictures of the event.





THE SCOPE OF SUSTAINABILITY EDUCATION IN JAPANESE UNIVERSITIES: LANGUAGE EDUCATION FOR SUSTAINABLE DEVELOPMENT (LESD)

November 22, 2022
5PM

Dr. Joshua Jodoin | Konan University
jodoin.john.65m@kyoto-u.jp
mrj@konan-u.ac.jp




ACTIVITY #3 - DISCUSSION



WHY IS ENVIRONMENTAL EDUCATION AND SCIENCE LITERACY IMPORTANT?




2

THREE MAJOR CHALLENGES FOR EDUCATORS:

1. OUR POLITICS
2. OUR SCIENCE EDUCATION
3. OUR SILOED FIELDS OF
EDUCATION

3

"YOU NEVER CHANGE THINGS BY FIGHTING THE EXISTING REALITY. TO CHANGE SOMETHING, BUILD A NEW MODEL THAT MAKES THE EXISTING MODEL OBSOLETE."

— R. BUCKMINSTER FULLER, AUTHOR, INVENTOR, AND ARCHITECT



4

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN JAPAN



Japan's Action Plan for the DESD aimed to:

- encourage everyone and every organization to participate in the creation of a sustainable society within the period 2005 to 2014;
- address the integrated development of the environment, economy, and society, with issues that focus on environmental conservation as a starting point;
- increase awareness of the challenges facing developing countries and strengthen cooperation.

WORLD EXPO 2025
SOCIETY 5.0
INTEGRATE THE
SUSTAINABLE
DEVELOPMENT GOALS

Source: Ministry of Education, Culture, Sports, Science and Technology MEXT (2011); <https://www.keidanrensdcgs-world.com/>; (Japan World Expo Committee Secretariat, 2003)



6

LANGUAGE EDUCATION FOR SUSTAINABLE DEVELOPMENT (LESD)

LANGUAGE TEACHING

- *English as a Foreign Language (EFL)
- *English for Academic Purposes (EAP)
- *Content and Language Integrated Learning (CLIL)



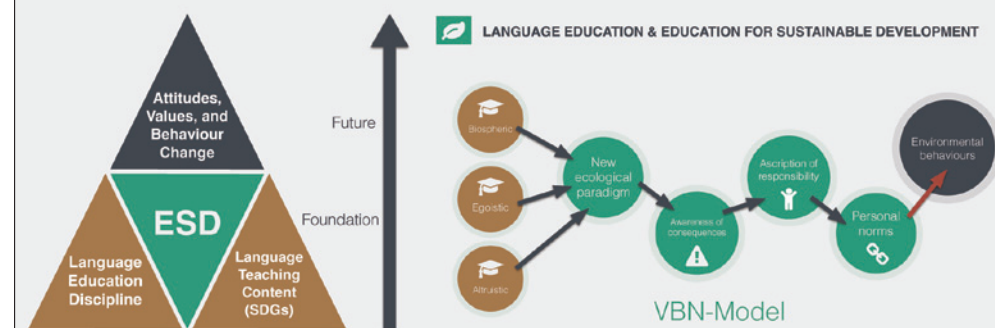
SUSTAINABILITY EDUCATION

- *Education for Sustainable Development (ESD)
- *Environmental Literacy (EL)
- *Sustainable Development (SD)
- *Environmental Education (EE)



5

ESD INTEGRATION INTO THE LANGUAGE CLASSROOM



Source: Jodon & Singer (2016); Bronfman, Clatennas, López-Vázquez, de la Maza, & Oyanedel (2015)



7



THANK YOU FOR PARTICIPATING

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LANGUAGE EDUCATION FOR SUSTAINABLE DEVELOPMENT (LESD)

10

2.3.5 How Can Critical Thinking Contend with the Challenge of Cognitive Bias?

Speakers: Guy Smith & John Peloghitis, International Christian University

Global Faculty Development TALK
HOW CAN CRITICAL THINKING CONTEND WITH THE CHALLENGE OF COGNITIVE BIAS?

Speakers: Guy Smith & John Peloghitis
Monday, December 5th, 2022
17:00-19:00 (JST)
Komaba Campus, KIBER Building, Room 314 & Zoom
Language: English only
Scan the QR code to register
Contact: gfd-tokyo@adm.c.u-tokyo.ac.jp

Speaker Bio:
Guy Smith teaches at International Christian University in Tokyo in the English for Liberal Arts program. His teaching and research interests are in self-determination theory, student well-being, and what emerging research on cognitive and unconscious bias means for critical thinking.

John Peloghitis currently resides in western Tokyo and is presently teaching as an instructor in the English Liberal Arts Program at International Christian University in Japan. He teaches academic reading and research writing. He is interested in second language writing, syllabus design, and critical thinking.

Research over the past 15-20 years has increasingly identified the ways in which cognitive biases (tendencies and predispositions in thinking processes) can filter and influence thinking before thinking appears in our conscious mind. Along with this deeper understanding of the role of cognitive biases in thinking processes, it is also becoming recognized that conventional critical thinking (CT) approaches and frameworks now need to be rethought. Conventional CT generally advocates the individual analyzing, evaluating, and improving of thinking. However, cognitive bias raises a serious problem for this process. This is because our biases are for the most part invisible to us, and thus it is impossible for an individual to follow the traditional CT approach and "analyze" and "evaluate" a thinking process that happens unconsciously. To be more fully effective, CT needs to include awareness-raising strategies that promote a realization that our thinking is biased and interventional strategies that allow us to target and reduce the negative outcomes of cognitive bias on our thinking. How to achieve these goals are key questions challenging CT.

In this workshop, participants can expect to come away with a clear understanding of the problems cognitive bias holds for critical thinking, explore some of the key biases, and learn some easy-to-implement strategies that can be used in our classes tomorrow to address the negative outcomes of cognitive bias that can limit and undermine the thinking of our students and ourselves.

Organized by:
The University of Tokyo
Global Faculty Development

Global Faculty Development TALK

クリティカル・シンキングは認知バイアスの問題にどう取り組むか

講演者: Guy Smith & John Peloghitis
2022 12月5日 (月)
17:00-19:00 (JST)
駒場キャンパス, KIBER 314 室 & Zoom
言語: 英語
QRコードでイベントを登録
お問合せ: gfd-tokyo@adm.c.u-tokyo.ac.jp



講演者について:
Guy Smithさんは、国際基督教大学(東京)の
リベラルアーツ英語プログラムで教鞭をとって
います。自己決定理論、学生の幸福度、認知バ
イアスに関する新たな研究がクリティカル・シン
キング(CT)に繋がることについて教育・研究
しています。



John Peloghitisさんは現在、東京都西部に在
住で、国際基督教大学の英語リベラルアーツ
プログラムの講師として務めています。アカデミ
ック・リーディングとリサーチ・ライティングを教
えています。第二言語ライティング、シラバスの
デザインとクリティカルシンキングに関心を持
っています。



過去15~20年の研究により、認知バイアス(思考プロセスにおける主観的な傾向)が、思考が意識に現れる前に、フィルターをかけ、影響を与えることがあります。このように思考プロセスにおける認知バイアスの役割に対する理解が深まったことで、従来のクリティカルシンキング(CT)のアプローチやフレームワークを見直す必要があることも認識されつつあります。従来のCTは、個人の分析・評価・改善を提唱しています。しかし、このプロセスには、認知バイアスが重大な問題となります。

私たちのバイアスは、ほとんどの場合、自分では見えません。従来のCTアプローチに従って、個人が無意識に起こる思考プロセスを「分析」し「評価」することは不可能です。CTがより効果を発揮するためには、私たちの思考が偏っていることの自覚を促す戦略が必要です。また、CTには、思考における認知バイアスのネガティブな結果に狙って、それを軽減できるような介入戦略も必要です。これらの目標をどのように達成するかは、CTに課せられた重要な課題です。

このワークショップでは、認知バイアスがCTにもたらす問題点を明確に理解することができます。その後、主要なバイアスを探り、認知バイアスが生徒(そしてご自身)の思考に及ぼす悪影響に対処するために、授業で使える簡単なストラテジーを学びます。



Event Report by Sakura Ueki

On Dec 5, 2022, GFD had the pleasure of hosting a 3-part workshop on critical thinking and cognitive bias, jointly delivered by Dr. Guy Smith and Dr. John Peloghitis. Dr. Smith and Dr. Peloghitis are lecturers at the International Christian University in the English for Liberal Arts program.

Opening with the statement, “Do not think about a white bear” (which, of course, leads one to think about said bear), Dr. Smith began the talk by highlighting a particularly fascinating discovery that has arisen from research on critical thinking over the past fifteen to twenty years, namely that thoughts originating from the conscious and unconscious mind are both interpreted as originating in the conscious mind. As he explained, we would not say: “Oh, my unconscious just said something.” He went on further to explain that because of the assumption that the thoughts in our mind are a product of conscious thought, we believe, by extension, that they can all be dealt with through conscious thought, even though the processes underlying some of these thoughts are rooted in the unconscious mind, therefore not necessarily accessible to the conscious mind (“encapsulation”). To demonstrate this, he presented an optical illusion where most people would likely be unaware of the illusion’s existence without the aid of visual interventions. Like such illusions, Dr. Smith explained, our cognitive biases are not always visible to us. This links to the concept of the ‘bias blind spot,’ which refers to the tendency to believe that we are less susceptible to bias - that is, we are more in control of our thinking - than we are. Dr. Smith stated that such findings have significant implications for critical thinking in challenging traditional research, which posits that ‘good thinking’ can be achieved through conscious reflection and evaluation. However, as suggested by the research above, there appears to be a multitude of complex and unidentified cognitive mechanisms influencing our conscious thinking, which implies that there is perhaps a limit to the effectiveness of such conscious reflection and evaluation.

Building on this, Dr. Peloghitis introduced several thought experiments, adopted from psychologist Daniel Kahneman’s book, *Thinking, Fast and Slow*, to illustrate different types of cognitive biases, including anchoring bias, hindsight bias, and false consensus bias. This flowed into the second part of the workshop, centering on Dr. Peloghitis and Dr. Smith’s research regarding cognitive biases and the manifestation of cognitive bias in the Japanese context. Alongside discussion of first-hand surveys and activities, the main questions scrutinized included: are thinking dispositions correlated with my-side/confirmation bias, to what degree does my-side/confirmation bias exist among students, to what extent can cognitive bias be mitigated through critical thinking instruction, and whether decontextualized instruction can mitigate my-side/confirmation bias in assessing the research and formulating arguments. Following this, Dr. Smith elaborated on the recent tendency in discourse to use the term ‘my-side bias’ over ‘confirmation bias’ and concluded the section by examining the consequences of my-side/confirmation bias. Finally, in the spirit of the workshop, Dr. Smith noted that my-side/confirmation bias is not necessarily problematic and can also potentially engender beneficial outcomes such as fostering dialogue and stabilizing group norms.

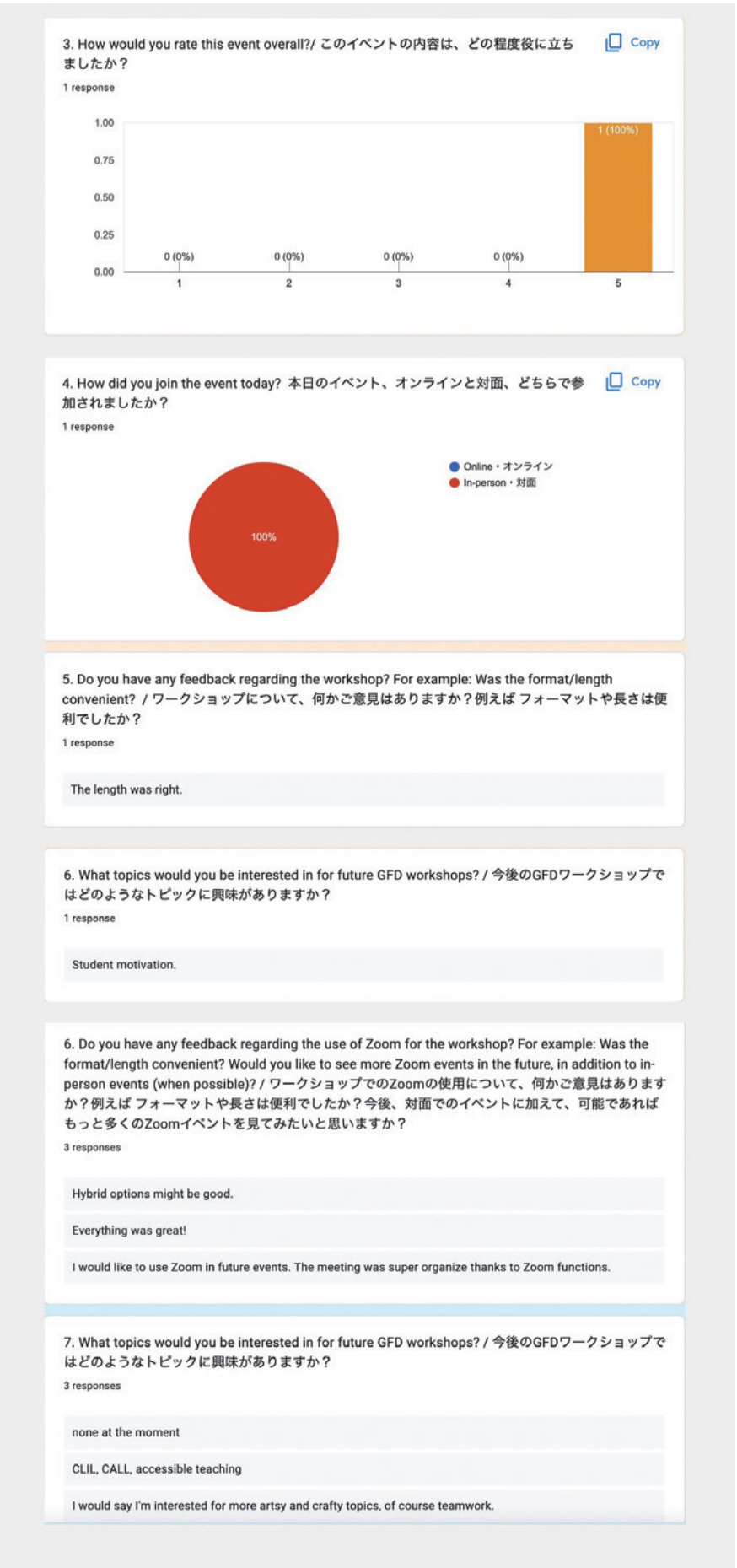
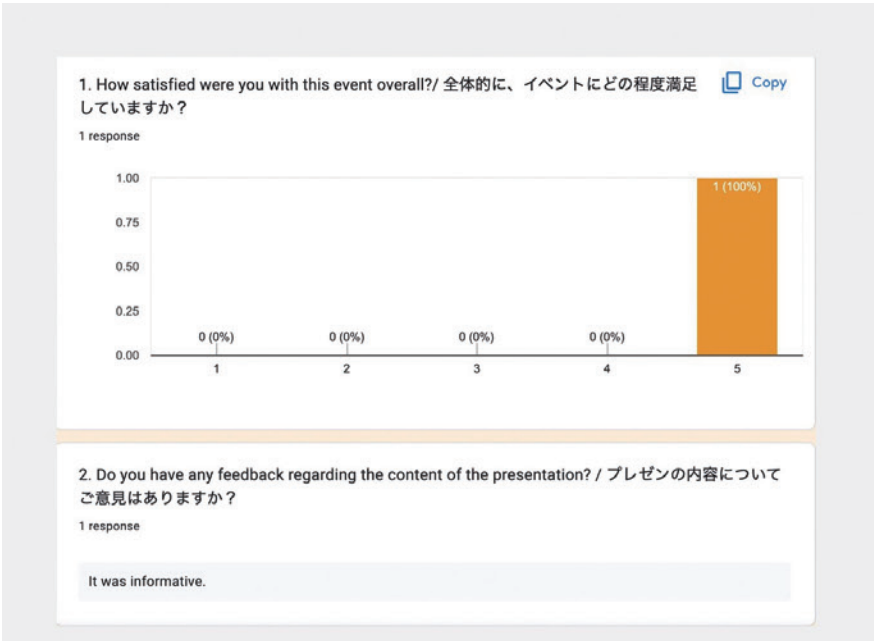
The final part of the presentation took things to the classroom, with Dr. Smith and Dr. Peloghitis introducing nine tips teachers could implement in classes to reduce the negative impact of cognitive bias. The

tips were as follows:

- 1. Think broadly and foster open-mindedness
- 2. Talk generally about specific biases when the opportunity arises
- 3. Present yourself as an example (e.g., how you have caught yourself being biased)
- 4. Do some A-ha! style warm-ups or activities that work in with lessons
- 5. Try to do brainstorming or other idea-generation activities individually before the group brainstorming
- 6. Try Red Teaming
- 7. Encourage students (and teachers) to raise counter-arguments and counter-examples
- 8. Silence the leader
- 9. Incorporate blinding/dimming (i.e., purposely limiting information to prevent bias)

This workshop was eye-opening for those who were only familiar with the traditional concept of critical thinking. In light of the discussion on blind spot bias, it was a little unsettling to hear that what one believes to be their ‘conscious’ decisions could well be the product of a multitude of biases that have yet to be accounted for - and this meta-perspective certainly yielded much food for thought in reflecting on experiences both inside and outside the classroom setting. This introduction was facilitated by the Q&A at the end of the workshop, where the question on social media algorithms, in particular, prompted audiences to dwell on the paradoxical role of technology in both enabling and limiting critical thinking. Given the current climate, where an increasing emphasis is placed on critical thinking, future developments in this field are anticipated.

Following, you will find the feedback from participants and some pictures of the event.





Presenters - Guy Smith and John Pelogitis from International Christian University

The Two Key Questions Underpinning Our Session

1. How can critical thinking contend with the challenge of cognitive bias?
2. Are we only starting to realize what real critical thinking might mean?



The problem for critical thinking - how to move from a to a + b?

a) Traditional	b) Emerging
The goals of good thinking can be achieved by conscious reflection and evaluation, conscious thought is in the driver's seat	Influential cognitive mechanisms that sometimes underlie and filter our conscious thinking mean that there is a limit to how far conscious reflection and evaluation will be effective...we can not be sure who is driving



Some research questions we are exploring....

- 1) Are thinking dispositions correlated with Myside/Confirmation bias? If so, which ones?
- 2) To what extent and to what degree does Myside/Confirmation bias exist among the students we teach?
- 3) To what extent and degree is cognitive bias mitigated through our critical thinking instruction?
- 4) Does decontextualized instruction (i.e. asking for counterarguments) mitigate Myside/Confirmation bias in assessing research and formulating arguments?

Strategies that teachers can use in their classes to reduce the negative impact of cognitive bias

a) At the broadest level

- promote a mindset that accepts uncertainty

b) Awareness building of cognitive bias

- talking generally about specific biases when the opportunity arises
- presenting yourself as an example - how you have caught yourself being biased

c) Reducing the negative effects of cognitive bias

- do brainstorming or other idea-generation activities individually before the group brainstorming to mitigate social biases
- Red Teams, "Red Teams are individuals or groups within the group whose job it is to challenge, attack or defeat a plan or proposal" (Sunstein & Hastie, 2015).

c cont.) Reducing the negative effects of cognitive bias continued.

- teachers and students should be encouraged to raise counter-arguments and counter-examples
- Blinding/dimming - in which we purposely limit information to prevent bias (e.g. removing names from test sheets)

Discussion Question 1

What activities or interventions have you tried in your classrooms that could mitigate cognitive bias?

Discussion Question 2

At institutional levels, as Pinker has claimed, do you think all college students should be learning about cognitive bias and how to reduce the negative impacts?

Resources on Critical Thinking, Cognitive Bias, and Debiasing

Books

1. *Thinking, Fast and Slow* - Kahneman
2. *Predictably Irrational* - Ariely
3. *You Are Not So Smart* - McRaney, + his podcast - <https://youarenotso.smart.com/>
4. *Nudge* - Thaler and Sunstein
5. *The Enigma of Reason* - Mercier and Sperber
6. *Superforecasting* - Tetlock and Gardner
7. *Factfulness* - Rosling
8. *Being Wrong* - Shulz
9. *Think Again* - Grant

Articles

1. Critical Thinking Education and Debiasing (2014) - Kenyon
2. The Scope of Debiasing in the Classroom (2016) - Beaulac & Kenyon
3. Argumentation Schema and the Myside Bias in Written Argumentation (2009) - Wolfe, Britt & Butler
4. Come Now, Let Us Reason Together: Cognitive Bias, Individualism, and Interactionism in Critical Thinking Education (2020) - Dacey
5. Critical Thinking and Cognitive Bias (2015) - Maynes
6. Strategies for Teaching Students to Think Critically: A Meta Analysis (2014) - Abrami et al.
7. Adaptive Rationality: An Evolutionary Perspective on Cognitive Bias (2009) Haselton et al.
8. Natural Born Arguers: How to Make the Best of Our Reasoning Abilities (2017) Mercier, Boudry, Paigleiri, and Trouche

Red Teams Podcast

<https://www.stitcher.com/show/red-team-podcast>

Our Work

1. Critical Thinking and Debiasing: experimentation in an Academic Writing Course - JALT 2019 Post Conference Publication, available at <https://alt-publications.org/sites/default/files/pdf-article/aj2019-ppc-051.pdf>
2. Exploring Debiasing Strategies to Improve Small Group Reasoning and Decision Making Outcomes - International Christian University Language Research Bulletin, available at https://icu.repo.nii.ac.jp/action?repository_action_common_download&item_id=49723&item_no=1&attribute_id=22&file_no=1
3. Issues Concerning the Confirmation/Myside Bias and Implications for Educators and Researchers - Mind, Brain and Education Journal Vol. 3, available at <https://drive.google.com/file/d/1iJLJodNYoZqWtH8MAIYLn-R9KPERN/view>
4. Integrating Debiasing Strategies to Facilitate Improved Critical Thinking in Language Learning Contexts - Accents Asia, available at http://www.issues.accentasia.org/issues/16-1/PELOQHITIS_SMITH.pdf

2.4 Upcoming Events

GFD will host the following events in February and March; please find the details below.

Universal Design for Learning and English Language Teaching

Speaker: Davey Young, Sophia University

Date: Monday, Feb 27th, 15:00-17:00

Global Faculty Development TALK

UNIVERSAL DESIGN FOR LEARNING AND ENGLISH LANGUAGE



Speaker Bio:
Davey Young is a lecturer in the Department of English Studies at Sophia University and a Ph.D. candidate in the Graduate School of Asia Pacific Studies at Waseda University. His research focuses on the inclusion of students with disabilities in postsecondary Japanese EFL contexts, especially with regard for teacher readiness and institutional policy. Davey is also co-editor of the volume *Barrier-free Instruction in Japan*, forthcoming from Candlin & Mynard.

The World Health Organization estimates that as much as 15% of the world's population is living with some form of disability. In Japan, close to 4% of students in compulsory education have been diagnosed with a disability, but this figure drops to slightly over 1% in postsecondary contexts owing in part to a policy of selective inclusion (students with disabilities may not report their diagnosis to their institution). Postsecondary educators, therefore, should assume the presence of less visible disabilities in their classrooms. In particular, English language teachers should be aware that language learning can present unique, domain-specific barriers to learners with specific learning difficulties such as ADHD and dyslexia. One way to remove or reduce such barriers is by applying Universal Design for Learning (UDL), an inclusive pedagogical framework that is based on a scientific understanding of how people learn and promoted by the United Nations Convention on the Rights of Persons with Disabilities. This workshop will provide an overview of UDL, challenges, and opportunities for adapting UDL to language learning environments, and a concrete list of simple dos and don'ts of getting started with UDL in the English language classroom.



2023 Feb.27th (Mon)
15:00-17:00 (JST)
Komaba Campus & Zoom
Scan the QR code to register
Language: English with AI-generated captions in Japanese
Contact:
gfd-tokyo@adm.c.u-tokyo.ac.jp



The World Health Organization estimates that as much as 15% of the world's population is living with some form of disability. In Japan, nearly 4% of students in compulsory education have been diagnosed with a disability, but this figure drops to slightly over 1% in postsecondary contexts owing in part to a policy of selective inclusion (students with disabilities may not report their diagnosis to their institution). Postsecondary educators, therefore, should assume the presence of less visible disabilities in their classrooms. In particular, English language teachers should be aware

that language learning can present unique, domain-specific barriers to learners with specific learning difficulties such as ADHD and dyslexia. One way to remove or reduce such barriers is by applying Universal Design for Learning (UDL), an inclusive pedagogical framework that is based on a scientific understanding of how people learn and promoted by the United Nations Convention on the Rights of Persons with Disabilities. This workshop will provide an overview of UDL, challenges, and opportunities for adapting UDL to language learning environments, and a concrete list of simple dos and don'ts of getting started with UDL in the English language classroom.

Global Faculty Development TALK

学習と英語教育のためのユニバーサルデザイン



講演者について:
Davey Youngさんは上智大学文学部英語学科講師、早稲田大学大学院アジア太平洋研究科博士課程在籍です。彼は、中等教育後の日本の英語教育(EFL)における障害のある生徒のインクルージョンについて、特に教師育成と制度的な政策に焦点を当てた研究を行います。また、YoungさんはCandlin & Mynard社から出版予定の「Barrier-free Instruction in Japan」の共同編集者でもあります。

世界保健機関(WHO)の推計によると、世界人口の15%が何らかの障害を持ちながら生活していると言われています。

日本では、義務教育を受ける生徒の4%近くが障害者と診断されているが、選択的インテグレーション(障害のある生徒が自分の診断を大学に報告しないこと)の政策もあり、中等教育以降は1%強に減少する。したがって、中等教育後の教育者たちは、教室に見えにくい障害がある生徒の存在を想定しておく必要があります。特に英語教師は、ADHDや失読症など、特定の学習困難を抱える学習者にとって、言語学習が領域特有の障壁となり得ることを認識しておく必要があります。このような障壁を取り除き、軽減する方法の一つが、「学習のためのユニバーサルデザイン(UDL)」の適用です。UDLは、人がどのように学習するかについての科学的理解に基づき、国連の障害者権利条約によって推進されているインクルーシブ教育推進体制です。

このワークショップでは、UDLの概要、言語学習環境にUDLを適応させるための課題と機会、そして英語教室でUDLを始める際の簡単な注意事項を提供します。



講演者: David Young
2023 2月27日 (月)
15:00-17:00 (JST)
駒場キャンパス & Zoom
言語: 英語
(AIが生成する日本語字幕あり)
QRコードでイベントを登録
お問合せ:
gfd-tokyo@adm.c.u-tokyo.ac.jp



Crafting Assessments for Critical for Critical Thinking 2-day workshop

Speaker: Peggy Brickman, University of Georgia

Date: March 22-23

CRAFTING ASSESSMENTS FOR CRITICAL THINKING

SPEAKER: DR. PEGGY BRICKMAN

March 22th & 23th, 2023
10:00-16:30 (JST)
KIBER Building, Room 313 and 314

2-DAY WORKSHOP @KOMABA CAMPUS/ ZOOM

- Abstract-
In this 2-day workshop series, Dr. Brickman will provide three opportunities to learn more about best practices in constructing and peer-reviewing items that test critical thinking. Participants can use a pre-workshop survey to determine which areas they may have already mastered so that they can attend sessions that are ideally suited to their needs. They can also complete the workbook readings before sessions if they wish.

- Schedule-
Wednesday, March 22
Session 1: Learning Objectives & Assessment Best Practices
Thursday, March 23
Session 3: Crafting Selected Response Items
Session 4: Rubric Design

-Speaker Bio-
Peggy Brickman is a Josiah Meigs Distinguished Teaching Professor in Plant Biology in the Division of Biological Sciences at the University of Georgia. Dr. Brickman has taught over 30,000 introductory biology students over the past 25 years. She recently published her curriculum on Codon Learning, a science courseware delivery system that supports the practice of evidence-based teaching. In addition, she is often called to share her expertise on active learning and assessment at workshops and seminars for both the HHMI-sponsored National Academies' Summer Institutes on Undergraduate Education and BioInteractive.

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Global Faculty Development

Scan the QR code to register
Language: English with AI-generated captions in Japanese
Inquiries: gfd-tokyo@adm.c.u-tokyo.ac.jp



Several international calls have been made to increase the levels of critical thinking in college classrooms. Students need repetition and practice to master critical thinking skills. However, instructors don't have a ready source of assessment items or the resources to craft high-quality items. Peggy Brickman has written an Integrating Testing and Learning workbook that reviews common mistakes that faculty make when writing items and reviews psychometric guidelines for writing effective multiple-choice questions.

In this 2-day workshop series, Dr. Brickman will provide three opportunities to learn more about best practices in constructing and peer-reviewing items that test critical thinking. Participants can use a pre-workshop survey

to determine which areas they may have already mastered so that they can attend sessions that are ideally suited to their needs. They can also complete the workbook readings before sessions if they wish.

Session 1: Learning Objectives & Assessment Best Practices

This session includes an introduction to writing learning objectives and best practices in crafting selected-response items. At the end of this session, workshop participants will spend time working in small groups and will share and receive critical feedback on their own selected-response questions. Finally, this session will wrap up with a discussion and small group activity to prepare attendees to convert open-response items into selected-response items before the next session.

Session 2: Evaluating Teaching

Dr. Brickman will present a special 90-minute session describing her institutional work reforming teaching evaluation methods at the University of Georgia. Participants will engage with a rubric designed to assess the state of readiness of their unit to evaluate teaching on several dimensions and review available materials for conducting a peer review of teaching.

Session 3: Crafting Selected Response Items

In this session, faculty will generate aligned sets of items for formative and summative assessment. Participants will walk away with several peer-reviewed, selected-response items that may be ready for use in their classrooms.

Session 4: Rubric Design

This session will focus on designing rubrics to provide expectations and requirements to students as well as help assess open-response items and ensure fairness in grading.

クリティカル・シンキングのための アセスメント作成

講演者: PEGGY BRICKMAN 博士

2023年3月22日・23日
10:00-16:30 (JST)
駒場キャンパス、KIBER棟 313・314号

2日間 ワークショップ @駒場キャンパス & ZOOM

- イベント案内 -
2日間のワークショップシリーズでは、Brickman博士が、批判的思考をテストする項目の作成とピアレビューにおけるベストプラクティスについて学ぶ機会を3回提供します。参加者は、ワークショップ前のアンケートで、自分がどの分野をすでに習得しているかを確認し、自分のニーズに合ったセッションに参加することができます。また、希望者はセッションの前にワークブックの読み物を完成させることもできます。

- スケジュール -
3月22日 (水)
セッション1: 学習目標と評価のベストプラクティス
セッション2: 授業の評価
3月23日 (木)
セッション3: 選択回答項目の作成
セッション4: ルーブリックの設計

- 講演者について -
Peggy Brickman博士は、ジョージア大学生物科学部のジョサイア・メイグス特別教授(植物生物学)であります。過去25年間に3万人以上の生物学入門者を教えてきました。最近、エビデンスに基づく教育の実践を支援する科学コースウェアの配信システムであるコドン・ラーニングのカリキュラムを発表しました。また、HHMI主催のNational Academies' Summer Institutes on Undergraduate EducationやBioInteractiveのワークショップやセミナーで、アクティブラーニングや評価に関する専門知識を共有するよう求められることも多いです。

QRコードでイベントを登録ください
言語: 英語
お問い合わせ: gfd-tokyo@adm.c.u-tokyo.ac.jp

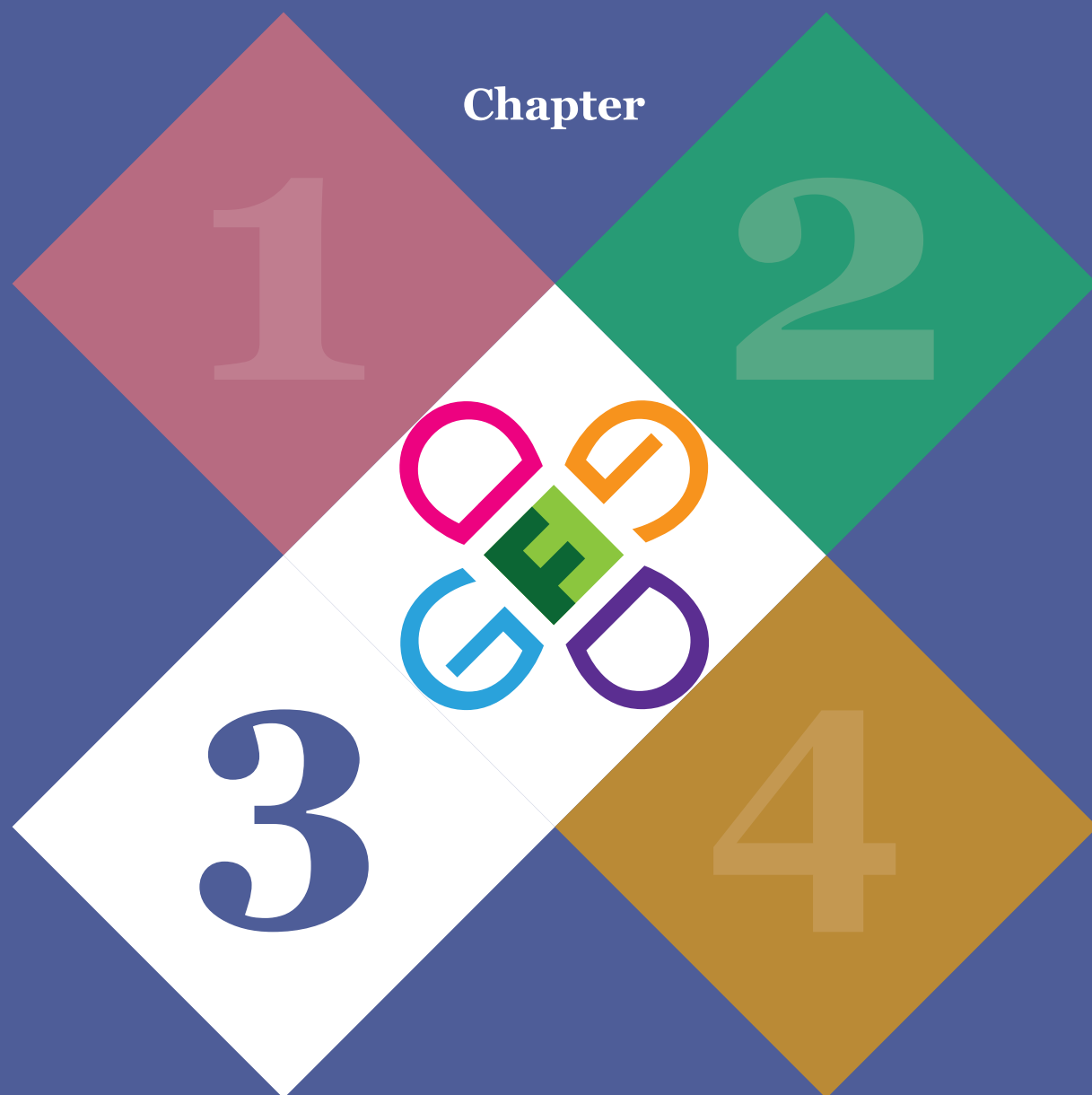
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Global Faculty Development



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

Annual Report 2022-2023

Chapter



Global Faculty Development initiative: Our Achievements in Academic Year 2021

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 2022, five faculty members 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 50,000 yen) 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 2022, two faculty members 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 four "Time to TALK" report sessions, and we have three 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 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 2022-23 "Time to TALK":

- 1. **March 30th, 2022:** Team-Based Learning Fundamental Series (Jesus Alberto Pulido Arcas, CGCS)
- 2. **May 6th, 2022:** Back to “Normal”? Reflecting, Readjusting, and Reinventing Teaching: Takeaways from the TESOL 2022 International Convention (Anna Bordilovskaya, CGCS)
- 3. **July 26th, 2022:** (Re) Imagining Language Education: The Takeaways from the PanSIG 2022 Conference (Anna Bordilovskaya, CGCS)
- 4. **January 26th, 2023:** JALT2022: Lessons Learned Takeaways from the JALT 2022 Conference "Learning from Students, Educating Teachers – Research and Practice." (Alexandra Terashima and Tito Akindele, CGCS)
- 5. **TBA**
- 6. **TBA**
- 7. **TBA**

The sessions are conducted via Zoom meetings. Many participants had favorable attitudes toward 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.



**TIME TO TALK:
FUNDAMENTALS OF
TEAM-BASED
LEARNING: PROMOTING
AUTONOMOUS
LEARNING IN THE
CLASSROOM**



Dr. Jesus Pulido Arcas


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.

**March, 30th (Wed)
12:15 PM to 1:00 PM**

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!






**TIME TO TALK:
BACK TO “NORMAL”?
REFLECTING, READJUSTING,
AND REINVENTING
TEACHING:
TAKEAWAYS FROM THE TESOL 2022
INTERNATIONAL CONVENTION**

**May, 6th (Fri)
12:15 PM to 1:00 PM**

Speaker: Dr. Anna Bordilovskaya


In April 2020, all courses at UTokyo had to switch to emergency online teaching. The spring semester of the 2022 academic year is the first attempt to return to the “normal” teaching formats for all courses and campus life. However, the diverse experiences and acquired digital skills that faculty members have developed over the last four semesters can be a valuable contribution to revising, reevaluating, and creating new post-COVID 19 educational practices. In this presentation, Dr. Bordilovskaya will share the highlights of the several presentations TESOL 2022 Hybrid Convention, which addressed the transitioning from online teaching back to face-to-face format and revising and reevaluating courses considering the new skill and mindsets of teachers and 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!

Speaker Bio

Anna Bordilovskaya obtained her Ph.D. in Linguistics from Kobe University. Her research interests cover various topics, including language contact, Japanese students' motivation to study English, and language anxiety. Anna joined the ALESS/ALESA Program in April 2019.






**TIME TO TALK:
(RE) IMAGINING LANGUAGE
EDUCATION
TAKEAWAYS FROM THE
PANSIG 2022 CONFERENCE IN NAGANO**

**July, 26th (Tue)
12:00 PM to 1:00 PM**

Speaker: Dr. Anna Bordilovskaya


PanSIG 2022 conference is one of the first large-scale in-person conferences hosted by JALT since JALT 2019. Among the diverse topics presented at PanSIG 2022 in light of the post-COVID-19 transition to in-person classes, special attention was given to the educational challenges for teachers working with students with special educational needs (SENs) and the potential as well as challenges of the application of various technologies to education. For example, one of the plenaries by professor Mehrasa Alizadeh, “Reimagining Technology Enhanced Language Learning: Looking Back, Moving Forward” introduced a variety of the most advanced technologies such as different forms of Extended Reality and Artificial Intelligence and discussed the advantages and challenges of their application in educational contexts. In this Time to TALK session, Dr. Bordilovskaya will share the insights of the presentations related to the topics mentioned above to invite a broader discussion and reflection among the participants.




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!

Speaker Bio

Anna Bordilovskaya obtained her Ph.D. in Linguistics from Kobe University. Her research interests cover various topics, including language contact, Japanese students' motivation to study English, and language anxiety. Anna joined the ALESS/ALESA Program in April 2019.






**TIME TO TALK:
JALT2022: LESSONS LEARNED
TAKEAWAYS FROM THE JALT 2022 CONFERENCE “LEARNING FROM
STUDENTS, EDUCATING TEACHERS – RESEARCH AND PRACTICE.”**

**Thursday Jan 26th
12:15 PM to 1:00 PM (Online)**

**Speakers:
Session 1: Dr. Alexandra Terashima
Session 2: Dr. Tito Akindele**

Session 1:
In this session, I will discuss my experience attending the JALT international conference in Fukuoka in November 2022. The theme of this conference was “Learning from Students, Educating Teachers-Research and Practice.” I will talk about several talks that I attended, including the Plenary sessions by Jim McKinley on the role of the educator as a researcher and Jo Mynard, who spoke about the beneficial role of reflection in a language learning classroom.

Session 2:
The Japan Association of Language Teaching (JALT) annual conference took place in Fukuoka, Japan, between November 11th and 14th, 2022. The conference's theme was “Learning from Students, Educating Teachers – Research and Practice.” The conference focused on how instructors could leverage student interactions to benefit both groups. In this talk, I will summarise some aspects of the conference. Effective learning can only be measured by effective teaching.




In the Time to TALK (Teaching and Learning at Komaba) sessions, faculty who have applied to the TASTE or LOOK 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!

Speaker Bios

Alexandra Terashima holds a Ph.D. in Genetics from Harvard University and a B.S. in Biology from the University of New Hampshire. She joined the ALESS/ALESA Program in September 2015 and her current research interests include applying corpus linguistics methodology to the study of language acquisition and to teaching academic writing.

Tito is a chemist in the Center for Research and Development of Higher Education at the University of Tokyo. His research interests focus on developing molecular probes for protein-protein interactions implicated in neurodegenerative and cardiovascular diseases. He is also interested in the development of personalized teaching.





**TIME TO TALK: USE
OF CLASSIC AND
DIGITAL BOARD
GAMES IN FRENCH
LANGUAGE
COURSES**

**February 21st (Tue)
12:15 PM to 1:00 PM**

Dr. Julien Agaesse, CGCS

For over ten years, we have been exploring the effects of incorporating board games into educational settings. In the fall of 2021, we conducted a study on students' behavior while playing online board games on the Steam platform with Zoom. In 2022, we then compared and analyzed the similarities and differences in student behavior when they played the same games in either board or digital formats. During this presentation, I will outline the organization of the game sequences, share the results of our study, and lead a discussion on the findings



In the Time to TALK (Teaching and Learning at Komaba) sessions, faculty who have applied to the TASTE/LOOK Program share their experiences implementing new active learning tools with the community at Komaba. Please join us to find out what your colleagues have experienced!



3.4 Faculty Development Lunch

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 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 Girardou. 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. Therefore, in 2022 we were able to host several hybrid lunches where we were able to host online and offline participants successfully. In addition, we had three special lunches with guest speakers.

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:

Let's talk Teaching		
Schedule and list of topics (S. Sem. 2022)		
FD Lunch	4/14, Th. 12:15-13:00	Presentation of GFD activities and upcoming events / Presentation of the Journal Club/ Open discussion
PEAK S. Lunch	4/21, Th. 12:15-13:00	//
FD Lunch	4/28, Th. 12:15-13:00	The changing debate on internationalisation of higher education: pre-symposium discussion (with Bregham Dalglish)
FD Evening	5/12, Th. 18:00-19:00	Re-imagining FD at UTokyo (follow-up discussion with Gabriel Hervas from UTokyo FD)
FD Lunch	5/19, Th. 12:15-13:00	Synchronous and asynchronous teaching and learning strategies (with John Augeri)
PEAK S. Lunch	5/26, Th. 12:15-13:00	//
FD Lunch	6/9, Th. 12:15-13:00	Open discussion
FD Lunch	6/16, Th. 12:15-13:00	FD x UTokyo Women Researchers' Network (UTokyo guest)
FD Evening	6/23, Th. 18:00-19:00	Open discussion
PEAK S. Lunch	6/30, Th. 12:15-13:00	//
FD Lunch	7/7, Th. 12:15-13:00	The benefits and challenges of collaborative online international learning (external guests)
FD Lunch	7/14, Th. 12:15-13:00	Community engagement in higher education (UTokyo guests)
FD Evening	7/21, Th. 18:00-19:00	Open discussion
* 13 sessions: 4 open discussions / 6 thematic discussions / 3 PEAK Student Lunch discussions		
Scan this code to join FD Lunch and FD Evening sessions		
Scan this code to join PEAK Student Lunch sessions		
Meeting ID: 837 1981 2895 Passcode: 876095 * No pre-registration needed		
Meeting ID: 854 8570 2370 Passcode: 171702 * No pre-registration needed		

FD Lunch schedule and list of discussion topics for Summer Term 2022

Let's talk Teaching		
Schedule and list of topics (A. Sem. 2022)		
For more info, visit: www.gfd.c.u-tokyo.ac.jp/		
FD Lunch	10/13, Th. 12:15-13:00	Presentation of GFD activities and upcoming events / Presentation of the Journal Club Open discussion (Online)
PEAK S. Lunch	10/20, Th. 12:15-13:00	// (Hybrid: Online and KIBER 313)
FD Lunch	10/27, Th. 12:15-13:00	Special FD Lunch with Anette Wickström and Thomas Marmefelt (Swedish Foundation for International Cooperation in Research and Higher Education STINT) (Hybrid: Online and Bento Lunch at KIBER 313)
SPECIAL FD Lunch	11/9, Wednesday 12:15-13:00	LGBTQ+ in the classroom with Euan McKay (Hybrid: Online and at KIBER 313)
PEAK S. Lunch	11/24, Th. 12:15-13:00	// (Hybrid: Online and KIBER 313)
FD Lunch	12/1, Th. 12:15-13:00	'EDUCAUSE Annual Conference 2022: Takeaways' with John Augeri (Hybrid: Online)
FD Lunch	12/8, Th. 12:15-13:00	Creating FD programming to prevent plagiarism (Online)
FD Evening	12/15, Th. 18:00-19:00	Open discussion (Online)
PEAK S. Evening	12/22, Th. 18:30-19:30	// (Hybrid: Online and KIBER 313)
FD Lunch	1/5, Th. 12:15-13:00	Feedback on teaching (Online)
FD Lunch	1/12, Th. 12:15-13:00	Impacts of FD on interdisciplinary undergraduate teaching and learning (Online)
FD Evening	1/19, Th. 18:00-19:00	Language Education for Sustainable Development with Joshua Jodoin (Hybrid: Online and KIBER 313)
* 13 sessions: 4 open discussions / 6 thematic discussions / 3 PEAK Student Lunch discussions		
Scan this code to join FD Lunch and FD Evening sessions		
Scan this code to join PEAK Student Lunch sessions		
Meeting ID: 871 0297 1698 Passcode: 251971 * No pre-registration needed		
Meeting ID: 873 4756 6864 Passcode: 095421 * No pre-registration needed		

FD Lunch schedule and list of discussion topics for Autumn Term 2022

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 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.

The endeavors we engaged in 2022 were:

- 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 our latest blog post.
- Collaboration with Hongo FD: From April to July 2022, we joined the Future Faculty Development

Program in English as observers. The report of this experience can be found below.

- GFD Higher Education Library
- GFD Equipment
- DeepL Pro Accounts for faculty and educational purposes
- Diversity cafe

Future endeavors include

- GFD Recording studio


The University of Tokyo
Global Faculty Development
[View this email in your browser](#)

GFD Newsletter - January 2023 Edition
GFD 2023年1月 ニュースレター

Hello, and welcome to your monthly Komaba Global Faculty Development Program (GFD) newsletter. This month we bring you events, funding opportunities, lunches and much more! Read until the end!

こんにちは、
駒場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！
今月はイベントやランチなど盛りだくさんでお届けします。
最後までお読みください。

Upcoming Events
イベントのご案内

Time to TALK
JALT2022: Lessons Learned
Takeaways from the JALT 2022 Conference
"Learning from Students, Educating Teachers - Research and Practice."
Speakers
Session 1: Dr. Alexandra TerashimaSession 2: Dr. Tito Akindele
Thursday, January 26th, 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:
JALT2022: LESSONS LEARNED
TAKEAWAYS FROM THE JALT 2022 CONFERENCE "LEARNING FROM STUDENTS, EDUCATING TEACHERS - RESEARCH AND PRACTICE."
Thursday Jan 26th
12:15 PM to 1:00 PM (Online)
Speakers:
Session 1: Dr. Alexandra Terashima
Session 2: Dr. Tito Akindele
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In this session, I will discuss my experience attending the JALT international conference in Fukuoka in November 2022. The theme of this conference was "Learning from Students, Educating Teachers-Research and Practice." I will talk about several talks that I attended, including the Plenary sessions by Jim McKinley on the role of the educator as a researcher and Jo Mynard, who spoke about the beneficial role of reflection in a language learning classroom.
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In the Time to TALK (Teaching and Learning at Komaba) sessions, faculty who have applied to the TASTE or LOOK 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!
Speaker Bios
Alexandra Terashima holds a Ph.D. in Genetics from Harvard University and a B.S. in Biology from the University of New Hampshire. She joined the ALESS/ALESA Program in September 2015 and her current research interests include applying corpus linguistics methodology to the study of language acquisition and to teaching academic writing.
Tito is a chemist in the Center for Research and Development of Higher Education at the University of Tokyo. His research interests focus on developing molecular probes for protein-protein interactions implicated in neurodegenerative and cardiovascular diseases. He is also interested in the development of personalized teaching.


Scan the code and register

Diversity Cafe Vol. 3

Are you interested in raising your awareness about diversity, equity, and inclusion (DEI) issues in Japanese society? Would you like to talk about these issues with other students and faculty in a safe environment and actively work towards improving inclusivity on and off campus?

Fri, January 27th, 17:00-19:00
(Online Only)
English-Japanese language support available

ダイバーシティ・カフェVol. 3
1月27日(金)17:00-19:00
(オンライン)
英語・日本語 サポートあり

Register here • 登録はこちら

The University of Tokyo
Diversity Cafe

Are you interested in raising awareness about diversity, equity and inclusion issues (DEI) in Japan? Would you like to talk about DEI issues with other students and faculty in a safe environment and actively work towards improving conditions on/off campus?

Consider joining the Diversity Cafe! We host online meetings each month, which aim to:

- Increase awareness through mini-lectures, workshops, conversations, and other events.
- Provide a safe environment for students and faculty to discuss DEI issues.
- Promote opportunities for students and faculty to collaborate on various projects.

Meeting Time: Jan. 27th, 17:00-19:00 (JST). *Online!*

Subscribe to our mailing list to get updates on upcoming events and gatherings.

Supported by:
The University of Tokyo
Global Faculty Development
Contact Email: gfd-tokyo@adm.c.u-tokyo.ac.jp

Scan the QR code to register the event:


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. More details here.

Meetings are biweekly and are currently held on Zoom. If you are interested in joining this club please contact James Eltinger ([click here](#)).

Join the club here

3.5.1 Faculty Development Blog

Below you will find one of our blog posts.

Teaching tools series 2: Introducing The Electronic Village for Language Teaching
Written by Anna Bordilovskaya, CGCS

As educators, we are always interested in expanding our horizons when trying new educational tools and approaches. However, due to the tightly scheduled and intensive courses, there is sometimes not enough time for trial and error. Moreover, the past two years of adapting to the context of emergency remote teaching demonstrated how crucial technology could be for sustaining the educational environment. In this post, I would like to introduce the Electronic Village 2022, a YouTube channel featuring live streams and recordings of the workshops and presentations by the Computer-Assisted Language Learning Interest Section (CALL-IS) of the TESOL International Convention. Although TESOL's primary focus is English language education, many activities, tools, and approaches are transferable to teaching other foreign languages and content-integrated language courses.

The playlists of this channel introduce a variety of topics related to Computer-Assisted Language learning, such as best presentations from 2020 to 2022 on how to use various online, offline, and mobile teaching/learning/collaborative tools and sessions on accessibility, assessment, and materials design. Check out all the exciting videos [here](#).

Feel free to get in touch to share what presentations and/or workshops you find most beneficial for your courses and how. In addition, it would be great to discuss and share our ideas and opinions!

3.5.2 Diversity Café

The University of Tokyo Diversity Cafe

Are you interested in raising awareness about diversity, equity and inclusion issues (DEI) in Japan? Would you like to talk about DEI issues with other students and faculty in a safe environment and actively work towards improving conditions on/off campus?

Consider joining the Diversity Cafe! We host online meetings each month which aim to:

- Increase awareness through mini-lectures, workshops, conversations, and other events.
- Provide a safe environment for students and faculty to discuss DEI issues.
- Promote opportunities for students and faculty to collaborate on various projects.

Meeting Time: **Nov.25th, 17:00 (JST)**

Subscribe to our mailing list to get updates on upcoming events and gatherings.

Supported by:



The University of Tokyo
Global Faculty Development

Contact Email: gfd-tokyo@adm.c.u-tokyo.ac.jp

Scan the QR code to register the event



3.5.3

The University of Tokyo Diversity Cafe

Are you interested in raising awareness about diversity, equity and inclusion issues (DEI) in Japan? Would you like to talk about DEI issues with other students and faculty in a safe environment and actively work towards improving conditions on/off campus?

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Meeting Time: **Nov.25th, 17:00 (JST)**

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Scan the QR code to register the event



Annual Report
2022-2023

Chapter

1

2



3

4

Global Faculty Development initiative:
Our Achievements in Academic Year 2021

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, diversity in the classroom, and team-based learning. The TASTE participant purchased educational tools to bring innovative practices into their classrooms. 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 Reports

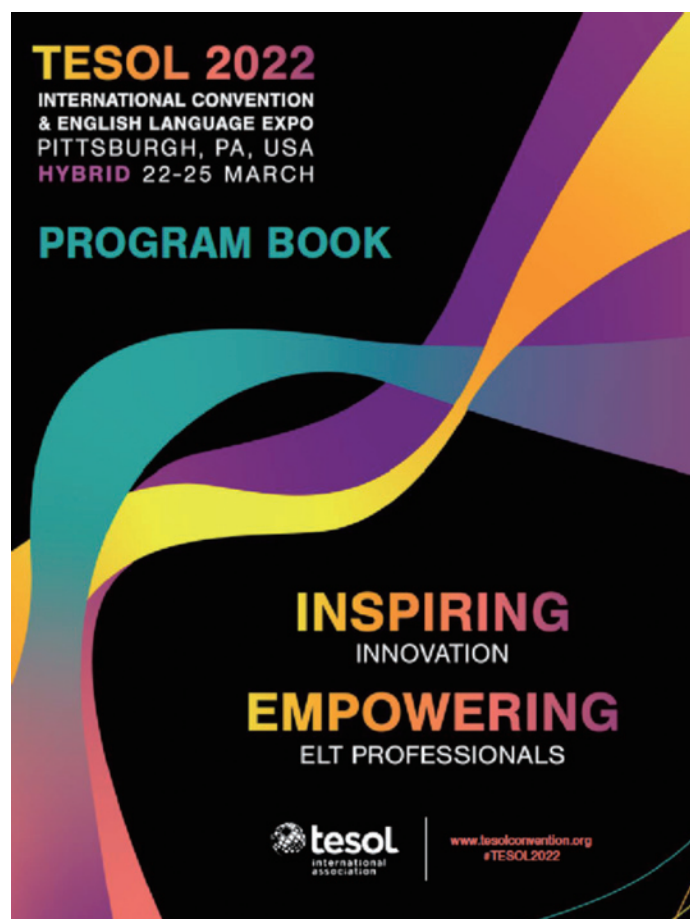
4.2.1 March 22-25, 2022: Attendance Report for the Hybrid TESOL Convention and Language Expo, Anna Bordilovskaya, CGCS

In preparation for the face-to-face 2022 spring semester, I virtually attended the hybrid TESOL Convention and Language Expo (hereafter, TESOL 2022) from March 22-25th, 2022. TESOL 2022 offered three forms of attendance and participation: in-person, synchronous online, and on-demand (asynchronous) online. Attending this event allowed me to expand my knowledge of teaching ALESS/A and FLOW courses and helped me transition to post-COVID in-person teaching. The topics of the presentations and workshops ranged from applied linguistics and the acquisition of different aspects of languages to social justice, community building, and personal and professional development.

Through the presentations addressing the transitioning and re-evaluating courses, I learned valuable approaches to critically analyze my teaching materials and practices to keep and adapt to the most valuable aspects of emergency online learning during the COVID-19 pandemic. Based on the presentation “Teaching Beyond COVID-19: Reimagining In-Person Instruction after Remote Teaching” by Stephanie Gollobin and Carrie Cargile from the University of Vanderbilt, USA, I was introduced to a well-developed framework applicable to preparing and teaching courses post-COVID-19 in a blended form by incorporating the best aspects and experience of online learning and in-person learning. The framework suggested three dimensions for re-evaluating the teaching content: accessibility, engagement, and authenticity (reference). To deepen my understanding of the subject, I also read several articles cited in the presentations to apply this approach to re-evaluate my post-COVID teaching. As stated by Garrison and Kanuka (2004, p. 97), blended learning “... represents a fundamental reconceptualization and reorganization of the teaching and learning dynamic, starting with various specific contextual needs and contingencies (e.g., discipline, developmental level, and resources).”. They also stress that courses embracing blended learning/teaching are not universal but content and context-specific; therefore, developing blended courses should be a product of in-depth analysis and thorough planning on all levels.

In preparation for my in-person teaching at The University of Tokyo, I reconsidered the options of effectively integrating the available online resources into in-person classes. Out of the three dimensions mentioned above, my priority this semester was to ensure the accessibility of my classes for students with special needs and temporary health conditions (e.g., being a close contact or testing positive for COVID). Online learning systems such as Google Classroom and ZOOM provided my students and me with a more flexible way of communication and alternative forms of assignment submission. This is especially important for students who, due to their health conditions, can have difficulties presenting in public or attending all the sessions. I firmly believe that such flexibility, not only for students but also for teachers, should become a standard component of courses in the future. Regarding the enhancement of engagement, one of the significant aspects that became easier to implement was incorporating collaborative asynchronous activities and flipped classroom design for creating a continuous learning experience within the courses. Finally, authenticity can be achieved by students experiencing hybrid forms of learning and working on various activities and projects, which will be an essential part of their future work in real life.

Finally, reassessing and re-adjusting post-COVID-19 teaching and learning practices is not a short-term process, and it is not solely the responsibility of individual teachers. As institutions, teachers, and students gradually return to the new normal and in-person classes, an open discussion and reflection are required with input from all the parties involved to reimagine and develop new and improved “Teaching Beyond COVID-19”.



4.2.2 November 11–14, 2022: Conference Attendance Report Takeaways from the Japan Association of Language Teaching (JALT) Annual Conference (Tito Akindele, Center for Research and Development of Higher Education)

With funding support from GFD, I could attend JALT2022 in Fukuoka, Japan, between November 11–14, 2022. The conference theme was “Learning from Students, Educating Teachers—Research and Practice.” I gave a talk at the conference and listened to many engaging presentations. Furthermore, I established new professional contacts and met several publishers.

On the first day of the conference, I attended two workshops: (1) “Building Your Own Grade Sheets: Transparency & Accelerating Learner Feedback” by George MacLean from the University of the Ryukyus and (2) “Two Online Tools for Facilitating Student Autonomy and Self-Evaluation” by Jerry Talandis Jr and Theron Muller from the University of Toyama. The first workshop focused on how an instructor could create grade sheets that were accessible to students at any time. The students were identified by their secret names, so they could not identify one another when they checked their grades. Making grades accessible to the students guarantees transparency and also motivates underperforming students. The second workshop was about two free online learning tools (Vocaroo and Etherpad). Vocaroo is used for recording speeches, while Etherpad is for transcribing speeches. Students can keep track of their speaking and listening practices by utilizing both. I co-presented a paper titled “Fostering Educational Research and Teaching Methods Through Journal Club” on the conference's second day. The talk was well-attended both online and in person. The talk was a summary of the inspiration, format, and some of the articles we had discussed in our discipline-based educational research (DBER) journal club at Komaba Campus.

I attended three plenary talks that ranged from class inclusivity to research practice. Jim McKinley (University College London) gave a talk titled “Supporting the Teaching-Research Nexus: From Practice to Research.” He emphasized the importance of teaching-led research, which is often overshadowed by research-led teaching. Promoting the former is in the best interest of the students and the professors. “Integrating Culturally Responsive Instruction (CRI) to Achieve Equity and Success in English Language Teaching (ELT)” was the title of Yilin Sun’s talk (Seattle Colleges, USA). She underlined the importance of giving students a sense of belonging in their classes. This is achievable only when instructors are sensitive to the needs of individual students. She also indicated that inclusivity or accessibility is not the same as equity. In his talk, “An Introduction to the Logic of Mixed Methods Research,” John Creswell (University of Michigan) explained how qualitative and quantitative data could be integrated to produce meta-inferences on which conclusions are based.

Other notable talks centered on:

1. promoting student reflection on language learning
2. critical handling of controversial issues like second-hand smoking
3. focused peer review on a specific section of a paper rather than the whole paper
4. expounding on a writer-based approach as opposed to a text-based approach
5. allowing adequate time for students to speak.

I have started using the wealth of information acquired from the conference. I now allocate more time to speaking in my classes. This was achieved by giving lecture materials for upcoming classes as reading assignments. Regarding the students' writing, I intend to continue focusing on writing as a process-driven exercise rather than a product-driven one. Attending the conference reinforced my conviction to assign my students smaller writing activities culminating in a final report. The students also have ample opportunities to make mistakes. Finally, I intend to foster a strong sense of belonging among my students by utilizing their strengths while improving their weaknesses. Effective teaching can only be measured by effective learning.



4.2.3 November 11–14, 2022: Conference Attendance Report Japan Association of Language Teaching (JALT) Annual Conference (Alexandra Terashima, Center for Research and Development of Higher Education)

The theme of this conference was “Learning from Students, Educating Teachers-Research and Practice,” and it was a busy three days (I attended 2) of plenary talks, workshops, numerous concurrent talks, and poster sessions. In particular, I was interested in attending talks that discussed classroom practices related to academic writing and speaking. I also gave a talk at this conference together with James Ellinger and Tito Akindele about the faculty development activity we have been running at Komaba—the DBER Journal Club.

The plenary sessions were quite varied and interesting. Jim McKinley, Associate Professor at University College London and Editor-in-Chief of the journal *System*, gave a plenary talk titled “Supporting the Teaching-Research Nexus: From Practice to Research,” in which he encouraged language teaching practitioners to also engage in research on language teaching. In the workshop on Publishing Language Practitioner Research, he talked about the process of getting language practitioner research published in international peer-reviewed journals. I found his talk and workshop very enlightening and thought-provoking. I think this would be an exciting topic for a GFD lunchtime discussion. I included a link to the slides from his plenary talk at the end of this report.

One of Jim McKinley’s slides shows journals that publish language practitioner research.

Jo Mynard gave another plenary talk that I found very interesting; Professor at the Faculty of Global Liberal Arts, and Director of the Self-Access Learning Center (SALC) at Kanda University of International Studies (KUIS), and co-author of the book *Promoting Reflection on Language Learning* (2022). She gave a talk titled “Reflective Dialogue: Advising in Language Learning,” where she talked about the beneficial role of reflection in a language learning classroom, discussing both the history of the field as well as practical activities teachers can incorporate in their classrooms. What I found particularly useful was her discussion on giving feedback on student reflections. I included a link to her slides at the end of this report.

John Cresswell, Professor of family medicine and co-director of the Michigan Mixed Methods Research and Scholarship Program at the University of Michigan, gave a very practical talk outlining eleven steps of conducting mixed-methods research, including an introduction to several types of research design. I had heard the term “mixed-methods research” before but was not clear on the meaning; therefore, this talk informed me of this research approach, which combines qualitative and quantitative data collection and analysis.

Kensaku Yoshida, Professor Emeritus at Sophia University and Honorary President of the Eiken Foundation of Japan, gave an enlightening talk, “The New Course of Study – From the Point of View of the Needs of the Students.” In his talk, he discussed the results of several surveys conducted with teachers of English as well as students learning English in junior and senior high school. Teachers were asked what activities they spend time doing in class and what students enjoy more, while students were asked what activities they enjoyed

doing and found beneficial. Not surprisingly, results showed that the students achieve higher proficiency when they spend more time on English activities and when the teacher uses English in class. However, the reality was that teachers spend most of the class time not using English, whereas students spend the most time on activities that do not involve all four skills "listening, reading, writing, speaking." Intriguingly, students indicated that one thing they enjoy when reading in English is trying to understand the author's point of view and motivation. This trend suggests that students are more interested when they can engage with the learning materials, and it is, therefore, worthwhile to discuss the author's meaning and perhaps the context in which they wrote.

I also want to mention two additional presentations that I found informative briefly. One was titled "Developing a Phrasebank for a Specific L2 Context," delivered by Lewis Murray and Dale Brown from Kanazawa University. This presentation outlines the development process of a phrase bank for L2 learners in a specific EAP writing context. The exciting takeaway from this talk was that the starting point was a corpus of writing produced by previous cohorts of learners. This presentation and similar talks led to a discussion among my colleagues about possible educational uses of papers written by past ALESS and ALESA students.

The last talk I intend to mention is "Understanding the Process of Generating Text in Academic Writing" by Michael Walker from Asia University. He presented his study of a "think-aloud protocol" that his students engage in (i.e., recording and narrating the process of researching and writing an essay). Although the students in his study were fairly proficient in English, it was interesting to observe how a student combined research and writing in real-time. I thought that delving deeper into this process for our students, especially those of a lower English proficiency level, might help us understand the challenges students face when we ask them to practice academic writing.

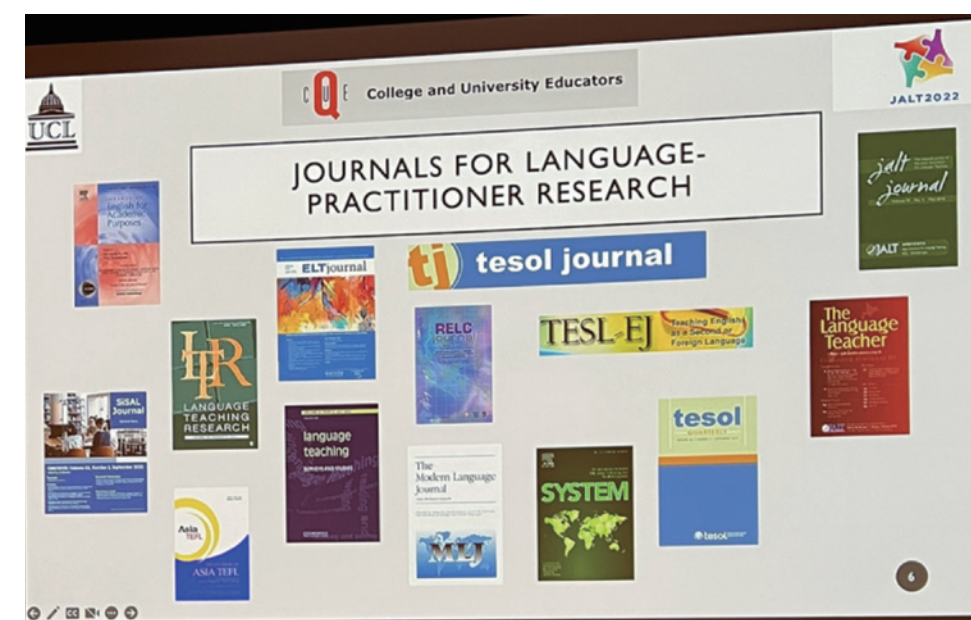
Furthermore, I describe how I plan to apply what I learned at the conference. The talk by Jo Mynard about reflective dialogue left a strong impression on me. In my FLOW classes (English communication), I ask students to record reflection videos, but I always feel that more can be done to enhance the impact of this activity. After listening to Jo's talk, I plan to incorporate feedback for the students and perhaps initiate a dialogue between them and me or as an in-class activity to discuss their reflection videos. Also, I would like to invite Jo Mynard to Komaba as a speaker, as I think her reflective dialogue ideas would benefit other teachers.

Another activity I plan to incorporate in my writing classes was inspired by the talk "How to Be Clear and Engaging in Academic Writing: Use of Metadiscourse" by Carol Rinnert and Hiroe Kobayashi from Hiroshima City University. They mainly discussed the importance of teaching paragraph connectors to enhance cohesion and clarity. This is not a novel concept, but listening to this talk made me realize that I had not emphasized this topic in my ALESS classes, and my students' work reflected a lack of paragraph organization.

Additionally, following our presentation on the DBER Journal Club, several people expressed interest in joining our discussions. This exciting prospect opens up the journal club to participants outside the university. We will discuss this as a possibility.

Finally, this conference made me think a lot about my role as a researcher, not only a language teacher. I

realized that there is a need and a venue for publishing classroom practices and experiences. This is a topic that many of my colleagues in the ALESS program think about and would like to be more active in. It would make a good topic for discussion at GFD lunches or perhaps a workshop on publishing as a language practitioner. JALT itself produces several publications, such as the JALT Journal, and several special interest groups publish research as well (for example, OnCUE, published by the College and University English teachers' special interest group). Perhaps we can organize a talk or a workshop inviting someone involved in JALT publishing to discuss the possibilities for publication on behalf of our faculty in one of their journals.



4.2.4 November 10-13, 2022: Conference Attendance Report 119th Annual PAMLA Conference, Los Angeles, CA (Erika D'Douza, Center for Research and Development of Higher Education)

I was recently given a chance to go to Los Angeles to discuss the implementation of literary analysis in the teaching of English language courses and how social and cultural issues may be used alongside the instruction of literary analysis to facilitate student discussion and class interaction. This conference was held over three days and contained an incredible number of panels, lectures, workshops, and non-traditional academic events (such as theatrical and cinematic demonstrations). In addition, educators from around the world came together to display the unique teaching effectiveness of their methodologies in pedagogy. Specifically, the theme of the conference was about the implementation of research interests into the teaching of composition, and the panel which I chaired and presented was directly linked to my field of study (that is, Early Modern English literature and, in particular, the work of Shakespeare).

My talk focused on how canonical texts in English (such as the works of Shakespeare) can be used to teach Japanese students how to communicate and write a compelling argument within the formal limitations of an academic essay in English. As an assistant professor in the ALESA program at UTokyo, this is an essential feature of my syllabus implemented in the classroom, modeled after techniques I have used in my previous university jobs. However, my research talk was not merely centered on the relationship of Shakespeare (or other important writers in the English literary canon) to composition studies but also on how literary analysis might be used in juxtaposition with current socio-economic issues that are of vital importance to the lives and interests of the students. The association of these varying facets of academic writing can generate students' interest in the subject matter, thus ensuring that they are concerned not only with learning about composition and the importance of academic writing in their collegiate careers but also with understanding the value of literary analysis in their daily and professional lives.

I spoke about how Shakespeare could be used to understand cultural issues that directly impact students' lives here in Japan--be they violence of heteronormativity, transgender rights, gender discrimination, etc. My paper demonstrated how, through the literary and rhetorical examination of historical texts, the course creates an opportunity for the students to choose how they wish to interpret and write on whatever subject matter they feel most directly related to their lives and interests. This approach, in turn, improves academic reading and writing abilities and students' analytical skills, thus helping them achieve their most significant potential when it comes to writing academic papers in English.

I found this conference very helpful because I could compare my research on this topic with other educators, including those who teach English as a second language and those who teach English to native speakers. Specifically, I found the workshops helpful when it came to the discussions of teaching English literature and composition as a foreign instructor within a class with a homogeneous student body (in my class, primarily Japanese students) and how the syllabus and curriculum need to be adapted accordingly.

Currently, I incorporate literary and rhetorical analysis into my teaching of academic writing in the ALESA program by designing courses that focus on stories that my students are expected to be familiar with - folktales and fairy tales. I base my selection of these narratives on two criteria: stories that are either incredibly popular on a global level (such as Cinderella, Snow White, and Hansel and Gretel) or those that have a solid connection to the Japanese tradition of storytelling (Momotarō, Urashima Tarō and the myth of Izanami and Izanagi). I had deliberately chosen these types of stories because I did not want the students to be burdened with excessive reading in addition to the arduous process of acquiring literary and rhetorical analytic techniques and academic writing skills.

As a Shakespearean scholar, I am aware of the impact of Renaissance English drama on current Japanese film and theater. Therefore, I intend to find a way to incorporate a more challenging curriculum into my ALESA syllabus. To this end, I created a curriculum for the next semester that I plan to implement soon, adapting the techniques of pedagogy that I learned from the PAMLA conference in Los Angeles. An important takeaway from this conference was to limit the new subject matter introduced to the students and to keep the goal clear on their expectations for the course.

It is more important that the students learn the techniques of literary analysis rather than increase their quantitative knowledge of Shakespearean drama. This is why I would instead look at one play in detail or one or two adaptations of the same story so that the students do not have to learn a new plot and narrative to practice new literary techniques and rhetorical analysis.



4.3 TASTE Reports

4.3.1 Learning French through board games, a comparison between online and in-person experiences (Julien Agaesse, Center for Research and Development of Higher Education)

Introduction

For the past ten years, I have proposed cards and board games in my face-to-face teaching classes because the environments emerging from the use of these tools de-dramatize the course and encourage learners to interact and practice French as an additional language, or AL (Douglas Fir Group, 2016), in a more enjoyable way (Brougères, 2005; Silva, 2008; Agaësse, 2013, 2017, 2018, 2022). In addition, my research underlines the value of card and board games in education, particularly in the teaching and learning of AL (Agaësse 2022). But I also realized that using physical materials or online materials does not offer the same kind of learning environments and that I need to do more research to understand the benefits of each type of game for learners. That is why I want to set up game sequences with board and digital versions to offer learners the possibility to be active in their learning and to analyse if and how students can interact more with online tools or with classic board games.

Context

After studying the behavior of students playing online board games on the Steam platform during the autumn of 2021, in 2022, I chose to compare and analyse the similarities and differences when students played the same games in board or digital versions. I didn't find a lot of studies on this topic in language teaching and learning research, so instead, I tried to analyse in which environments students were more active and engaged in developing their skills. I planned to analyse which format helped them to build their self-confidence and which type of game made them interact more with their peers.

In the autumn semester of 2021, I, therefore, implemented board game activities in French as an AL advanced conversation course with eight students (CEFR B1 plus level). The content of this course focused on the development of French language skills, the implementation of game strategies, social interactions, and Francophone culture. The method I used is an active learning process with board games, which is a student-centred pedagogy developed from research on the influence of emotions in language teaching and learning (Agaësse, 2022; Narcy-Combes and Narcy-Combes; 2018, Agaësse, 2018).

Pedagogical set-up and organisation

Four sessions were organised using two board games which the participants played twice. Before playing each game, the students discovered and studied the rules at home with an assignment given with a flip learning process type activity with a video of the rules accompanied by a Google form questionnaire. To respond to the students' request to study the Francophonie and the differences in French amongst different regions of the world, I chose to offer the students videos from the Quebec YouTube channel *Es-tu game*. Thus, they could discover the rules and listen to Quebecois French.

In addition, I also sent a PDF to the students so they could check their answers after completing the questionnaires, discover new vocabulary and expressions, and refine their understanding of the games.

The games chosen

This year I used two of the games previously selected in 2021: *Pandemic* and *Ticket to ride* (see Figure 2 below). The students played them collaboratively. Details of the games are given below .

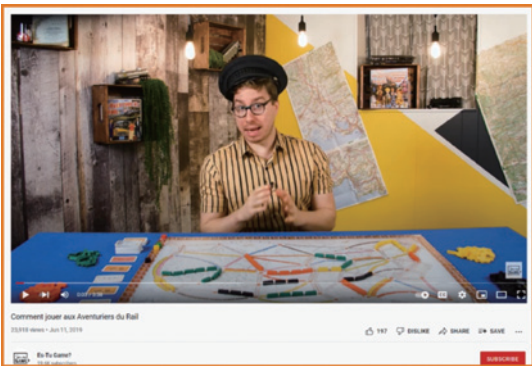


Figure 1: Image from the YouTube channel Es-tu game


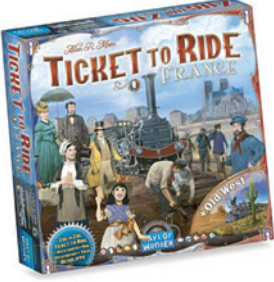
<i>Pandemic</i>	<i>Ticket to ride France</i>
	
Cooperative game	Competitive / cooperative game
Pragmatic objectives:	
<ul style="list-style-type: none">- Discussing decisions or strategies between players,- Propose and share ideas and explain choices,- Nuance your words, Convince others,- Collaborate and make decisions,- Qualify statements, etc.	
Linguistic objectives:	
Morphosyntax:	
<ul style="list-style-type: none">- Verbal modes and tenses: imperative, near future and simple future, conditional and subjunctive (expression of wish, will, obligation, feelings);- Expression of purpose, condition, restriction, hypothesis, cause,- consequence, opposition, concession, comparison;- Logical connectors of argumentation;- Prepositions of place;- Pronouns: en, y, direct and indirect, interrogative, relative, demonstrative.	
Vocabulary:	
<ul style="list-style-type: none">- Thematic vocabulary of the pandemic;- Medical vocabulary;- Names of cities in the world in French.	<ul style="list-style-type: none">- Names of towns in France- Railway vocabulary (rail, wagons, line, etc.)

Figure 2: Presentation of the games

¹ <https://www.youtube.com/watch?v=Qbm7kqcc8ds> ² The rules of the game can be found in the video at the following link: https://www.youtube.com/watch?v=4RxqzBA_HRs

Schedule

During the first game sessions, after checking that students understood the rules, the students could discover the game and how it worked to become more familiar with the gameplay. This first session also served as a practice to help them to get more involved in the games during the second session. As a result, they were more familiar with the games, which I had already observed during the 2021 sessions. The sessions took place in the following order:



Figure 3: Schedule of the sessions

The eight students were divided into four groups (see Figure 4). The groups were changed at the end of session two so that the students did not always play with the same partner. In each session, two groups played a digital version (blue tables in the figure). Each of these two groups brought a computer. The two other groups played board versions of the games (red tables in the figure). The groups that played the digital versions during session 1 played the board versions in session two and vice versa.

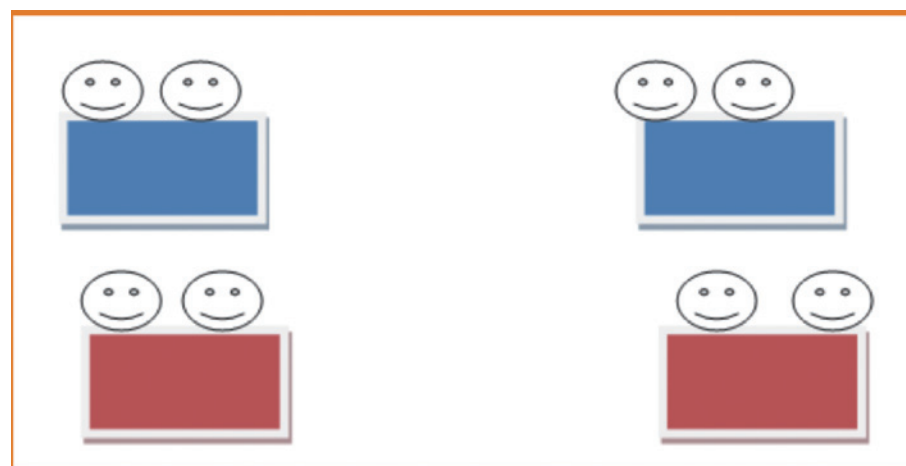


Figure 4: Organisation of groups

For the sessions with the Pandemic game, the students played amongst themselves. A French master's student at the University of Tokyo participated and helped the students to understand how to play. For the Ticket to ride game sessions, two teachers interested in our devices played with the students (see Figure 5). While two groups played against the game's AI on the Steam platform, the other two groups played against a teacher.

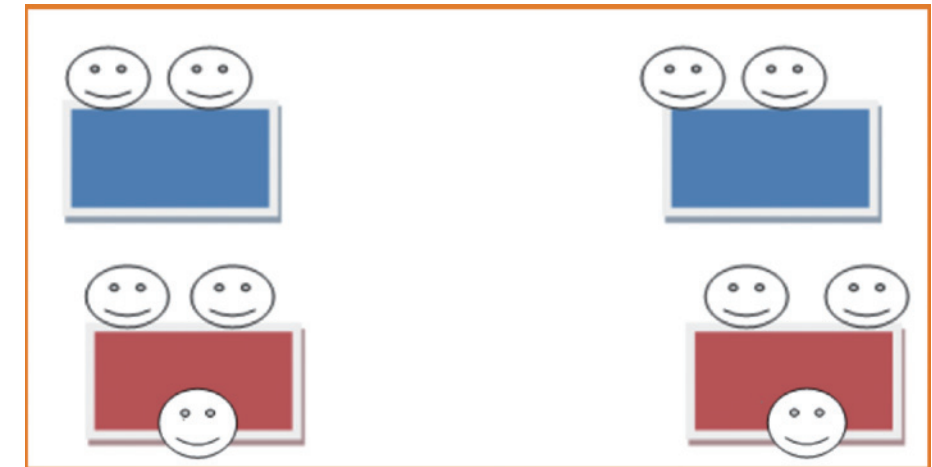


Figure 5: Organisation of Ticket to ride sessions with teachers as player

At the end of each game, we checked with the learners to find out their general feelings about the games and the activities. We also gave feedback on their French to help them reflect on their use of the language and understand the unconfirmed productions they had produced. Following the play sessions, we also asked the students to complete two Google form questionnaires.

The first questionnaire was based on a simplified portfolio with which students could compare their performance and use of certain skills throughout the sessions. As a result, they could compare their answers to see their progress on different skills:

- listening and helping peers
- accepting others' ideas
- sharing their opinion;
- not censoring oneself;
- organising, arguing, or explaining ideas
- speak continuously;
- evaluate their choices;
- reflecting on the use of their French.

The second questionnaire was designed to get feedback on the students' experiences and emotions during the games. They answered different closed questions and some open questions.

For the closed questions, we asked them to answer, by choosing a value between 1 and 5 (1 being "not at all" and

5 "yes, really"), questions about the difficulty of the activities or instructions, about the time they had to play, about the facilitating or blocking emotions they had felt and whether these had helped or hindered them during the activities. We also asked them to quantify their level of self-confidence and risk-taking by comparing them at the beginning and the end of the activities.

The open-ended questions allowed us to get more details about the students' experiences, such as what helped or hindered them during the games, what their partners did, what the teacher could do better, or what they liked or disliked during the games.

In the survey of the second game sessions, we added some open-ended questions, such as whether they preferred board games or digital games and what they thought of playing against a teacher.

Analysis of student feedback

The main feedback from students was that they liked the games they played and found them fun, with one student even talking about a feeling of excitement. Although they responded that they understood the rules of the different games well, two students would have liked to do a demo game so that the teacher could present the games in more detail. Some students added the hints and tips that pop up in the digital games. The games' support helped them better understand the workings of the games; in the game Pandemic, for example, some actions, such as the distribution of cards or the expansion of viruses, were done automatically.

The students also appreciated the collaborative aspect of the games, which helped them to understand the rules better and to get to know their peers. If they had had the time, some students would have liked to play in threes or fours, thinking that this could have made the games more dynamic. Regarding the use of French, the students enjoyed being able to exchange, share or discuss their ideas, despite some difficulties encountered with the operation of the games during the first sessions.

In the questionnaires from the second play sessions, the students confirmed what we had observed: they felt more comfortable and confident during the games because they had a better understanding of how the games worked. On the one hand, they said that the digital version of the games helped them to get into the games better; to not always overthink about the rules because the games were more straightforward and that they would be better off playing on Steam first before using the board versions. On the other hand, they enjoyed playing on the board versions because they had an overview of all the material (the board was sometimes not fully visible on the digital versions) and could manipulate the material. Thus, they could better check the situation as the game progressed to set up their strategies. Moreover, students reported that they could communicate more easily with the physical version of the games, even when they played in teams against a teacher who could hear them talking about their strategies. They also enjoyed playing against another person for two reasons. The first was that in Ticket to ride, the game's AI was very weak, and it was too easy to win, which all the students pointed out (unfortunately, the game's difficulty cannot be changed on Steam). The second was the presence of the teacher-adversary whose face they could observe, who could help them understand the rules of the game, and whom they could listen to speak in French. They also added that the teachers' presence helped them improve because they could correct their use of French. Therefore, the presence of a teacher

during the games would lead them to be more committed to the games and more motivated to win, but also to expect support from the teacher, including feedback on their use of French.

Conclusion and perspectives

One of my aims in participating in the TASTE program was to encourage other teachers who teach or use foreign languages in their classes to observe and participate in one of these sessions with me. The fact that three teachers, with one of the visiting teachers who is not a French teacher, and a master student came to observe and play with the students also allowed me to get feedback from them, which will help me to improve my devices and thus my work as a teacher, always to encourage learners to be active in developing their skills.

The other objective of implementing this pedagogical device was to observe the students' behaviours and get their feedback on the use of physical and digital board games and know in detail their preferences. We can conclude that the students liked both versions for different reasons. Although the entry into the games was simplified by the digital version with a better understanding of the rules, overall, the students enjoyed the classic versions of the games with the possibility to manipulate the material and to have a broader view of all the elements to try to win the games. They also enjoyed playing with a real opponent, in this case, a teacher of French as an AL.

When considering the possible research perspectives, it is essential to underline that the students enjoyed reflecting on the implementation of strategies. Therefore, we plan to take this research further to analyse better the links between cognition, metacognition, and emotions to help learners develop their AL skills. In addition, we would like to set up a course based on "narrative" board games to study the relationships between these three elements to help learners develop their discourse skills in the composition of academic writing.

Impressions from James Ellinger, Center for Research and Development of Higher Education

During the autumn semester of 2022, I observed two sessions of Dr. Julien Agaësse's French classes. During these sessions, students played the board games Pandemic and Ticket to Ride to engage with the French language.

I joined the classes for two reasons: 1) At Julien's request to observe as part of the TASTE programs and 2) out of personal interest to see how board games can be incorporated into language learning courses. I mostly observed students' interactions during the two sessions while they played board games. I also noted how the teacher interacted with the students and guided them during gameplay. Some students played using physical boards, while others played on PCs via the digital game distribution service Steam.

I am interested in using games in my classes, and while observing Julien's classes, I was amazed by the level of engagement I watched. The students spoke French the entire time, rarely slipping into Japanese. I learned from Julien that before the class, students study the instructions for games via French language videos online.

I look forward to incorporating these strategies into my English courses.

4.3.2 Implementing team-based learning through Intedashboard (Jesus Pulido, Center for Research and Development of Higher Education)

Introduction

In March 2021, through the TASTE program, the University of Tokyo allowed me to purchase two books on Team-Based Learning (TBL), a teaching method that focuses heavily on active learning and student interaction. After learning the basics of (TBL), I applied to the LOOK program in February 2022 and received funding to obtain a TBL basics certificate through a series of online workshops. The next step for me was to put this knowledge into practice by implementing TBL in one of my classes as a pilot experience; for this, it was necessary to purchase a license for InteDashboard, a learning management system specifically adapted to the TBL methodology. Again, thanks to the TASTE program's generous funding, I could implement this LMS in one of my PEAK courses (Sustainability in Contemporary Japanese Architecture) and deepen my understanding of this active learning methodology.

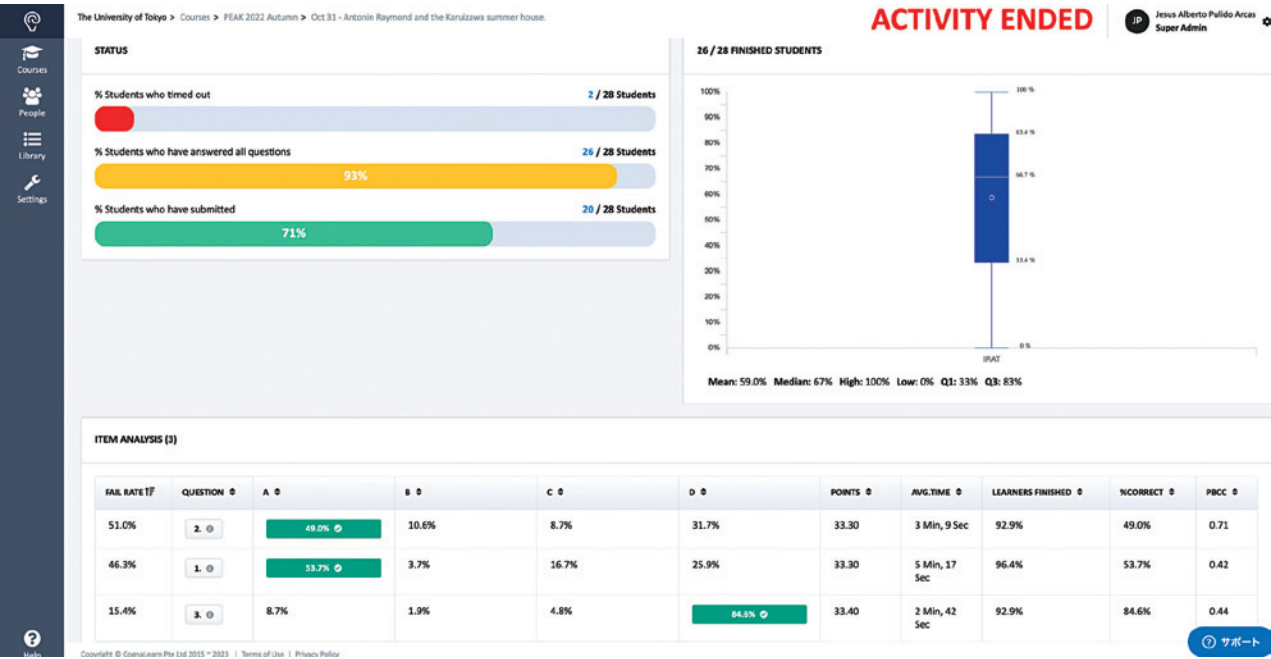
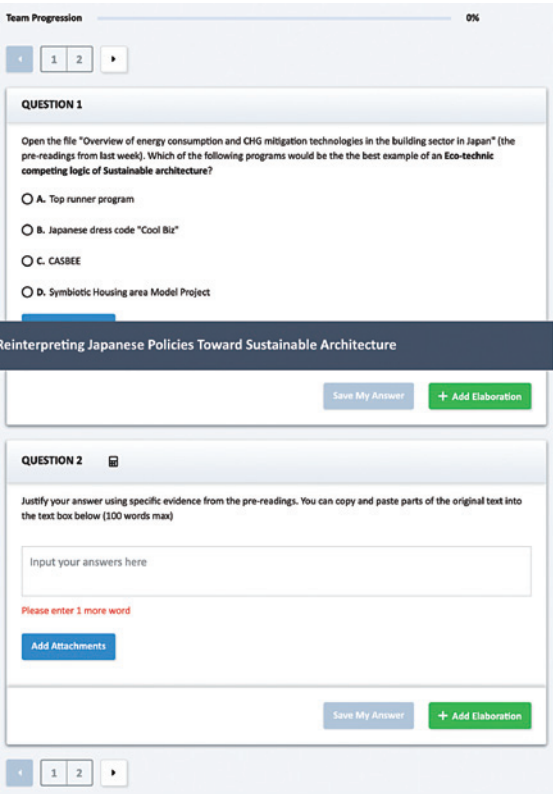
The InteDashboard platform (<https://www.intedashboard.com/>) is an online learning management system that organizes the five main steps of the TBL methodology: Preparation for the class through pre-reading materials; iRAT (Individual Readiness Assurance Test), where students answer multiple-choice questions (MCQs) individually; tRAT (Team Readiness Assurance Test), where students answer the same MCQs but this time in teams of 4-5 people; application activities, where groups work in a complex activity to solve a given problem; debrief session and in-class discussion to reflect on the class contents. The system also keeps a record of grades and participation for all enrolled students and is integrated with other LMSs, such as Google Classroom.

The experience was positive, and students enjoyed working closely with their peers. Participation rates were high because students knew active participation in each class would be assessed through the iRATs, tRATs, and application activities. The average score for the tRATs was significantly higher than for the iRATs, meaning that students performed better when working with their peers. In addition, the InteDashboard platform showed the performance of each student and group in real-time, which allowed me to focus on the problematic MCQs that needed more attention; this made the class flow more naturally as the students felt that the teacher was immediately responding to their needs. This aspect was beneficial for a PEAK class of 30 students, where it would require more than individual attention with a traditional lecture-based methodology.

Some challenges are worth mentioning. First, although the students were comfortable using technology, it took time to adjust to the platform and the flow of the TBL methodology. Second, since the class time is limited to 90 minutes, I had to manage the time very closely to ensure that the students had time to reflect on the content of the activities. Third, instructors must be careful to push students moderately with very difficult or lengthy MCQs, as there is a risk that they will end up feeling that the course is an endless series of tests with no purpose. Using the pedagogical insights from the workshop on TBL I had attended, I tried to overcome this difficulty with two strategies. First, I made it very clear to them that the purpose of the in-class activities was to measure their critical thinking and active participation, not their accumulation of concepts. Second, I spent a fair amount of time adjusting the difficulty level of the MCQs and application activities to give students enough time to discuss and reflect on the class content. However, this is an aspect

that previous studies on TBL also highlight as a significant challenge. Finally, teachers need time to transform the content of their courses into a "reverse syllabus outline," in which the syllabus is organized into learning outcomes (what we want students to be able to do when they finish the course) than thematic blocks. This process usually takes more than a semester, and my TBL syllabi still need to be refined to gauge the difficulty level and refine the in-class activities.

In conclusion, the experience was very positive for both the students and helped me to refine my pedagogical skills further. Furthermore, I was able to see for myself that the knowledge gained from this pilot experience was consistent with the findings from previous literature on TBL presented in the workshop I had previously attended: Students were engaged with the course content; attendance rates were high; students performed better in teams than individually; lecture time was reduced at the expense of team activities and in-class discussion. In terms of future development, I intend to continue implementing this methodology in other courses and further explore the potential of TBL, focusing on the challenges that active participation poses for Japanese students whose first language is not English.



4.4 Digest of GFD Activities in Japanese

4.5 Concluding Remarks from the Director



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