

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

# ANNUAL REPORT 2023-2024

東京大学教養学部  
グローバル・ファカルティ・  
ディベロップメント・イニシアティブ

**2023年度年次報告書**





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[www.gfd.c.u-tokyo.ac.jp](http://www.gfd.c.u-tokyo.ac.jp)



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**Message from the Director, Isabelle Giraudou**  
**運営委員長イザベル・ジロドウからのメッセージ**

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Faculty development is a critical component of helping any faculty thrive and succeed at all career stages. As the Global Faculty Development Initiative (GFD) at the College of Arts and Sciences at the University of Tokyo enters its 9<sup>th</sup> year, nurturing faculty development in a holistic way remains at the center of everything we do.

GFD provides the resources and support needed for faculty who teach in languages other than Japanese to grow and evolve in their teaching practices. It exposes current and future faculty to effective, learner-centered teaching techniques and instructional design that can ensure satisfactory adjustments to rapidly changing environments in education and within disciplines. GFD also actively engages in exchange of ideas and research on higher education and global faculty development, encouraging critical reflection on current visions, paradigms, and practices. Worth mentioning, GFD provides a physical space that enables faculty collaboration, offers access to supportive resources, and seeks to foster a sense of belonging.

In this Annual Report, you will further read about our efforts and progress in promoting instructional innovation (as exemplified by recent TALK events), building a more open community of educators (including through new Faculty Coffee Break Events), offering continued support to groundbreaking initiatives (such as the Diversity Cafe), and growing faculty to meet the challenges of working across teaching, research, and service responsibilities.

We are very much looking forward to the upcoming year. While a significant amount of time and energy has been devoted to the successful organization of events addressing, for the first time at the University of Tokyo, mindfulness in higher education, equal attention will be given to sustainability-related challenges in the coming months.

As I recently took on this position, I am more than grateful to be collaborating with a small but vivid and thoroughly dedicated team of talented colleagues and staff toward our goals. I also extend gratitude to our partners across Komaba campus and beyond.

New offerings arise in response to faculty needs and in accordance with their knowledge, expertise, and professional goals. GFD will keep on striving to build a flourishing faculty community where we can bring people together to make educational experience at Komaba the best it can be. I hope this annual report will inspire you to further think about how GFD can support you in all areas of your work as a faculty member. I encourage you to check out our upcoming events and come join our community of passionate learners.

ファカルティ・ディベロップメントは、あらゆるキャリアステージで教員が成長し、成功するための重要な要素です。東京大学教養学部グローバル・ファカルティ・ディベロップメント・イニシアティブ（GFD）は設立 9 年目を迎える中、総合的なファカルティ・ディベロップメントの構築を軸として活動を展開しています。

GFD は、日本語以外の言語で教える教員が教育実践において成長し、進化するために必要なリソースとサポートを提供します。具体的には、学習者中心の効果的な教育手法と教育設計を学ぶ場を創出することで、現在および将来の教員が、急速に変化する教育実践と自身の専門分野内の環境に適応できるよう支援しています。さらに GFD は、高等教育とグローバルな文脈におけるファカルティ・ディベロップメントに関する研究や意見交換に積極的に参加し、既存のビジョン、パラダイム、実践に対する批判的な視点を育てることも奨励しています。また、物理的な空間（KIBER313）を提供することで、教員による教育実践の協働を可能にし、支援リソースを提供し、教員コミュニティの帰属意識を育むことを助長しています。

この年次報告書では、教育革新の促進（例：トーク・シリーズ）、よりオープンな教育者コミュニティの構築（例：外国大学教員懇談会）、画期的なイニシアティブ（例：ダイバーシティ・カフェ）への継続的なサポートの提供、そして教育、研究、組織運営面での課題解決に対しての包括的な支援など、GFD による取り組みとその進捗状況について詳しく紹介しています。

今年度は、本学では初めてとなる高等教育におけるマインドフルネスをテーマにしたイベントに注力しましたが、来年度は、持続可能性関連のテーマにも本格的に取り組み始めます。

私が GFD 運営委員長に就任したのは最近ですが、小さいグループながらも活気と才能にあふれる同僚とスタッフとともに、目標に向かって一緒に活動できることに感謝しています。また、駒場キャンパス内外の関係者の皆さまのご協力とご支援にも感謝の意を表します。

ファカルティ・ディベロップメントに関する革新的なプログラムは、教員のニーズと、教員の知識、専門性、およびキャリアの目標に応じて発生します。GFD は、駒場での教育体験を最高のものにすることができるよう、活発な教員コミュニティの構築に努めます。この年次報告書が、教員としての仕事の様々な分野で、GFD がどのようにあなたをサポートすることができるかについて考えるきっかけになれば幸いです。是非、今後の GFD イベントをチェックして、情熱あふれる教育者のコミュニティに参加してみてください。

## Introduction: About Global Faculty Development (GFD)

### はじめに：グローバル・ファカルティ・ディベロップメント（GFD）について

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

Specifically, GFD's mission is to "promote teaching excellence among faculty members who offer courses in English and other foreign languages," and this makes GFD a one-of-a-kind organization at Komaba and, in fact, at the University of Tokyo as a whole. This is because GFD's mission lies in the unique intersection of teaching excellence and internationalization of education. Some units in the College of Arts and Sciences like the Komaba Organization for Educational Excellence (KOMEX) promote teaching excellence among Japanese faculty members, whereas others like Globalization Office (GO) and Global Studies (GS) aim to internationalize education mostly at the undergraduate level. Here, GFD is the only organization that simultaneously promotes teaching excellence and internationalization of education.

This means that GFD has the potential to serve as an organizational bridge that connects the units responsible for teaching excellence and internationalization of education, respectively, to enhance the quality of educational experience at the University of Tokyo in a synergetic way. The following clarifies such significance of GFD's unique mission in a global landscape of higher education today.

このグローバル化の時代に世界をリードする高等教育機関であるためには、未来の社会を形成する主体となる学生たちの学びを最大限に促進できる質の高い教育を提供することが不可欠です。そして、この目標を達成するためには、教員が自らの教育を振り返り、教授法スキルを向上させることが大切です。そのようなより良い未来を築く実践的で不可欠な教育を提供するための体系的な取り組みを可能にすることが、グローバル・ファカルティ・ディベロップメント（GFD）イニシアティブの存在意義なのです。

具体的には、GFD の使命は「英語やその他の外国語で授業を行う教員の教授法卓越化を促進すること」であり、この点において駒場、ひいては本学全体でも唯一無二の組織となっています。これは、GFD の使命が、教育の卓越化と国際化のユニークな交差点に位置するためです。教養学部には、一方で教養教育高度化機構



(KOMEX) のように日本人教員の教授法卓越化をサポートする組織があり、他方でグローバル化・オフィス (GO) やグローバル・スタディーズ (GS) のように学部教育の国際化を促進する組織があります。GFD の独自性は、そのような教育の卓越化と国際化を同時に推進することにあります。

つまり GFD には、教授法の卓越化をサポートする組織と教育の国際化をサポートする組織をつなげる橋渡しの役目を果たすことでシナジーを生み出し、本学における教育の質を高めるためのイノベーションを助長する可能性を持っているのです。次のセクションでは、この GFD のユニークな使命の重要性を、今日の高等教育を取り巻くグローバルな文脈の中で説明します。

## **1. The Importance of Faculty Development in Today's World**

### **現在の世界におけるファカルティ・ディベロップメントの重要性**

Simply put, “faculty development (FD)” refers to a set of programs to empower faculty members to continuously update and improve their teaching practices. Such continuous effort on the part of faculty is crucial for higher education institutions to stay relevant and meaningfully contribute to the ever-changing society. Today, generative artificial intelligence (AI) and other technologies are radically transforming economies, governments, communications, habits and mindsets, and many other aspects of human life. These radical transformations enable, and even necessitate, new ways of learning to thrive in the world of constant change.

Accordingly, faculty members need to learn new ways of teaching, or rather, new ways of facilitating student learning. In the near future, for example, lectures will be delivered by generative AI, and AI-assisted individually tailored learning will become a norm. What will be left for faculty members to teach then?

While this is still an open-ended question, educational researchers and practitioners are scrambling to experiment with new technologies and pedagogies. Some of them strive to maximally integrate generative AI and other technologies into course and lesson design, teaching delivery, and assessment and feedback. Others probe deeply into what only humans can teach, say, by exploring contemplative, socioemotional, embodied, and multimodal aspects of learning that currently elude generative AI.

In any case, in this technology-driven transformation of the ways of learning, working, and living, faculty members must update their pedagogical practices, so that they can effectively help the younger generation not only adapt to but also flourish in today's world. In this regard, the importance of faculty development will only grow, and so will the importance of GFD.

In fact, GFD's importance doubles in today's world that is faced not only with technology-driven transformations but also with global challenges, such as climate change, armed conflicts, refugee crises, and inequalities. Here, higher education institutions have a crucial role to play in helping the younger generation acquire skills and mindsets for tackling these challenges through collaborations across national borders, sectors, and cultural boundaries. In this regard, the internationalization of university curricula, course contents, pedagogical practices, and classrooms is indispensable, and this is exactly what GFD promotes by supporting faculty members who are responsible for such internationalization at the University of Tokyo.

So, how does GFD operate to fulfil its doubly important mission, to promote both teaching excellence and internationalization of education? The next section answers this question.

「ファカルティ・ディベロップメント（FD）」とは、端的に言えば、教員が教育実践を継続的に改善できるようにするための一連のプログラムを指します。このような教員の継続的な努力は、高等教育機関が絶え間なく変化する社会との関連性を保ち、有意義な貢献をするために必要不可欠です。今日、生成人工知能（AI）やその他の科学技術は、経済、政治、コミュニケーション、習慣や考え方など、人間の生活のさまざまな側面を根本的に変化させています。これらの根本的な変化は、これからの世界でよく生きるための新しい学びを可能にし、さらには要求さえします。

したがって、教員は新しい教授法、または学生の学びをファシリテートする新しい方法を学ぶ必要があります。例えば、近い将来、生成 AI による講義が行われ、AI が支援する個別学習が当たり前になるでしょう。その時、人間の教員が教えることは何でしょうか？

この問いに対する明確な答えはまだないのですが、教育研究者や実践者は、新しい科学技術や教授法の実験に精力的に取り組んでいます。その中には、生成 AI やその他の科学技術を、科目や授業の設計、授業内活動、成績評価とフィードバックに最大限に統合しようとする動きがあります。一方で、人間にしか教えられないことを深く掘り下げる研究者もあり、例えば、生成 AI では実現できないような観想的、社会感情的、身体的、マルチモーダルな学習の側面を探求しています。

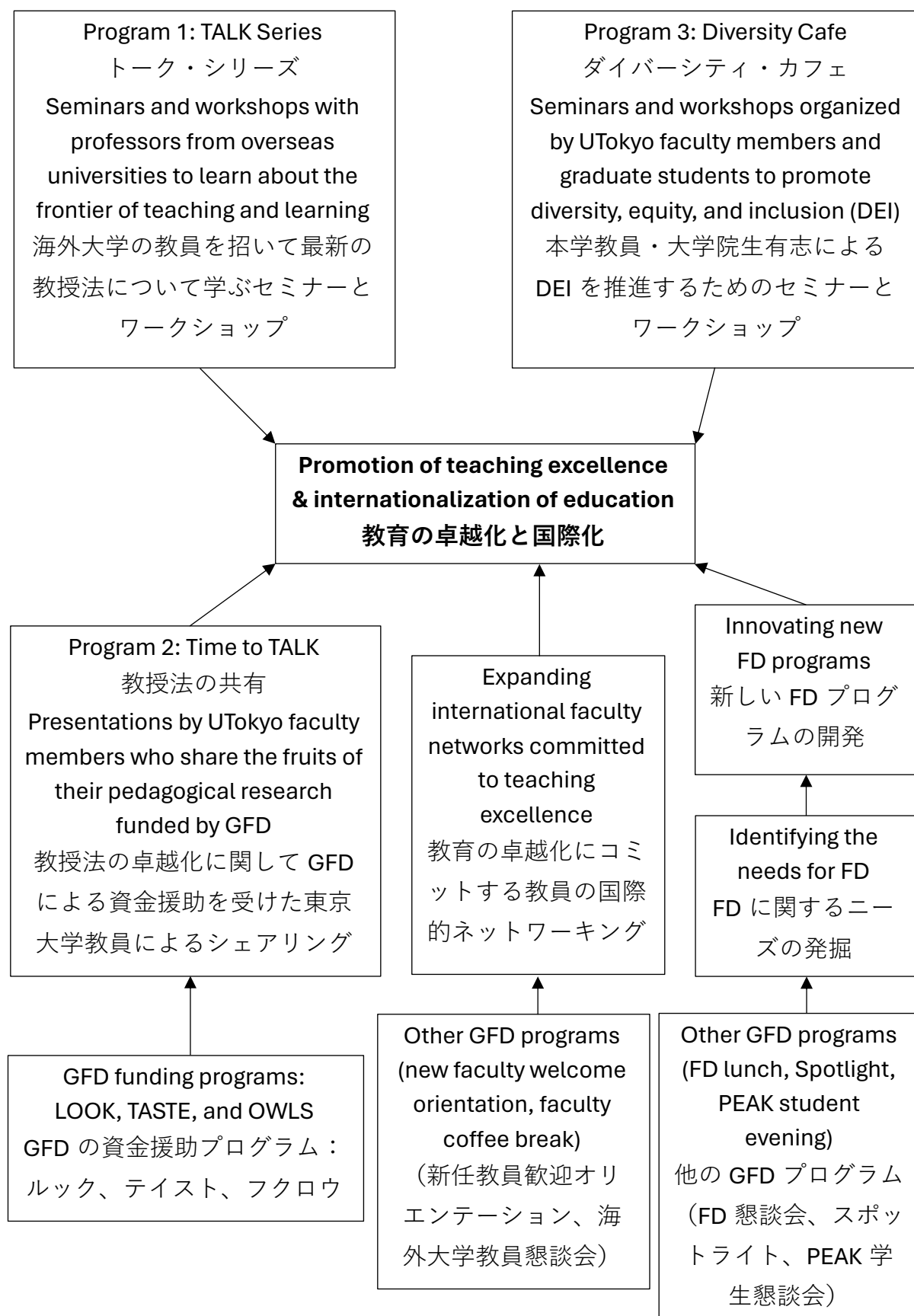
いずれにせよ、科学技術が発達し、学び方、働き方、生き方が変化する中で、教員は教授法をアップデートし、若い世代が新しい世界に適応し活躍できるように支援する必要があります。この点で、FD の重要性は高まる一方であり、それは GFD の重要性も高まることを意味します。

なぜなら、科学技術主導の社会変化に加えて、気候変動、国際紛争、難民危機、不平等などのグローバルな課題に世界が直面しているからです。この状況の中で高等教育機関は、若い世代が、国境、セクター、文化の境界を越えた協働を通してグローバルな課題に取り組めるようなスキルとマインドセットを習得するのを支援する重要な役割を担っています。その意味では、大学のカリキュラム、授業内容、教育実践、教室環境の国際化は不可欠であり、その国際化を担う教員を支援することでGFDはグローバルな課題解決に間接的ながらも寄与しているのです。

では、GFDは、教育の卓越化と国際化の両方を推進するためにどのような活動をしているのでしょうか？それを次のセクションで説明します。

## 2. Mapping GFD's Programs

### GFD のプログラムをマッピングする



As illustrated in the figure on the preceding page, GFD's various activities converge to promote teaching excellence and internationalization of education at Komaba. To begin with, "TALK (Teaching and Learning at Komaba)" is GFD's primary and most active program. Through the TALK series, GFD brings in researchers and educators from overseas universities (and sometimes from Japanese universities) to offer seminars and workshops in which faculty members at the University of Tokyo can learn the latest pedagogical research and practices.

Another important GFD program is "Time to TALK," a series of report sessions in which faculty members who received GFD funding for their pedagogical research and experiments share what they learned. Specifically, GFD offers three funding programs:

- The "LOOK (Learning and Observing outside Komaba)" program, which provides financial support for faculty members who are interested in improving their courses taught in non-Japanese languages and who wish to go outside of Komaba to learn more about the scholarship of teaching and learning.
- The "TASTE (Testing Active Learning Sessions for Teaching Enhancement)" program, which provides financial support for faculty members who are interested in the use of active learning methods in classes taught at Komaba.
- The "OWLS (Online Workshop Lecture Support)" program, which provides financial support for organizing online workshops or lectures on teaching and learning as well as unique and innovative FD practices.

GFD also supports the Diversity Cafe program in collaboration with faculty members and graduate students who are interested in promoting diversity, equity, and inclusion (DEI) in teaching and learning, for DEI is key to integrating foreign faculty members and students into the Komaba community as well as maintaining UTokyo's reputation as a leading higher education institution in the world.

In addition, GFD organizes other programs that feed into the promotion of teaching excellence and internationalization of education at Komaba:

- FD lunch meetings provide opportunities for faculty members to informally discuss questions and issues regarding teaching and learning as well as share their pedagogical insights.
- The Spotlight series allows faculty members across the campuses to share information on innovative teaching practices and foster networks of faculty members committed to teaching excellence.
- PEAK student evenings provide opportunities for GFD faculty members to listen to PEAK students and identify emerging educational needs.
- New faculty welcome orientation introduces newly joined faculty members to GFD resources, including funding, as well as to existing faculty members as their potential mentors.

- Faculty coffee break meetings offer opportunities for faculty members at Komaba to expand their international networks with researchers and educators from overseas universities.

Put another way, these other programs help GFD identify emerging needs for FD (e.g., wellbeing among faculty members and students, the educational use of generative AI) and explore opportunities for innovating new FD programs, while expanding networks of faculty members committed to teaching excellence both inside and outside of Komaba.

In summary, these diverse FD programs of GFD are organically connected to promote teaching excellence and internationalization of education. Equally important, these GFD activities create synergies with other units in the College of Arts and Sciences whose missions overlap with GFD's – namely, KOMEX, GS, and GSI-WINGS – as illustrated in the next section.

7 頁の図に示したように、GFD の様々な活動は、駒場の教育の卓越化と国際化の推進に結びついています。まず、「トーク・シリーズ」は、GFD の主要かつ最も活発なプログラムです。GFD では、海外の大学（時には日本の大学）から教育研究者や実践者を招き、本学の教員が最新の教育研究や実践を学ぶセミナーやワークショップを開催しています。

もう一つの重要な GFD プログラムは、教育研究や実験のために GFD の資金提供を受けた教員が学んだことを共有する「教授法の共有」という報告会です。具体的には、GFD は以下の 3 つの助成金プログラムを提供しています。

- ルック・プログラム：日本語以外の言語で教える授業の改善に関心のある教員や、駒場の外に出て教育研究や実践についてもっと学びたいと考えている教員に助成金を提供する。
- テイスト・プログラム：駒場での授業でアクティブ・ラーニングの手法を活用することに関心のある教員が、教材購入などをする場合に助成金を提供する。
- フクロウ・プログラム：教育と学習、ユニークで革新的な FD 実践に関するオンラインワークショップや講演会の開催などに助成金を提供する。

また、GFD は、本学の教育・学習におけるダイバーシティ、エクイティ、インクルージョン（DEI）の推進に関心のある教員や大学院生と連携し、ダイバーシティ・カフェを支援しています。DEI に取り組むことは、外国人教員・学生が駒場のコミュニティに溶け込むことを助長し、本学が高等教育を牽引する国際的リーダーであるために重要だからです。

さらに、GFD は、駒場での教育の卓越化と国際化を推進するために、以下のようなプログラムも提供しています。

- **FD 懇談会**：教員が教育と学習に関する課題や悩み事をインフォーマルに話し合い、教育的洞察を共有する機会を提供する。
- **スポットライト・シリーズ**：本学の様々なキャンパスの教員による革新的な教育実践に関する情報を共有し、優れた教育に取り組んでいる教員のネットワークを広げる。
- **PEAK 学生懇談会**：GFD に関わる教員が **PEAK** 学生の声に耳を傾け、新たな教育ニーズを発掘する。
- **新任教員歓迎オリエンテーション**：新任教員に GFD のリソース（資金を含む）や、メンター候補として既存の教員を紹介する。
- **海外大学教員懇談会**：駒場の教員が海外大学の教員との国際的なネットワークを広げる機会を提供する。

つまり、これらのプログラムは、GFD が FD に関する新たなニーズ（例：教員と学生のウェルビーイング、生成 AI の授業活用）を発掘し、新しい FD プログラムを革新する機会を模索すると同時に、駒場の内外で優れた教育実践を行なっている大学教員のネットワークを拡大することを目的としています。

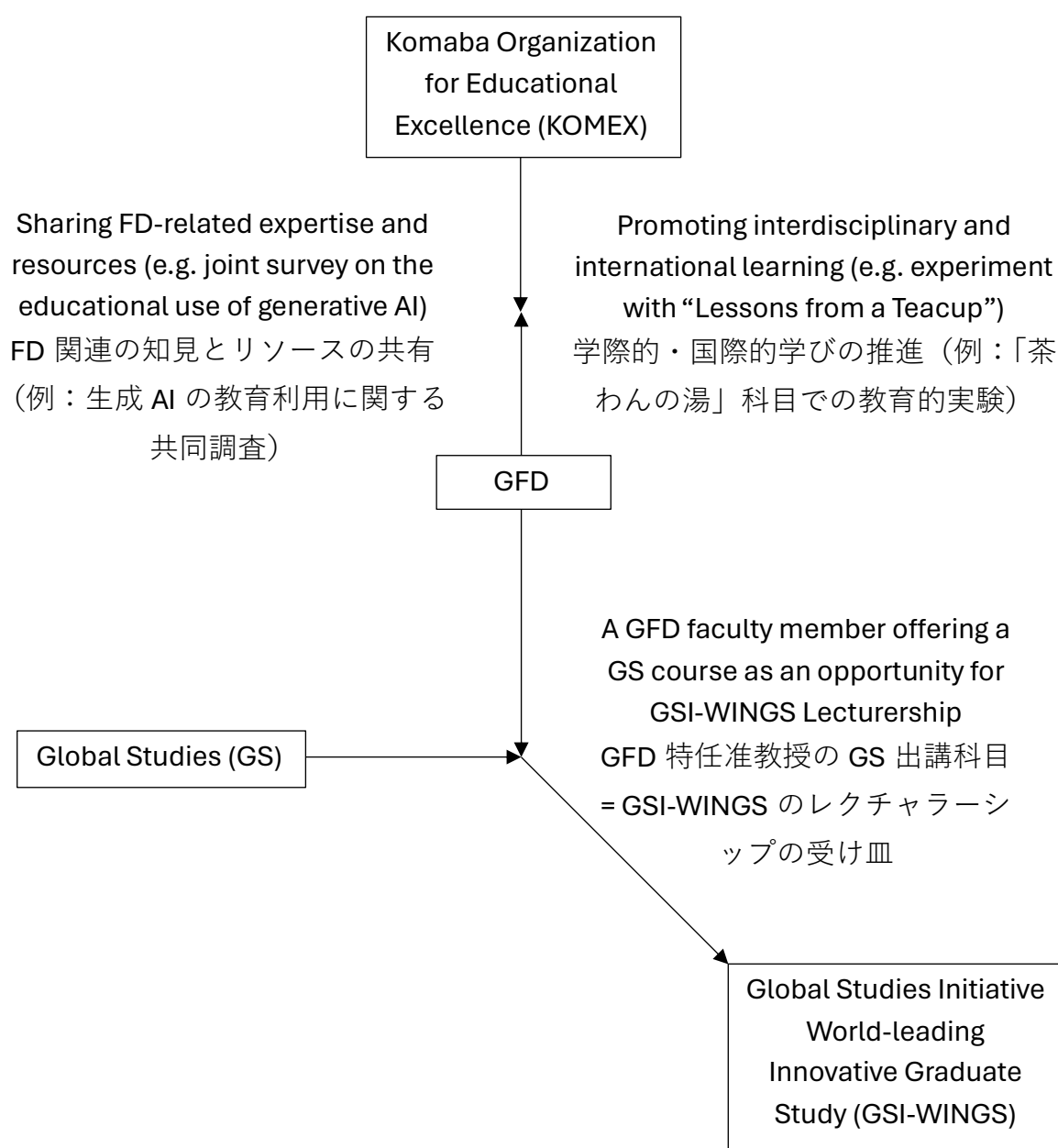
要約すると、GFD が提供している多様な FD プログラムは、教育の卓越化と国際化を推進するために有機的に関連しながら機能しています。また、次のセクションでも説明するように、これらの GFD の諸活動は、GFD と使命が重複する教養学部その他の組織、すなわち KOMEX、GS、GSI-WINGS との相乗効果も生み出しています。

### 3. Collaborations with Other Units in the College of Arts and Sciences

#### 教養学部内の他の組織との協働

The following chart illustrates how GFD's collaborations with KOMEX, GS, and GSI-WINGS contribute to teaching excellence and internationalization of education at Komaba.

GFD と KOMEX、GS、GSI-WINGS の協働が、どのように教養学部全体の教育の卓越化と国際化に貢献しているかは、以下の図の通りです。





First, GFD collaborates with KOMEX because the missions of both organizations revolve around the promotion of teaching excellence. By sharing FD-related expertise and resources that GFD and KOMEX have accumulated in English and Japanese, respectively, the two organizations can do what each alone cannot. For example, during the 2023-2024 academic year, GFD and KOMEX jointly created and conducted a survey on the educational use of generative AI at Komaba to explore how to best respond to the ever-evolving landscape of higher education driven by generative AI and other rapidly advancing technologies. In addition, GFD and KOMEX began to experiment with one of the KOMEX courses “Lessons from a Teacup” to create a platform for bringing Japanese and foreign faculty members and students together in promoting interdisciplinary and international learning.

Second, GFD collaborates with GS and GSI-WINGS to facilitate the internationalization of doctoral training at Komaba (often called “pre-FD” in the Japanese context). As higher education institutions around the world, including the University of Tokyo, continue to internationalize their activities, it is imperative to empower graduate students – the next generation of faculty members – to be able to teach effectively in international settings that include both Japanese and foreign students.

These collaborations may not be obvious in what follows because they are relatively recent developments. When you read the following reports on GFD’s activities during the 2023-2024 academic year, please remember that these activities are beginning to intertwine with the activities of KOMEX, GS, and GSI-WINGS and create synergies among these units in the College of Arts and Sciences to jointly promote teaching excellence and internationalization of education at Komaba.

第一に、GFD が KOMEX と協働するのは、両組織の使命が教育の卓越性の促進を基軸にしているからです。GFD と KOMEX がそれぞれ英語と日本語で蓄積してきた FD に関するノウハウやリソースを共有することで、各組織だけではできないことが可能になります。例えば、2023 年度、GFD と KOMEX は共同で、生成 AI やその他の科学技術によって進化し続ける高等教育の状況に対応する方法を模索するために、駒場での生成 AI の教育的使用に関する調査を実施しました。また、GFD と KOMEX は、KOMEX 教員が教える科目の 1 つである「茶わんの湯」で教育的実験を開始し、国内外の教員と学生が一堂に会し、学際的かつ国際的な学習を促進するためのプラットフォーム構築を構想し始めました。

第二に、GFD は GS および GSI-WINGS と協力して、駒場での博士課程学生を対象にしたプレ FD の国際化に取り組み始めました。本学をはじめ、世界の高等教育機関が国際化を進める中、次世代の教員である大学院生が、日本人学生と外国人学生が共に学ぶ国際的な教室で効果的に授業を行えるようになることが重要だからです。

これらの組織的協働は、比較的最近始まったので、次のセクションからの **GFD** 活動報告には明確に反映されていないかもしれません。ですので、以下の活動報告を読む際には、**GFD** の諸活動が **KOMEX**、**GS**、**GSi-WINGS** の活動とも連動し相乗効果を生み出しながら、駒場全体の教育の卓越化と国際化に貢献していることを念頭に置いていただけると幸いです。

**PROGRAM 1: TALK SERIES**  
**プログラム 1 : トーク・シリーズ**

TALK (Teaching And Learning at Komaba) workshops offer a platform for future and current faculty as well as staff to experience at first hand techniques related to teaching and learning. This year's workshops covered a wide range of pedagogical topics, such as wellbeing and mindfulness, artificial intelligence, and object-based learning.

トーク・シリーズは、教職員、大学院生、スタッフが教育と学習に関連する技法を体験的に学ぶためのプラットフォームを提供します。今年度のトーク・シリーズのワークショップは、ウェルビーイングとマインドフルネス、人工知能、オブジェクト介在型学習などの幅広いトピックをカバーしました。

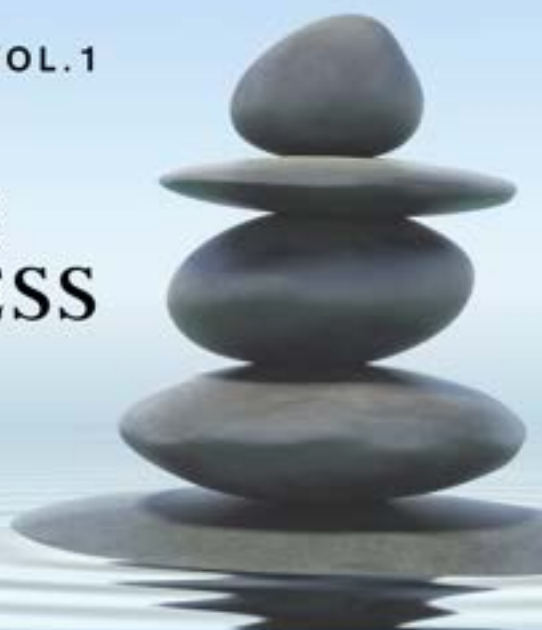
2023/06/12 Jochen Reb (Singapore Management University)

2023 年 6 月 12 日 ヨヘン・レブ (シンガポール経営大学)

GFD MINDFULNESS SERIES VOL.1

# THE SCIENCE AND PRACTICE OF MINDFULNESS IN HIGHER EDUCATION

Speaker: Jochen Reb (Ph.D.)



June 12 (Mon) • 17:30 – 19:00 (JST)

Hybrid: Zoom & Komaba Active Learning Studio (KALS), Building 17

## Abstract

In this session, Dr. Reb will explain an ongoing mindfulness-based educational intervention funded by the Singapore Ministry of Education: a 13-week undergraduate elective module, "The Science and Practice of Mindfulness at Work", designed to facilitate positive student growth and well-being. After sharing his experiences and observations of the first run of this intervention, he will touch on how this type of intervention might be extended to graduate education, faculty development, and other areas of higher education beyond Singapore.



## Speaker Bio

Jochen Reb is Professor of Organisational Behaviour & Human Resources and Director of the Mindfulness Initiatives at Singapore Management University. He is a globally leading scholar in the area of mindfulness in the workplace. And he devotes much of his time to teacher training, particularly on Mindfulness-Based Strategic Awareness Training (MBSAT). He is also the director of the Mindfulness and Decision Lab, which engages in cutting-edge research on mindfulness and decision-making.



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LANGUAGE: ENG WITH  
AI-GENERATED CAPTIONS

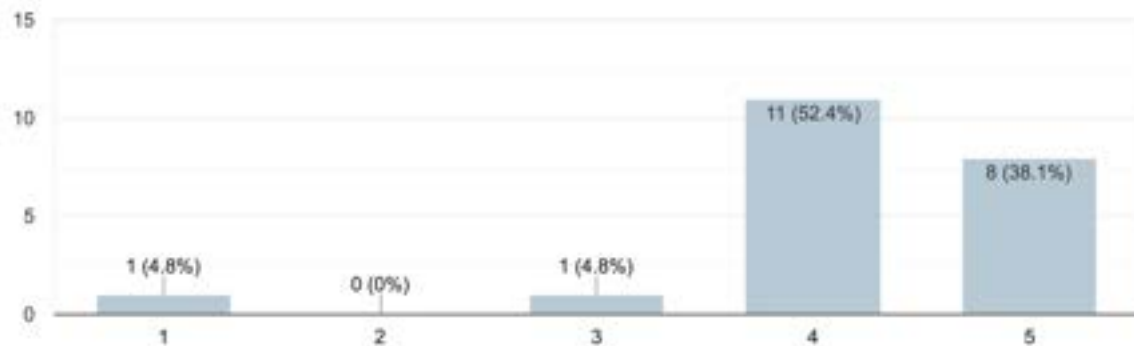
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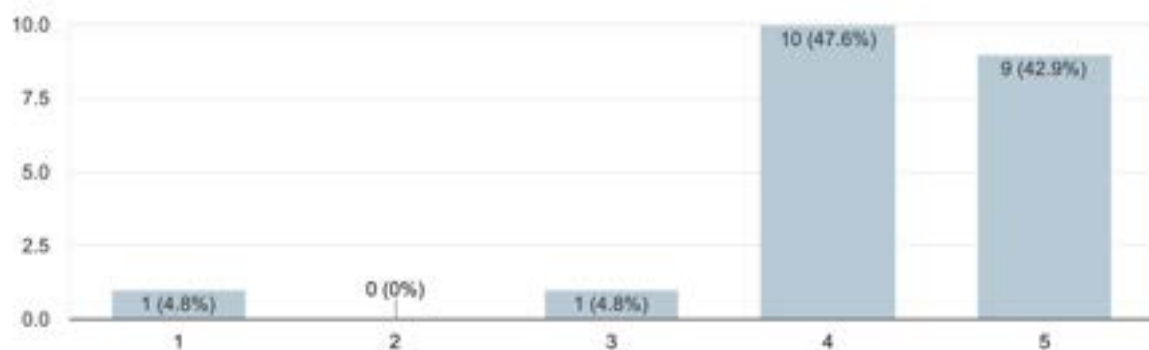
Number of participants: 40+

参加者数：40 人強

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



2. 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？  
21 件の回答



3. 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？ 21 件の回答

Sample responses サンプル回答

- It was very good.
- Heard an interesting discussion . The process of getting over the problem also helps in the problems to come.
- Well structured
- 実践部分があってよかったと思います
- Very informative.
- insightful
- Make an additional practice of mindfulness session.
- Strategic awareness from the perspective of students/young adults ia about shaping one's life. It is important along with calmness and resilience.

- 全くの素人ですが、興味深いデータだと思いました。
  - Recently I'm interested in the mindfulness program for healthy university students, so today's presentation inspired me a lot. Thank you so much!
  - It was a very interesting and practical presentation. Thank you. I would be interested in more discussion/training about developing similar courses at Todai. A second interest would be to what extent we can integrate these practices into regular courses.
  - zoom で参加しました。スライド、講師の音声良好でした。日本語のサポートは大変助かりました。
- 

In this presentation, Jochen Reb explained his 13-week module “The Science and Practice of Mindfulness at Work” aimed at helping final-year undergraduate students learn how to manage stress, improve the quality of their interactions with people around them, and acquire resilience and purposefulness in successfully making the university-to-work transition. The preliminary results of his mindfulness-based intervention were encouraging. He compared the treatment group (students who took his mindfulness module) with the control group (students who took his decision-making module) at the beginning and the end of the semester. At the end of the semester, he found that students in the treatment group became more mindful, attentive, accepting, introspective, resilient, and less worried, sleeping better and feeling a more flourishing and greater meaning in life. These preliminary results generated a lively discussion between Jochen and the audience in the room and online. The audience was particularly eager to delve more deeply into the practical implications of his ongoing research: how to design similar mindfulness-based interventions in other disciplines than business, how to sustain mindfulness practice outside of the classroom, and so on.

このプレゼンテーションでヨヘン・レブ先生は、自らが教えた 13 週間の科目「マインドフルネスの科学と実践：職場編」の内容をシェアしました。この科目は、大学 4 年生がストレスを管理し、周囲の人々との関係性を向上させ、大学から職場への移行を成功させるための回復力と目的意識を身につける方法を学ぶことを目的としています。また、学期の初めと終わりに、治療群（マインドフルネス科目を受講した学生）と対照群（別の意思決定科目を受講した学生）を比較調査した結果、治療群の学生がよりマインドフルで、気配りがあり、受容的で、内省的で、回復力があるなどポジティブな傾向があることがわかりました。この調査報告は、レブ先生と聴衆の間に、ビジネス以外の分野で同様のマインドフルネス科目を設計する方法、教室の外でマインドフルネスの実践を維持する方法などに関して、熱心な議論を引き起こしました。



2023/07/03 Yilin Sun (Seattle Colleges)

2023 年 7 月 3 日 イーリン・サン (シアトル・カレッジ)

# SHIFTING PARADIGMS: EMPOWERING STUDENTS THROUGH CULTURALLY RESPONSIVE PEDAGOGY IN HIGHER EDUCATION

Speaker: Yilin Sun (Ph.D.)

July 3rd (Mon) • 12:00 – 13:30 (JST) Online

Language: English with AI-generated captions



## Speaker bio:

Dr. Yilin Sun is an emeritus professor, former president of TESOL International Association (2014-15), the founding president of MAAL (Macao Assn. for Applied Linguistics), and president of WAESOL (2003, 2007). She has extensive experience in teacher education, leadership development, assessment, adult education, and faculty professional development. In 2021, The English Language Specialist Program of the U.S. Department of State recognized Dr. Sun as one of thirty specialists who have impacted the TESOL field since 1991.



## Abstract

Higher education (HE) has recently undergone significant changes due to technology, COVID-19, and global issues. HE educators now find themselves in unprecedented circumstances, grappling with the widening gaps in access and equity to quality education, particularly for students from remote areas and historically underserved populations. Additionally, there is an urgent demand to equip students with the essential skills and competencies necessary for the rapidly evolving global workforce.

In this talk, Dr. Sun will address the questions:

- How can educators prepare themselves to shift the paradigm in the new learning environment?
- How can HE educators incorporate asset-based pedagogical principles to ensure equitable access to quality education for all students?

Participants will be encouraged to explore these questions and challenge conventional ways of teaching and learning in Japan.

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Number of participants: about 15

参加者数：約 15 人

In this presentation, Yilin Sun shared the basics of “culturally responsive pedagogy.” Among various insights Yilin offered, two of them stood out. The first insight pertains to shifting our own mindsets as educators from “deficit-based” to “asset-based,” that is, to re-conceive the cultural differences that students bring to the classroom (e.g., along the dimensions of socioeconomic background, gender, race/ethnicity, learning style) as resources for enriching collective learning experience. Yilin’s second insight complements her first: shifting from the “deficit-based” mindset to the “asset-based” one is coterminous with shifting from the “traditional” approach to the “transformed” one that enables students to exercise a greater degree of agency in their learning through dialogues and collaborations across cultural boundaries. In short, this powerfully transformative pedagogy operates as a process, i.e., a feedback loop between “identifying assets,” “activating assets,” and “cultivating assets.” Given its fundamentally iterative nature, the asset-based culturally responsive pedagogy enables students to make the best of their cultural differences as evolving resources for learning over the course of the semester.

このプレゼンテーションでイーリン・サン先生は、「文化的に応答的な教育法」の基本をシェアしました。サン先生が提供してくれたさまざまな洞察の中で、二つが際立っていました。一つ目の洞察は、教育者としての私たち自身の考え方を「欠落ベース」から「資産ベース」にシフトすること、つまり、学生が教室に持ち込む文化的な違い（社会経済的背景、性別、人種・民族、学習スタイルなど）を、集合的な学習体験を豊かにするための資源として再考することの重要性です。欠落ベースから資産ベースへの考え方への転換は、従来型のアプローチから変革型のアプローチへの転換を可能にし、文化の垣根を越えた対話や協働を通して、学生が学習においてより主体性を発揮することを可能にします。つまり、この変革的な教育法は、「資産の特定」、「資産の活性化」、「資産の育成」の間にフィードバックループを作り出すことを助長します。そのような資産ベースの考えに基づいた文化的に応答的な教育法を実践することで、学生は共有財産としての文化の違いを自分たちの学習に最大限に活用できるようになるのです。



**SEMINAR FOR FACULTY**

# THE IMPACT OF ARTIFICIAL INTELLIGENCE IN TEACHING, RESEARCH AND SERVICE

**JUL 5 (WED) 15:30 ~ 17:30 (JST)**  
**@KIBER 314**  
**SPEAKER:**  
**BEN KEI DANIEL (U. OF OTAGO)**  
**ORGANIZER & HOST:**  
**NAOMI BERMAN (UTOKYO/GLOBE)**  
**LANGUAGE: ENGLISH**

**ABSTRACT**  
Artificial Intelligence (AI) is a scholarly field that strives to create intelligent machines that imitate human behavior and thinking. AI tools can handle tasks that require human cognition and decision-making skills. As AI advances and permeates various aspects of society, understanding its value and potential risks in academic environments becomes crucial. Universities and other higher education institutions need to ensure students are equipped with the necessary skills and competence to use AI responsibly while ensuring their responsible teaching, research, and service implementation.

In this seminar, we will explore the impact of AI in higher education, specifically focusing on the recent proliferation of AI tools in teaching, learning, and research. Our discussion will focus on Generative Pre-trained Transformers (GPTs), large language models trained on extensive datasets that have recently profoundly impacted the higher education sector.

**SPEAKER BIO**  
Ben Kei Daniel, Ph.D., SMIEEE, is a Professor of Higher Education and the Head of the Department of Higher Education Development Centre at the University of Otago, New Zealand. He holds a Ph.D. in Educational Technology and Artificial Intelligence in Education (AIED) from the University of Saskatchewan in Canada. At Otago, he is the convenor for Educational Technology strategic initiatives. He is an international award-winning research methodologist with extensive theoretical and practical experience in several research methodologies. He teaches Artificial Intelligence in Education (AIED), research methodology (Quantitative, Qualitative, and Mixed Methods), and Educational Technology. His research focuses on investigating Big Data and Analytics in higher education.

**How to join:**  
**In person: @KIBER 314**  
**Online: Scan the code to join the session**

**ORGANIZED BY:**  
The University of Tokyo  
Global Faculty Development



Number of participants: about 15

参加者数：約 15 人

This seminar was made possible thanks to Naomi Berman (Center for Global Education) who knew her colleague Ben Kei Daniel passing through Tokyo for another event at the University of Tokyo. In his presentation, Ben provided an informative overview of the use of AI in teaching and learning. First, he introduced the history of artificial intelligence in education (AIED) research by clarifying the basics of AI, machine learning, and analytics and exploring how AI might transform not only teaching and learning in the classroom but also the organizational structures or administrative aspects of higher education institutions. He also shared his perspectives on both the strengths and weaknesses of ChatGPT, as well as ethical challenges it poses, in educational settings. In this regard, his presentation was timely and helpful for faculty members who were beginning to explore how they might effectively incorporate ChatGPT into their classes as well as wonder how ChatGPT and other rapidly advancing technologies might radically transform teaching, learning, and higher education institutions in coming years.

このセミナーは、ナオミ・バーマン先生（グローバル教育センター）が、東京大学での別のイベントのために東京を訪れたベン・ケイ・ダニエル先生と知り合いだったおかげで実現しました。ダニエル先生は、まず、教育における人工知能研究の歴史を紹介しつつ、AI、機械学習、アナリティクスの基礎を明らかにし、AI が教室での教授や学習だけでなく、高等教育機関の組織構造や運営面をどのように変革するかを検討しました。また、ChatGPT の長所と短所、および教育現場での倫理的課題についても自身の見解を示しました。この点で、彼のプレゼンテーションは、ChatGPT を授業に効果的に組み込む方法を模索し始めている教員や、ChatGPT やその他の急速に進歩するテクノロジーが今後数年間で教育、学習、高等教育機関をどのように根本的に変える可能性があるか疑問に思っている教員にとって、とてもタイムリーで有益なものでした。



GFD MINDFULNESS SERIES VOL.2

# MINDFULNESS PRACTICE FOR CREATING AN INCLUSIVE CLASSROOM AND SOCIETY

Speaker: Ram Mahalingam (Ph.D.)

October 19 (Thu) • 17:00 – 18:30 (JST)  
Online: Zoom

## Abstract

In this interactive online workshop, Professor Ram Mahalingam will introduce his initiative at the Barger Leadership Institute at the University of Michigan. Drawing on his experience of incorporating mindfulness practice into undergraduate education for peace and social justice leadership, he will lead mindfulness exercises to help workshop participants learn how to be mindful as well as how to incorporate mindfulness practice into their teaching.



## Speaker Bio

Ram Mahalingam is a Professor of Psychology and director of the Barger Leadership Institute University of Michigan, Ann Arbor. His current research concerns nurturing a caring and compassionate workplace that treats its workers with dignity. Ram is committed to developing leaders who are passionate about dignity with a mindful commitment to promoting workplace well-being.

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LANGUAGE: ENG. WITH  
SIMULTANEOUS JPN  
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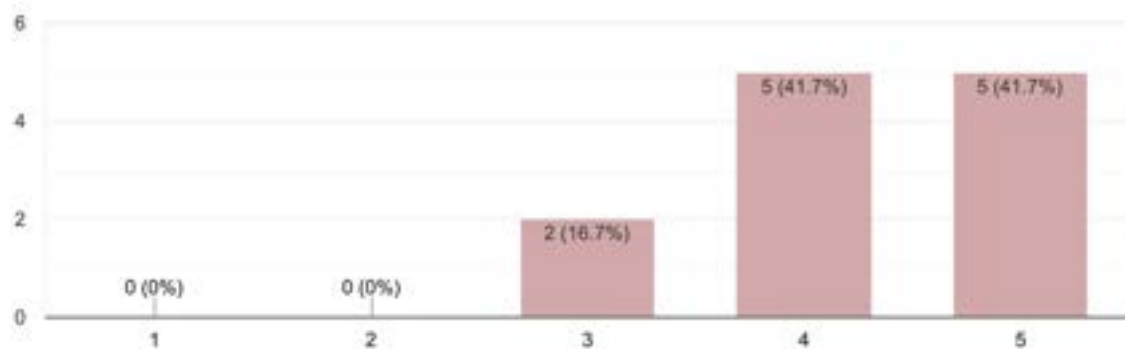




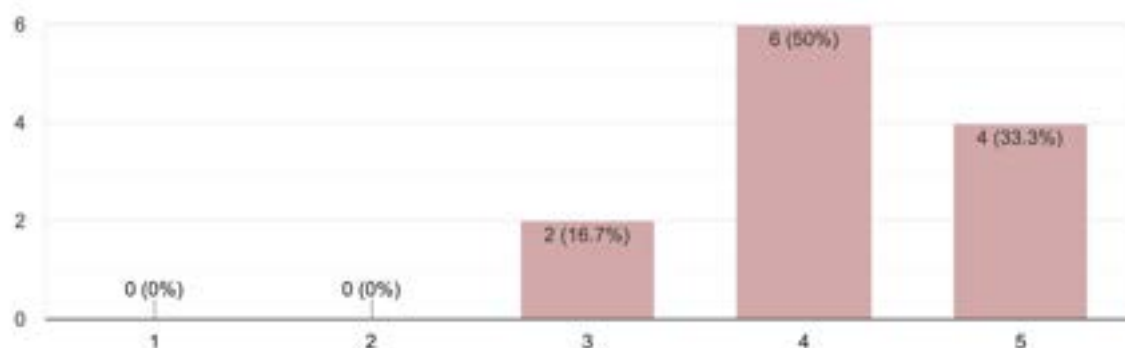
Number of participants: 30+

参加者数：30 人強

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



2. 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？  
12 件の回答



3. Do you have any feedback regarding the content of the workshop? / ワークショップの内容についてご意見はありますか？ 12 件の回答

Sample responses サンプル回答

- 実践的でとても良かったです。ありがとうございました。
- A very nicely paced and interesting interactive workshop.
- 優しく マインドフルの時間を他見させていただいた。
- It was really helpful and practical. And I think the methods they introduced are easy to adapt.
- 素晴らしい内容でした。ありがとうございました。
- マインドフルネスについての説明は本や文献、記事で読んだりできると思いますが、実際に **practice** するレッスンは珍しいのではないかと思いますので、とても有難い取り組みだと思いました。ありがとうございます。練習を

重ねると、瞑想や座禅などは、いずれ悟りを開けるのかなと思うのですが、その地点まで自力で継続させるのは難しいとも感じています。なので、しばらくやっても、またすぐに忘れて、マインドフルネスのない日常生活にもどってしまうような気がします。

- 瞑想がとても良かった。様々な気づきがあったが、学術的にどのように瞑想の効果があるのかが知れるとより良かった。(不安を赤ちゃんやペットにするという良い理由や、ジャーナリングで最後に苦手・嫌いな人を書く理由など知ることができた)

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In this workshop, Ram Mahalingam shared his research on mindfulness and two of the mindfulness exercises that he practiced with his students at the University of Michigan. To begin, Ram emphasized the interconnected nature of our lives by telling a story about an incredibly kind black man named Nathan Briggs. He also elaborated on his “mindful mindset” framework that consists of seven features: compassion, sympathetic joy, situated intersectional awareness, negative capability, cultural humility, wonder, and generosity. He then guided a contemplative practice to cultivate our “negative capability,” the capacity to reside in ambiguous and uncertain situations, to strengthen our openness. His second contemplative practice “contemplative journaling” aimed to cultivate our “cultural humility,” openness to others and appreciation of their positive worth. Overall, his workshop was innovative because it combined both the theory and practice of mindfulness to illustrate how they could be utilized in increasing our openness to those who were different from us – and how such openness could serve as the basis of inclusive classrooms and societies.

このワークショップでは、ラム・マハリングム先生がマインドフルネスに関する研究と、ミシガン大学の学生たちと実践した2つのマインドフルネスエクササイズを共有しました。まず、マハリングム先生は、ネイサン・ブリッグスという非常に親切的な黒人男性の話为例にとりて、私たちの命の相互関係性を強調しました。また、7つの特徴からなる「マインドフルなマインドセット」の理論的枠組みについても説明しました。その後、曖昧で不確実な状況において必要な能力である「ネガティブ・ケイパビリティ」を養い、開放性を強化するための瞑想的な実践をガイドしました。彼の2番目の実践は、「瞑想的ジャーナリング」と言い、私たちの「文化的謙虚さ」、他者への開放性などを育むことを目的としていました。全体として、彼のワークショップは、マインドフルネスの理論と実践の両方を組み合わせて、多様な他者に対する開放性を高めるためにマインドフルネスをどのように活用できるか、そ

してそのような開放性が包括的な教室や社会の基盤としてどのように役立つかを説明するという点で革新的でした。

**GFD MINDFULNESS SERIES**

3-Week Online Program on

# MINDFULNESS PRACTICE *for*

Individual & Organizational Wellbeing

**Speaker: Jochen Reb (Ph.D.)**



**Nov 7 (Tue)**  
noon - 1pm

Mindfulness for Stress Management

**Nov 21 (Tue)**  
noon - 1pm

Mindfulness for Decision-making

**Nov 28 (Tue)**  
noon - 1pm

Mindfulness for Communication

**ABSTRACT**

In this comprehensive 3-week online program, Professor Jochen Reb will guide participants through the fundamental principles and practical applications of mindfulness. This program is designed to enhance individual and organizational well-being.

A crucial component of well-being, regardless of the context, involves the management of daily stress, the cultivation of decision-making skills in both professional and personal realms, and the cultivation of effective communication abilities with family, friends, and colleagues. Throughout this program, Professor Reb will lead participants in mindfulness exercises, enabling them to develop and refine their stress management, decision-making, and communication skills, thereby fostering well-being for themselves and those around them.



**Jochen Reb**

**SPEAKER BIO**

Jochen Reb is a Professor of Organisational Behaviour and Human Resources and Director of the Mindfulness Initiatives at Singapore Management University. He is a globally leading scholar in mindfulness in the workplace. And he devotes much of his time to teacher training, particularly on Mindfulness-Based Strategic Awareness Training (MBSAT). He is also the director of the Mindfulness and Decision Lab, which engages in cutting-edge research on mindfulness and decision-making.



Organized by:  
The University of Tokyo  
Global Faculty Development

Inquiries: [gfd-tokyo@adm.c.u-tokyo.ac.jp](mailto:gfd-tokyo@adm.c.u-tokyo.ac.jp)  
Language: ENG/JPN live interpretation

**SCAN to REGISTER**



Number of participants: 1<sup>st</sup> session 141, 2<sup>nd</sup> session 107, 3<sup>rd</sup> session 104

参加者数：第 1 回 141 人、第 2 回 107 人、第 3 回 104 人

YouTube:

①<https://youtu.be/CBLcWkKWNVs?si=-4Xfs3z-5cqNd9Jr>

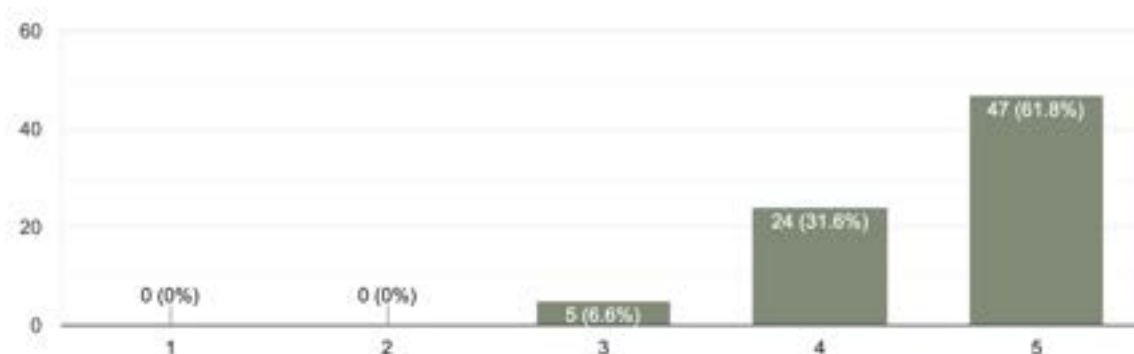
②<https://youtu.be/ImA7dXcn184?si=g0uE3hEjrmialH5>

③<https://youtu.be/mzY1S3PpXTU?si=UKxWD4UlaRwP9WWC>

1. How satisfied were you with this event overall?/

全体的に、イベントにどの程度満足していますか？

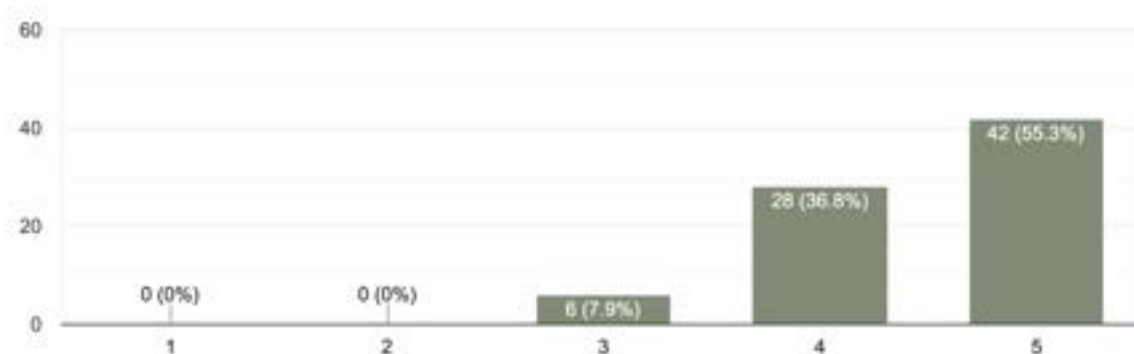
76 件の回答



2. How would you rate the contents of this event? How useful were the contents?/

このイベントの内容は、どの程度役に立ちましたか？

76 件の回答



3. Do you have any feedback regarding the content of the workshop? / ワークショップ

の内容についてご意見はありますか？ 35 件の回答

Sample responses サンプル回答

- 業務の都合で途中退室となりましたが、マインドフルネスについて知るよい機会となりました。ありがとうございます。
- 穏やかな時間を過ごせる、素敵な workshop でした。ありがとうございました！



- Jochen 先生も Hiro 先生も穏やかな声でわかりやすく説明して下さい、その雰囲気もマインドフルネスを理解し実践する上でとても効果的だと感じました。
- **Very informative**
- ありがとうございます。仕事の都合で入室が遅れたのが悔やまれますが、ワークには参加でき、とても落ち着くことができました。ストレスフルな状況を優しく包むとか、遊び心を持って眺めるというのが、新鮮で良きアイデアをいただきました。
- 理論とワークの両方をしていただき、よかったです。ワークも日常的にできそうなものを教えていただき、ありがたいです。
- **Having more examples related to academic life, to connect to more abstract parts can be helpful. Kind of a storytelling approach.**
- ワークがあり、ストレスマネジメントの特にフレームチェンジの方法が体験できて今後役に立ちそうです。
- 自分で経験したことが非常によかった
- 昼休みという比較的参加しやすい時間帯に、わかりやすい解説と実際のワークが含まれ、大変役に立ちます。
- 具体的内容が解り易かったです
- **I would like to deepen my thoughts on mindfulness for managers and decision makers.**
- 短時間で2つのワークを実践でき、多くの学びがありました。ありがとうございます。
- **Great to know the methods, thank you so much!**
- とてもわかりやすく、よい気づきが得られました。ご参加のみなさんのコメントシェアからもさまざまな視点があることを知ることができてとても面白かったです。
- **Thank you for very meaningful workshop. I'm feeling more better. I would like to make use of this precious practice in the future.**
- **It is very new for me that decision making relate to guts feeling.**
- 1時間という短い時間内でもりだくさんにもかかわらず心が落ち着きます。素晴らしいワークショップをありがとうございます。
- 素晴らしい内容でした。ありがとうございます。
- 短い時間でレクチャーと実践があり、盛沢山なのにリラックスもできて、大変有意義な時間でした。どうもありがとうございました。
- **Communication don't sound so bad after all!**
- 1時間の中身が濃く体験できてよかったです。

- Hiro さんの翻訳が大変役に立った。詰め込みすぎないスピードもよかった。
- 子育てをしているのですが、●●時までには××しなきゃと何となく時間に追われていて、今、この時間を立ち止まるということを学べたことで自分の生活の視点の視野が広がったように思う。まだ全然なれないし、この行為をしてどうなるのかと疑問に思う自分の気持ちを払拭することはできないが、正解、効率や正確性がそこまで求められなくなっている時代に適応する一つの大変な方法だと思って、感じながらゆっくり食べることや今日の音楽をマインドフルに聴くことを子どもにも伝えたいと思いました。ありがとうございました。
- Thank you for very meaning time. I would like to continue pracices. I was impressed that Mindful Salsa! Sometime music becomes communiction tools I think. I found consentration is very important pracice to build a relationship and awareness.
- Workshop was nice and useful. Thank u so much. Hope it will be in person in the future )
- All the lectures were very interesting.
- オンラインでおこなうのは、どうかな？と思っていたのですが、とても満足しています。もっとマインドフルネスについて深めたいと思いました。

---

As reflected in the feedback from the participants above, the 3-week mindfulness program by Jochen Reb was extremely helpful because it covered three of the most important aspects of work and life as a faculty member: stress management, decision-making, and communication. What stood out about his program was the thoughtful combination of academic research, short mindfulness exercises, and sharing sessions, enabling participants to experientially appropriate what they learned about mindfulness research.

上記の参加者からのフィードバックに反映されているように、ヨヘン・レブ先生による 3 週間のマインドフルネスプログラムは、教員としての仕事と生活の最も重要な 3 つの側面であるストレス管理、意思決定、コミュニケーションをカバーしているため、非常に有用なものでした。彼のプログラムで際立っていたのは、学術研究の紹介、短いマインドフルネス実践、共有セッションの思慮深い組み合わせであり、そのおかげで参加者がマインドフルネス研究について学んだことを体験的に身につけることができました。

**GFD MINDFULNESS SERIES VOL. 3**

**Mindfulness Practice for**  
**PROFESSIONAL DEVELOPMENT**  
**and**  
**PERSONAL GROWTH**

**Speaker: Marco Garrido**



**Nov 14 (Tue) • Noon - 1pm (JST)**

#### ABSTRACT

In this online interactive workshop, Professor Marco Garrido will share how his mindfulness practice has positively influenced his professional development while maintaining well-being and work-life balance. Contrary to the common perception that career success may sometimes appear at odds with personal well-being and family life, he will show how they can be reconciled through mindful awareness and skillful actions. Workshop participants will have the opportunity to engage in mindfulness exercises guided by Professor Garrido and gain practical experience in applying these principles to their daily routines. This hands-on approach aims to empower participants to discover practical ways to cultivate a deeper and more purposeful connection between their professional endeavors and personal lives.



**Marco Garrido**

#### SPEAKER BIO

Marco Garrido is an Associate Professor and the Director of Undergraduate Studies in Sociology at the University of Chicago. His work has primarily focused on examining the relationship between the urban poor and the middle class in Manila, specifically within the context of slums and upper- and middle-class enclaves. His research project aims to establish a connection between this relationship and urban structure on one hand and political dissensus on the other. Through this, he highlights the significant role of class in shaping urban space, social life, and politics.



Number of participants: 44

参加者数：44 人

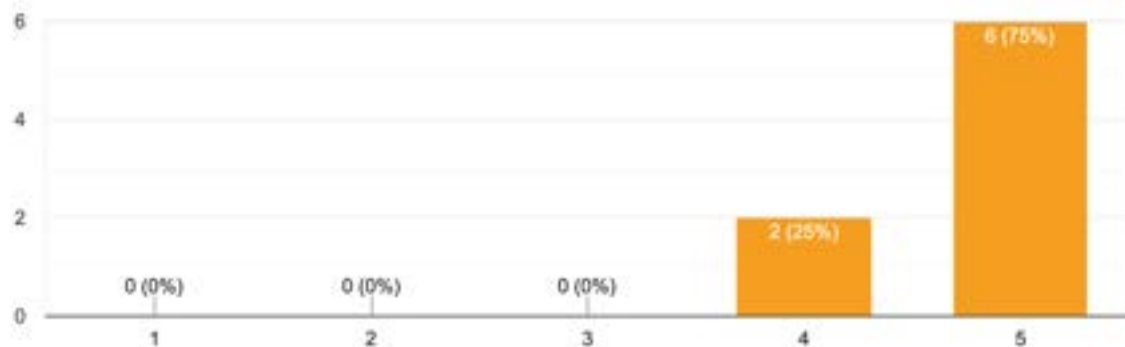
YouTube:

<https://youtu.be/nTtYA21kZDE?si=BjrpQX-ghllzmUM4>

1. How satisfied were you with this event overall?/

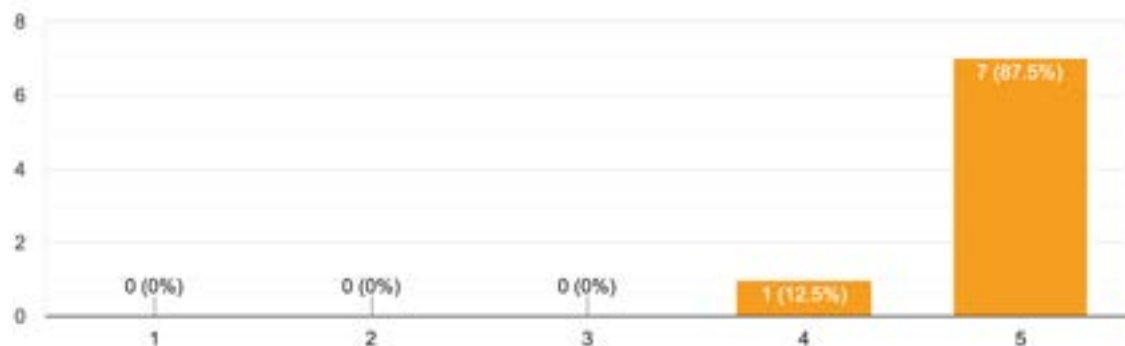
全体的に、イベントにどの程度満足していますか？

8 件の回答



2. 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？

8 件の回答



3. Do you have any feedback regarding the content of the workshop? / ワークショップ

の内容についてご意見はありますか？ 5 件の回答

Sample responses サンプル回答

- 心が静かになる時間を持てて良かったです。
- 心を落ち着ける時間を持つための、よい機会となりました。ありがとうございました。また参加させていただきます。
- 瞑想は生き方を自分本位に変える強い力があるというメッセージをもらえたと思います。

- お昼の 1 時間という短い時間内にお話・シェアリング・瞑想実践をまとめるのはなかなか難しいと思いますが、この時間ですと参加しやすいので恒例のイベントになるといいなと思います。参加者の体験談をシェアすることについては、その場で体験談を入力するとなると、それに時間がとられてしまうため、あらかじめ「体験談をシェアしてもよい方はご用意下さい」など、募集の際に告知しておいてはいかがでしょうか。

---

Marco Garrido's presentation was very powerful and authentic. He framed his presentation around a story of his personal transformation while working at the University of Chicago. He honestly shared how he struggled both professionally and emotionally as an assistant professor because his research on the Philippines was rather unconventional and not kindly received by his senior colleagues. To cope with stress, he took up meditation and practiced it consistently because he recognized the power of meditation to help him release stress, clarify his own values, re-center his life. Over the course of his practice, he learned how to enjoy the process of scholarly research irrespective of his senior colleagues' perceptions and evaluations of the worth of his research – and, in the end, he was awarded tenure. To end his powerful presentation, Marco guided a short meditation to help us clarify our most cherished values and use them as a compass for our professional development and personal growth as members of higher education institutions.

マルコ・ガリド先生のプレゼンテーションはとても印象的でした。彼は、シカゴ大学で助教授として働いていたときの個人的な内的変容の物語を中心にプレゼンテーションを組み立てました。まず、彼のフィリピン研究がオーソドックスなものではなかったため、同じ学部の年上の同僚たちに受け入れられず、職業的にも精神的にも苦労したことを正直に話してくれました。ストレスに対処するために、彼は瞑想を始め、瞑想の力がストレスを軽減し、自身の価値観を明確にし、人生の軸を安定させることに役立つことを認識したため、瞑想を続けたそうです。そして、彼は年上の同僚の評価に関係なく、学術研究のプロセスそのものを楽しむ方法を学び、最終的にテニユアを授与されました。力強いプレゼンテーションの締めくくりとして、ガリド先生は短い瞑想をガイドして、私たちが最も大切にしている価値観を明確にし、それを高等教育機関の一員としての自身の能力開発と自己成長の羅針盤として使うための手助けをしてくれました。



GFD International Collaboration Series

VOL. 1

## INNOVATIVE CURRICULUM DESIGN

### through OBJECT-BASED LEARNING

(with the University of Melbourne)

**Speakers: Andrea Dodo-Balu & Olivia Meehan**

**NOV 24 (Fri)**  
**13:30 - 17:30**

**Komaba Active  
Learning Studio (KALS)**

**ABSTRACT**

In this hands-on workshop, participants will learn the basics of object-based learning (OBL) and explore how they might incorporate them into their classes. OBL is an active learning model that supports the development of transferable skills such as communication and teamwork and connects these skills with abstract and creative thinking. Specifically, OBL involves interacting with cultural materials, everyday objects, and works of art during learning activities and activating visual literacy, observation, touch, and listening. Engaging with ideas abstractly through OBL presents students with opportunities to experiment with knowledge and consider their role in shaping future thinking. Reflecting upon the challenges students face in articulating complex ideas that emerge from deep observation, this workshop invites participants to consider the practice of object inspired thinking and its potential role in promoting transformative learning.

**SPEAKER BIO**

Andrea Dodo-Balu is currently an Asia-Pacific regional Vice-President of the Convenings Committee for the International Society for the Scholarship of Teaching and Learning. She holds a Doctorate in Higher Education and a Master of Education in language teaching and international education from Murdoch University. Her research focuses on the impact of higher education policies and systems on the experiences of students and academic staff involved in face-to-face or on-line learning, and examines implications for access and equity in the higher education setting.

**SPEAKER BIO**

Olivia Meehan received her MPhil and PhD in the History of Art from the University of Cambridge, King's College. Her graduate research focused on the circulation of cultural material and ideas in early modern Europe and Japan. She has also trained at the V&A Museum London (International Initiatives) in Creating Innovative Learning Programmes. Since graduating she has worked in museums and galleries, and as a lecturer and tutor in the History of Art. Her current research focuses on Observation, Imagination and Slow Looking.

**Limited to 25 participants;  
first come, first served.**

The workshop will be followed by  
a dinner with the guest speakers at  
KIBER 313 at 6pm.

**SCAN to  
REGISTER**

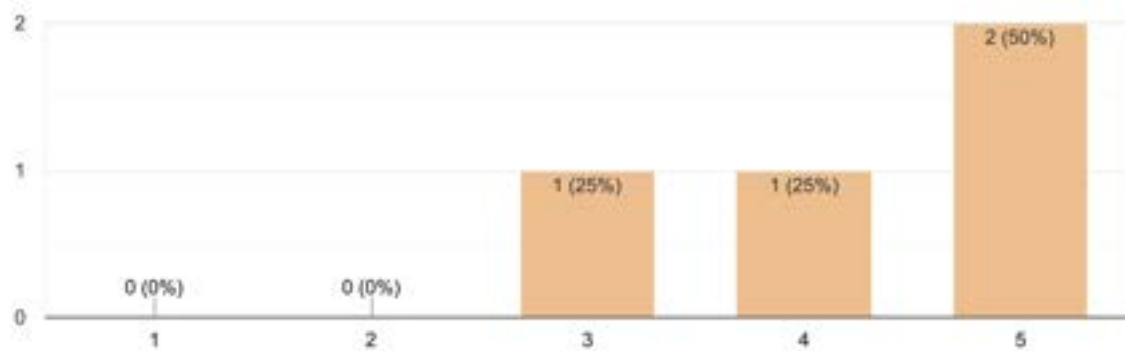
Organized by:  
The University of Tokyo  
Global Faculty Development

Inquiries: [gfd-tokyo@adm.c.u-tokyo.ac.jp](mailto:gfd-tokyo@adm.c.u-tokyo.ac.jp)  
Language: English

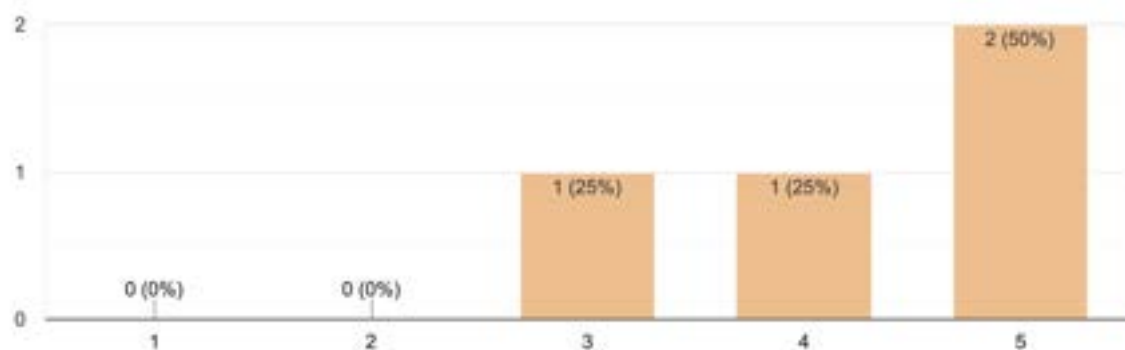
Number of participants: 10

参加者数：10 人

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



2. 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？  
4 件の回答



3. Do you have any feedback regarding the content of the workshop? / ワークショップの内容についてご意見はありますか？ 4 件の回答

Sample responses サンプル回答

- It was very interesting to hear from students but I was wondering we needed more faculty members because this was part of the Global Faculty Development programme. I understand it's difficult to get faculty members to turn up though.
- The content was informative.
- Share more outcomes about the object-induced research ideas.

---

In their team-presentation, Andrea Dodo-Balu and Olivia Meehan first shared the contents and structures of first-year seminars on object-based learning (OBL) at the University of Melbourne. Their presentation was both engaging and informative. Especially insightful was how OBL could effectively facilitate interdisciplinary and

collaborative learning by organizing class discussions and group projects around objects (e.g., light bulb, artwork) that stimulate imagination among students. To experientially illustrate how OBL would actually work, Andrea and Olivia guided participants to pair up and explore what kinds of research they might conduct by using objects that they had brought from home for the workshop. They also invited participants to pick up the old postcards and let them inspire new research ideas. During the concluding reflection session, participants realized that OBL could effectively cultivate not only interdisciplinary and collaborative learning but also international and intercultural exchange because they could serve as “props” for introducing one’s culture as well as encountering foreign cultures. This workshop also provided GFD members with an opportunity to discuss with Andrea and Olivia the possibility of future collaborations between the University of Tokyo and the University of Melbourne.

このワークショップでは冒頭に、アンドレア・ドドバル先生とオリビア・ミーハン先生が、メルボルン大学のオブジェクト介在学習（OBL）をベースにした1年生向けのセミナーの内容と構造を最初に共有してくれました。プレゼンテーションの中でも特に有意義だったのは、OBLが学生の想像力を刺激するオブジェクト（例：電球、アート作品など）を軸にしてディスカッションやグループプロジェクトを展開することにより、学際的で協働的な学習を効果的に促進することができるという点でした。ドドバル先生とオリビア先生は、OBLが実際にどのように機能するかを体験的に示すために、参加者がペアを組んで、ワークショップのために自宅から持参したオブジェクトを使用して、どのような研究を行うことができるかを探るようにガイドしてくれました。また、参加者に古い絵葉書を手に取ってもらい、想像力を刺激し、斬新な研究テーマの着想を助長するワークもしました。総括の振り返りでは、OBLが学際的・協働的な学びだけでなく、自国の文化を紹介したり、異文化と出会うための「小道具」としての役割も果たしたりすることで、国際交流や異文化交流を効果的に促すことができることを実感しました。また、GFDのメンバーは、ドドバル先生とオリビア先生と、本学とメルボルン大学の今後の連携の可能性について話し合う機会を得ることもでき、大変有意義なワークショップになりました。



**Program 2: Time to TALK**  
**プログラム 2：教授法の共有**

In the Time to TALK (Teaching and Learning at Komaba) sessions, faculty who have received the LOOK, TASTE, and OWLS funding to attend conferences related to faculty development and experimented with new pedagogical materials share their experiences with the community at Komaba.

教授法の共有セッションでは、LOOK、TASTE、OWLS の資金提供を受けて、ファカルティ・ディベロップメントに関連する会議に出席したり、新しい教育教材を試したりした教員が、駒場のコミュニティと経験を共有します。

2023/06/06 Erika D'Souza (University of Tokyo)  
2023 年 6 月 6 日 エリカ・ドゥスーザ (東京大学)

Number of participants: about 12 参加者数：約 12 人



The University of Tokyo  
Global Faculty Development

## TIME TO TALK: IMPLEMENTATION OF LITERARY ANALYSIS IN LANGUAGE TEACHING

TAKEAWAYS FROM THE  
PAMLA 2022 CONFERENCE

Speaker: Dr. Erika D'Souza

Tuesday, June 6

12:15 PM to 1:00 PM (Online)

In this session, Dr. D'Souza will discuss her experience attending the PAMLA (Pacific Ancient and Modern Language Association) in Los Angeles in November 2022. The aim of this annual conference is promoting the pedagogical practices and knowledge of ancient and modern languages, literatures, cultures, and the arts.

She will speak briefly about the topic she presented on, which reflected the challenges and advantages of literary analysis in a Composition syllabus. She will also discuss other papers at the conference that addressed similar topics, including keynote speakers Gary Phillips' and Rodney Barnes' presentations on the use of physical location and celebrity/ pop culture as an effect language learning tool.



*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!*

### Speaker Bio

Erika D'Souza holds a Ph.D. in English Renaissance Literature and the History of Art from the University of Arizona and joined the program as an ALESA instructor in 2022. Her research interests include gender studies, representations of masculinity, Shakespeare and adaptation studies, and recently, transgender characterisation in Early Modern drama.

Scan the code  
and register





The University of Tokyo  
Global Faculty Development

## TIME TO TALK: TRAINING QUANTUM BIOLOGISTS TAKEAWAYS FROM THE FIRST GORDON CONFERENCE ON QUANTUM BIOLOGY

**Speaker: Jonathan Woodward**

**Tuesday, June 20**  
**12:15 PM to 1:00 PM (Online)**

Quantum Biology is a rapidly growing research field which aims to address how non-trivial quantum mechanical phenomena are manifest in biological systems and the ways in which they allow biological functions beyond the possibilities of the classical physics paradigm on which the foundations of biology have been laid. From an educational perspective, quantum biology is a fascinating and challenging field as it brings together the extremes of physics, chemistry and biology and aims to marry them seamlessly together.

In this short presentation, Prof. Woodward will introduce the field of quantum biology along with take home messages from the special educational session held at the first Gordon Conference in Quantum Biology which took place in Galveston, Texas, USA in Mar. 2023, followed by a Q&A session.



*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!*

### Speaker Bio

Prof. Woodward is a Professor in the College and Graduate School of Arts and Sciences at the University of Tokyo. He runs the Photo- and Spin-Chemistry and Biology Laboratory at Komaba campus (<http://opes.c.u-tokyo.ac.jp/spinchem/>) and also has a long-standing interest in the pedagogy of science teaching and program design. He works for PEAK and GPES programs teaching a range of courses on chemistry, the philosophy of science and scientific communication.

Scan the code  
and register



Number of participants: about 15

参加者数：約 15 人

In this presentation, Jonathan (Jonny) Woodward shared what he learned at the first Gordon Conference on quantum biology. First, he introduced a brief history of quantum mechanics by pointing out that biology began to feel its influence only recently, compared with physics and chemistry. Then, he explained how he and his colleagues organized the Gordon Conference as a venue for biologists to share their ideas and ongoing research on quantum effects in biology, including but not limited to, quantum tunneling, coherence, and correlation. Specifically, Jonny shared what he presented and discussed with other presenters and participants during the session on education in quantum biology. He highlighted that cultural differences across disciplines (i.e., physics, chemistry, and biology) could pose a major challenge in envisioning a university curriculum for quantum biology that would necessarily be interdisciplinary. But he also illustrated how this challenge could simultaneously be an important educational opportunity for advancing peer and mutual learning in light of the Leverhulme Quantum Biology Doctoral Training Centre at the University of Surrey, where physicists and biologists teach each other. He then concluded by suggesting how problem-based learning might facilitate interdisciplinary learning around quantum biology and what advantages the University of Tokyo might have in advancing quantum biology education.

このプレゼンテーションでは、ジョナサン・ウッドワード先生が量子生物学に関する第1回ゴードン会議で学んだことを共有しました。まず、量子力学の歴史を簡単に振り返り、物理学や化学に比べて生物学が量子力学の影響を受け始めたのは、ごく最近のことだと紹介しました。そして、量子トンネル効果、コヒーレンス、相関など、生物学における量子効果に関するアイデアや研究を共有する場として、ゴードン会議が開催された経緯を説明しました。また、ウッドワード先生は、量子生物学の教育に関するセッションで、他の発表者や参加者と議論したことを共有しました。彼は、学問分野（物理学、化学、生物学など）間の文化の違いが、学際的にならざるを得ない量子生物学の大学カリキュラムを構想する上で大きな課題となる可能性があることを強調しました。しかし、彼はまた、同時にこの課題が、仲間と相互学習を促進するための重要な教育機会になり得ることを、物理学者と生物学者が互いに教え合うサリー大学のリーヴァーヒューム量子生物学博士課程トレーニングセンターの例を出して説明しました。そして、課題解決型学習が量子生物学をめぐる学際的な学びをどのように促進するか、量子生物学教育を進める上で本学がどのような利点を持つかを示唆して締めくくりました。



2023/12/07 Julien Agaësse (University of Tokyo)

2023 年 12 月 7 日 ジュリアン・アガエス



ORGANIZED BY:  
The University of Tokyo  
Global Faculty Development

## TIME TO TALK: BENEFITS OF USING DIFFERENT TYPES OF BOARD GAMES

**Thursday, December 7**  
**12:15 PM to 1:00 PM (Online)**

**Speaker: AGAËSSE Julien**

### Abstract

The environments emerging from the use of board and card games de-dramatize the course and encourage learners to interact in additional language in a more enjoyable way. During the 2023 spring semester, the new aspect of my research about board game and education was to set up sequences of board and card games to analyze how tools from psychology or neuroscience can help teachers develop active learning environments for their learners, by considering changes in learners' self-confidence, risk-taking and the pleasure they derive from interacting with their peers. During my presentation, I will introduce the results of this research.

Language: ENG

Inquiries: [gfd-tokyo@adm.c.u-tokyo.ac.jp](mailto:gfd-tokyo@adm.c.u-tokyo.ac.jp)



*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

**Julien Agaësse** is a lecturer in French as an additional language at the University of Tokyo, and in the didactics of languages and cultures. His research focuses on the role of psychology, particularly emotions, and on the use of board games in language teaching-learning systems, as well as on the role of evaluation in pedagogical systems.

Scan the code  
and register



Number of participants: 18

参加者数：18 人

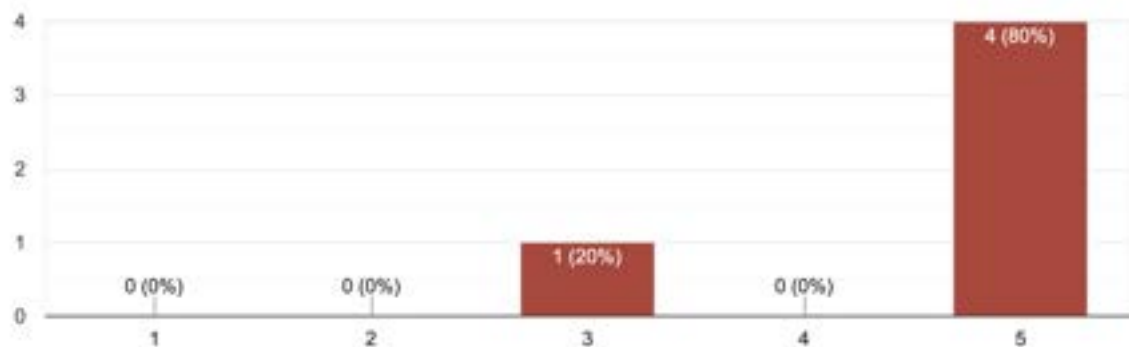
YouTube:

<https://youtu.be/stpYtHvnG4c?si=ECs5tzEHwQ8HlopL>

1. How satisfied were you with this event overall?/

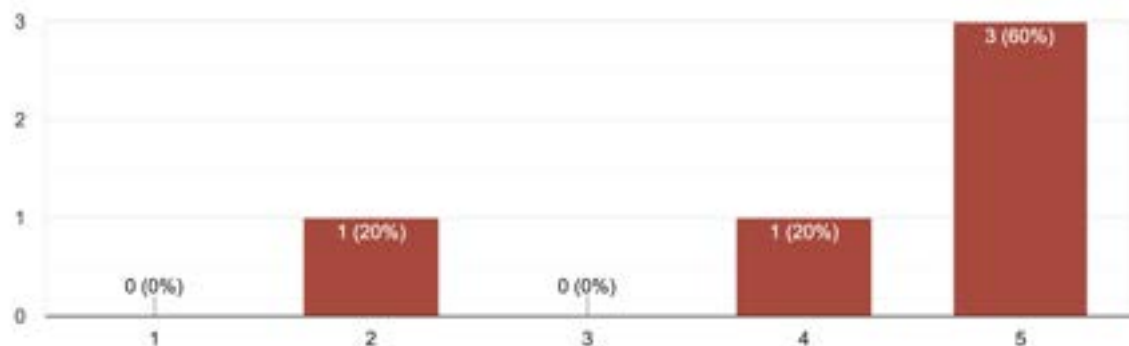
全体的に、イベントにどの程度満足していますか？

5 件の回答



2. 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？

5 件の回答



3. Do you have any feedback regarding the content of the workshop? / ワークショップ

の内容についてご意見はありますか？5 件の回答

Sample responses サンプル回答

- 質的なデータの提示が中心だったと思うので、量的なデータを使った分析/実証研究がなされると良いと思いました。
- The topic today was so interesting that it probably needed further seminar.
- Thank you!! Your presentation was very informative.
- 自分自身は学部生として教育学・第二言語習得を学んだことしかなく、内容が理解できるか少し不安だったが、非常にわかり易く関心を持ち続けながら

聞くことが出来るセミナーだった。今後も教育に関するセミナーがお昼にあれば積極的に参加したいと思っている。

---

In this presentation, Julien Agaësse shared the results of his pedagogical innovations funded by GFD's TASTE program. Specifically, Julien examined how the use of board games facilitated the acquisition of the French language among students at the University of Tokyo. First, he found that board games made the learning process more enjoyable and engaging for students. Importantly, students felt less shy and more motivated to speak in French and learn from mistakes. This finding led Julien to reflect on psychological and neuroscientific research on learning and observe that game-driven second language education might help students build various character strengths, such as openness, courage, and confidence, that would help lifelong learning and growth. Julien's presentation thus offered important implications for second language education in the age of generative AI – character building may well be more important than second language acquisition itself.

このプレゼンテーションでは、ジュリアン・アガエス先生が GFD の TASTE プログラムから資金提供を受けた教授法イノベーションの成果を紹介しました。具体的には、本学の学生のフランス語習得にボードゲームの利用がどのように役立つかを説明しました。まず、ボードゲームが学生にとって学習プロセスをより楽しく、魅力的なものにすることを発見しました。重要なことは、生徒が恥ずかしがることなく、フランス語で話し失敗から学ぶ意欲が高まったことです。この発見をもとにアガエス先生は、学習に関する心理学的および脳科学的な研究を吟味し、ゲーム主導の第二言語教育は、学生の生涯学習と成長に役立つ、開放性、勇気、自信などのさまざまな性格の強みを育むのに役立つ可能性があると考えました。このように、アガエスのプレゼンテーションは、生成 AI の時代における第二言語教育にとって、人格形成は第二言語習得そのものよりも重要である可能性があることを示し、大変示唆に富んだものでした。



ORGANIZED BY:  
The University of Tokyo  
Global Faculty Development

## TIME TO TALK: COLLABORATING ON CONTENT-BASED PEDAGOGY: TAKEAWAYS FROM THE JACET 2023 CONFERENCE

**Tuesday, December 19**  
**12:15 PM to 1:00 PM (Online)**

**Speaker: Ian Wash**

### Abstract

In this session, Ian Wash will discuss his experience of attending the JACET (Japan Association of College English Teachers) conference in Tokyo in August 2023. The aim of the conference was to discuss new possibilities for the future of language education under the theme, "Reconstruction and Development of Collaboration in Language Education."

Ian will begin by briefly speaking about his case study presentation that explained the collective challenges of developing a content-integrated approach to teaching international relations as part of an English liberal arts curriculum. He will then discuss several plenary lectures connected to the conference theme, including Professor Ann Burns' lecture titled Reframing Notions of Research Collaboration in Language Education.

Language: ENG

Inquiries: [gfd-tokyo@adm.c.u-tokyo.ac.jp](mailto:gfd-tokyo@adm.c.u-tokyo.ac.jp)



*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

Ian Wash is Project Assistant Professor in the Center for Global Education. He teaches in the Global Liberal Arts program and previously taught PEAK. His pedagogical interest is content-based instruction that develops English academic communication skills through learning about global politics.

Scan the code  
and register





Number of participants: 8

参加者数：8 人

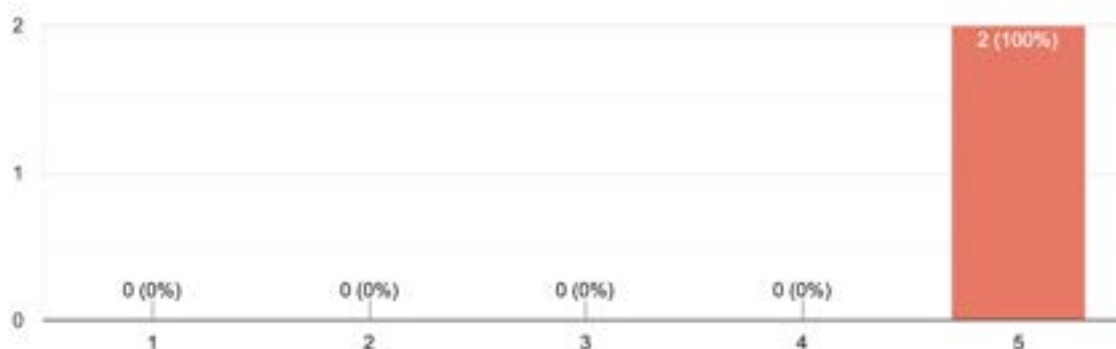
YouTube:

[https://youtu.be/gfluxE1HtPI?si=auh8m\\_K-H5pMLOQz](https://youtu.be/gfluxE1HtPI?si=auh8m_K-H5pMLOQz)

1. How satisfied were you with this event overall?/

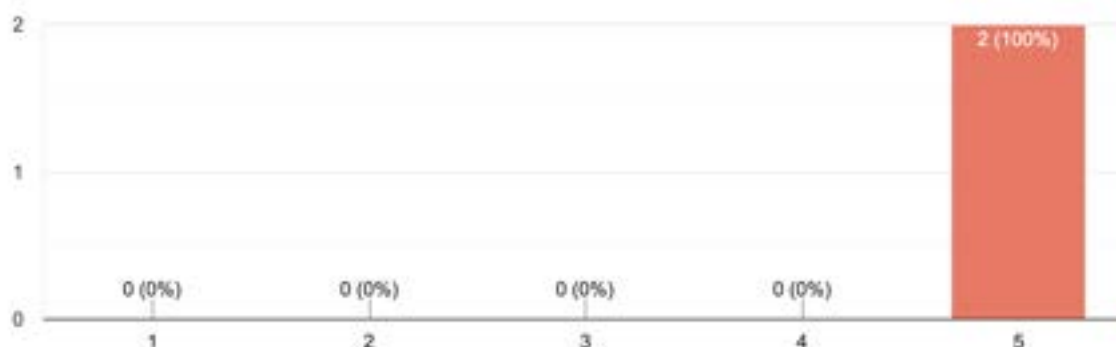
全体的に、イベントにどの程度満足していますか？

2 件の回答



2. 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？

2 件の回答



3. Do you have any feedback regarding the content of the workshop? / ワークショップの内容についてご意見はありますか？ 2 件の回答

- I would have liked to see more concrete examples of content-integrated approaches.
- more online workshop is welcome

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In this presentation, Ian Wash shared two main takeaways from the Japan Association of College English Teachers: a lack of collaboration (1) between English-language teachers and discipline-based teachers, and (2) between language researchers and language teachers. Ian then observed that this twofold lack of collaboration could

hinder progress in content-based language education at the university and explored with participants how we might foster more collaborations between English-language teachers and discipline-based teachers, on the one hand, and between language researchers and language teachers, on the other, to advance English language education at the university.

このプレゼンテーションでは、イアン・ウォッシュ先生が、大学英語教育学会会議で学んだことの中で最も印象に残った二つの点を共有しました。それは、（１）英語教師と専門科目の教師の間の協働の欠如、（２）言語研究者と言語教師の協働の欠如です。そして、このような協働の二重の欠如が、大学におけるコンテンツベースの言語教育の進歩を妨げる可能性があることを指摘し、大学での英語教育を前進させるために、英語教師と専門科目の教師の間、および言語研究者と言語教師の間でどのように協働を促進できるのか、参加者とともに検討しました。



ORGANIZED BY:  
The University of Tokyo  
Global Faculty Development

## TIME TO TALK WELLBEING IN THE CLASSROOM: TAKEAWAYS FROM THE JALT 2023 CONFERENCE

Wednesday, January 24  
12:15 PM to 1:00 PM (Online)

Speaker: Greg Dalziel

### Abstract

In this session, Greg Dalziel will share their experience of attending the JALT (Japan Association for Language Teaching) conference in Tsukuba in November, 2023. The theme of the conference was "Growth Mindset in Language Education." Greg will begin by briefly discussing the research they shared with colleagues about developing teaching materials for writing courses. They will then share some of what they learned from the conference, including talks on happiness, wellbeing, and implementing classroom activities informed by positive psychology.

Language: ENG

Inquiries: [gfd-tokyo@adm.c.u-tokyo.ac.jp](mailto:gfd-tokyo@adm.c.u-tokyo.ac.jp)



*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

Greg Dalziel is Project Assistant Professor in the Center for Global Education. He teaches English writing and speaking the ALESA and FLOW programs in the Junior Division, and courses on attention, identity, and nationalism for the Global Liberal Arts program in the Senior Division at the University of Tokyo. His research interests are in genre-based approaches to writing instruction.

Scan the code  
and register



Number of participants: 14

参加者数：14 人

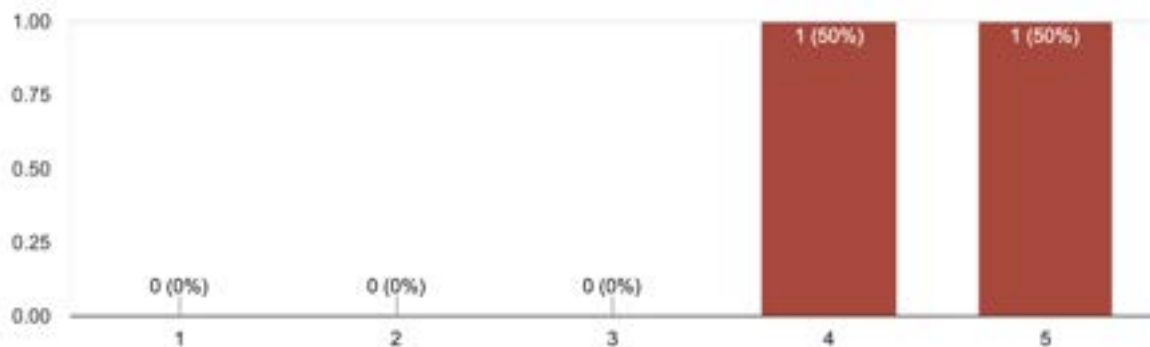
YouTube:

<https://youtu.be/jw5Ndvpy8AE?si=mS4xrglMTKRR457P>

1. How satisfied were you with this event overall?/

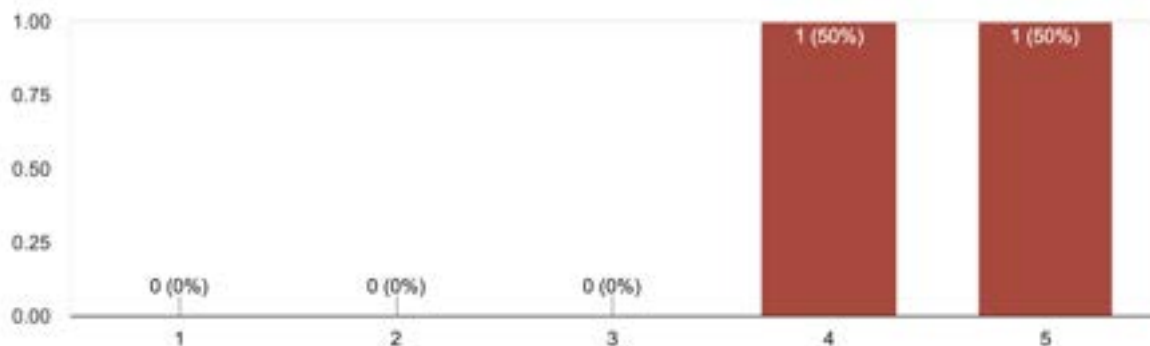
全体的に、イベントにどの程度満足していますか？

2 件の回答



2. 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？

2 件の回答



3. Do you have any feedback regarding the content of the workshop? / ワークショップの内容についてご意見はありますか？ 2 件の回答

- **Wellbeing in the Classroom** は、個別の授業で行うものだと思いますが、その有益な体験が、他の授業や今後のアクティビティーにも繋がるように、それ専用の初年次授業/ガイダンス/ワークショップがあるもの効果的だと思います。その場合は、**Wellbeing in** 大学生活のプロにお願いすれば、個別の授業担当者が対応できない場合に良いのかなと思います。受講することで、その後のさまざまな授業スタイル・教員・学生とのよりよい授業活動ができればいいなと期待。

- うまくいい雰囲気にならない根本的な理由を探る活動も大切だと思います。進学選択の競争（同僚は競争相手）など。協力的、ポジティブな行動が、すぐにわかりやすく、学生本人にポジティブにフィードバックできることがあったら、そういうワークのフレームを知りたいです。協力的、ポジティブな行動をとっても、さしあたり、"めんどくさい"だけと思われてしまうと逆効果な気がしたことがあります。

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In this presentation, Greg Dalziel briefly introduced what he had presented at the Japan Association for Language Teaching (JALT) and shared what he had learned about the use of positive psychology in language education. Given the growing concerns about mental health and wellbeing among students, some English-language instructors began to incorporate various positive-psychology exercises into their lesson plans. These instructors now design their lessons not only to facilitate English-language acquisition but also support wellbeing among students. In fact, positive-psychology exercises might better motivate students to express their thoughts, feelings, and reflections in English than other more conventionally academic exercises. Greg also posed a provocative question toward the end of his presentation – what about faculty wellbeing? His provocative question, as well as his takeaways from the JALT conference, prompted a lively Q&A.

このプレゼンテーションでは、グレッグ・ダルジール先生が全国語学教育学会（JALT）で発表した内容を簡単に紹介し、言語教育におけるポジティブ心理学の活用について会議で学んだことを紹介しました。学生のメンタルヘルスやウェルビーイングへの関心が高まっていることから、英語教師の中には、さまざまなポジティブ心理学のエクササイズを授業計画に取り入れる人が出てきています。これらの教師たちは現在、英語の習得を促進するだけでなく、生徒のウェルビーイングをサポートするように授業を設計しています。実際、ポジティブ心理学を取り入れた英語の練習は、他の従来のアカデミックな英語の練習よりも、学生が自分の考え、感情、振り返りを英語で表現する動機を強める可能性があります。また、ダルジール先生は、プレゼンテーションの最後に、「教員自身のウェルビーイングはどうなっているのか」という斬新な質問を投げかけました。彼の斬新な問いかけと、JALT 会議での学びの共有は、活発な質疑応答を引き起こしました。





ORGANIZED BY:  
The University of Tokyo  
Global Faculty Development

## TIME TO TALK ED-TECH, AI INCORPORATION IN CLASSROOMS AND MENTAL HEALTH AWARENESS: TAKEAWAYS FROM THE BETT 2024 CONFERENCE

Friday, February 16  
12:15 PM to 1:00 PM (Online)

**Speaker: Erika D'Souza**

### Abstract

The Bett 2024 Conference was an opportunity to meet vendors, tech companies, students, educators and multinational government representatives who wished to discuss, expand and promote the future of education in the world. It also created an environment of exceptional learning with the addition of EdTech, and other innovation exhibition platforms that allowed conference attendees to explore the right solutions for the needs of their classroom, collaborate with likeminded educators and connect with the people that can bring it all to life. In this session, I will discuss the two most influential experiences I had at Bett 2024: TableTalks and Edtech. It was at these meetings that I got to interact with other educators from all over the world to discuss the vital issues such as how to navigate students' mental and emotional health, as well as the role AI has to play in the future of education.

Language: ENG

Inquiries: [gfd-tokyo@adm.c.u-tokyo.ac.jp](mailto:gfd-tokyo@adm.c.u-tokyo.ac.jp)



*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

Erika D'Souza holds a Ph.D. in English Renaissance Literature and the History of Art from the University of Arizona and joined the program as an ALESA instructor in 2022. Her research interests include gender studies, representations of masculinity, Shakespeare and adaptation studies, and recently, transgender characterization in Early Modern drama.

Scan the code  
and register



Number of participants: about 8

参加者数：約 8 人

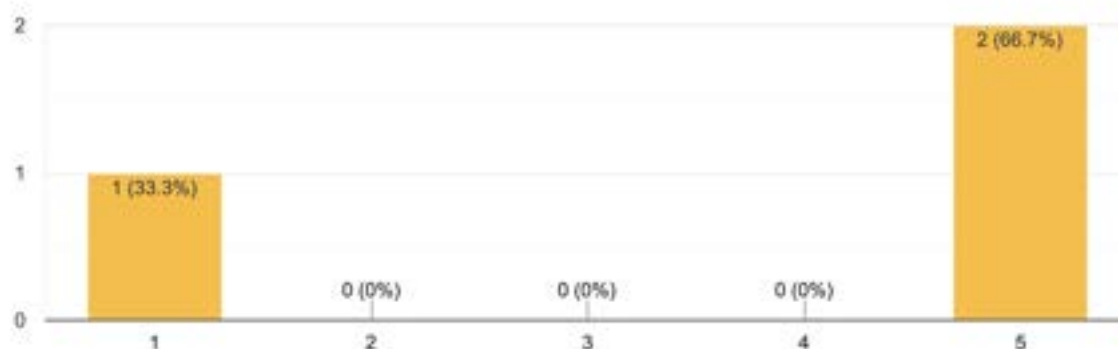
YouTube:

[https://youtu.be/l1\\_vLJjuFu0?si=F5z7XYfcOEGVq47r](https://youtu.be/l1_vLJjuFu0?si=F5z7XYfcOEGVq47r)

1. How satisfied were you with this event overall?/

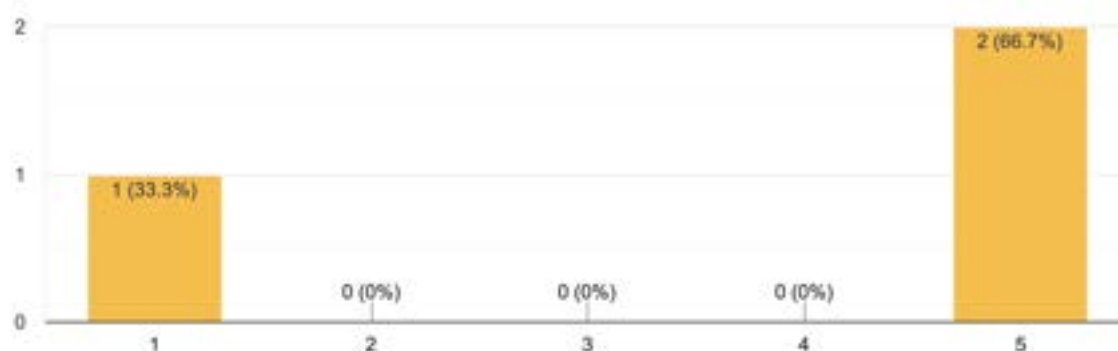
全体的に、イベントにどの程度満足していますか？

3 件の回答



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

3 件の回答



3. Do you have any feedback regarding the content of the workshop? / ワークショップの内容についてご意見はありますか？ 3 件の回答

Sample responses サンプル回答

- In the event of unused time, maybe we can always ask presenters to share one take-home message after the question and answer session.

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In this presentation, Erika D'Souza shared what she had learned at the BETT 2024 conference, where educators and edtech companies from all over the world met and discussed the latest issues and technological advances in education. First, Erika introduced the latest trends in edtech by, for example, showing AI-based software

applications that could help instructors effectively design their courses and lessons with built-in scaffolding in the design process. Second, she shared various mental-health awareness tools for identifying struggling students and, when necessary, referring them to professional help on campus. Learning about these latest developments in educational practices was extremely useful for putting into perspective similar efforts by the University of Tokyo. Indeed, one of the most important virtues of the Time-to-TALK series is to help faculty members at the University of Tokyo imagine how we might do things differently and better.

このプレゼンテーションでは、エリカ・ドゥスーザ先生が、世界中の教育者とエドテック企業が集まり、教育における最新の問題と技術的進歩について発表した BETT 2024 会議で学んだことを共有しました。まず、ドゥスーザ先生は、現在開発されている教育 AI アプリの中でも、スキヤフォールディングを使って、教師が科目や授業設計を効果的に行う補助をするものを紹介しつつ、エドテックの最新トレンドを紹介しました。次に、悩みを抱えている学生を特定し、必要に応じてキャンパスのカウンセラーにつなげるなどのメンタルヘルス意識向上ツールを共有しました。このような教育現場の最新動向を知ることは、東京大学の取り組みを鑑みるのに非常に有益でした。実際、「教授法の共有」シリーズの長所の 1 つは、東京大学の教員が、自分たちの教育実践を新しい角度から見直し、より良くする方法の模索を助長することです。



**Program 3: Diversity Cafe**  
**プログラム 3：ダイバーシティ・カフェ**

Diversity Cafe is a bottom-up initiative by Komaba faculty and graduate students. This initiative aims to (1) increase dialogue and awareness about diversity, equity, and inclusion (DEI) through mini-lectures, workshops, casual conversations, and other events; (2) promote a safe environment for both students and faculty to talk about DEI issues, where all experiences and perspectives are valued; and (3) provide opportunities to actively improve DEI within and outside the campus for students and faculty by promoting collaboration on various projects.

ダイバーシティ・カフェは、駒場の教員と大学院生によるボトムアップの取り組みです。このイニシアティブは、（１）ミニレクチャー、ワークショップ、何気ない会話、その他のイベントを通じて、ダイバーシティ、エクイティ、インクルージョン（DEI）に関する対話と意識を高め、（２）学生と教職員の両方が DEI の問題について話し合うための安全な環境作りを促進し、（３）様々なプロジェクトでの連携を通して、学生と教職員に学内外の DEI を積極的に改善する機会を提供することを目的としています。

**The University of Tokyo**  
**DIVERSITY CAFE**

VOLUME 4

Scan the QR code to register!



Hybrid format:  
• KIBER 313  
• Zoom

Are you interested in raising awareness about diversity, equity, and inclusion issues (DEI) in Japan?  
Join us at the Diversity Cafe! We host hybrid meetings each month!

Join us on  
**April 14th 17:30-19:30**  
for a special talk with  
**Professor Isabelle Rorive**



In this session, Dr. Rorive will share her experiences in the ULB (University of Brussels) where she has been investigating connections between the Equality Law Clinic and the gender and diversity policy that the ULB started respectively 10 and 6 years ago. Based on this, she will discuss wider initiatives to foster an inclusive campus in relation to topics of gender, accessibility, and minority groups.



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Global Faculty Development  
gfd-tokyo@adm.c.u-tokyo.ac.jp

Speaker bio:

Isabelle Rorive is a full professor at the Law Faculty of the ULB (University of Brussels). Her research and courses focus on equality and non-discrimination issues as well as the contemporary challenges that human rights are facing in a global and numerical world. Her academic work is based on comparative, European, international and interdisciplinary studies.

Number of participants: about 20

参加者数：約 20 人

In this presentation, Isabelle Rorive explained how the University of Brussels operated in addressing issues and grievances regarding sexual harassment and gender discrimination on campus. It was very informative to learn the policies, procedures, and mechanisms that were created at the University of Brussels to help female faculty members and students to press for greater gender equality, for it gave participants a fresh perspective to reflect on the situation at the University of Tokyo. Importantly, Isabelle's talk also indicated that, despite those policies, procedures, and mechanisms to promote gender equity at the organizational level, it was still challenging to change the mindset and culture of the historically male-dominated academia. This challenge opened up a lively Q&A to explore how we might transform not only external factors (e.g. a lack of adequate mechanisms to process gender-related grievances) but also internal ones (e.g. an organizational culture regarding gender) in order to create a more equitable and diverse campus.

このプレゼンテーションでは、イザベル・ロリヴ先生が、ブリュッセル大学がキャンパス内のセクシャルハラスメントや性差別に関する問題や苦情にどのように対処しているかを説明しました。ブリュッセル大学において、女性教員や女子学生がジェンダー平等を推進するために作られた方針や手続き、仕組みなどを学ぶことで、東京大学の状況を改めて振り返ることができ大変勉強になりました。また、ロリヴ先生のプレゼンテーションは、組織レベルでジェンダー平等を促進するためのポリシー、手続き、メカニズムなどが整備されているにも関わらず、歴史的に男性優位の高等教育界の考え方と文化を変えることは依然として困難を伴うことも示しました。この困難は、より公平で多様性のあるキャンパスを作るために、外部要因

（例：ジェンダー関連の苦情を処理する適切なメカニズムの欠如）だけでなく、内部要因（ジェンダーに関する組織文化など）もどのように変革することができるのかに関する活発な質疑応答を引き起こしました。



**The University of Tokyo**  
**DIVERSITY CAFE**  
VOLUME 5

Are you interested in raising awareness about diversity, equity, and inclusion issues (DEI) in Japan?  
Join us at the Diversity Cafe! We host hybrid meetings each month!

Scan the QR code to register!



Hybrid format:  
• KIBER 313  
• Zoom

**Our upcoming session will be on**  
**Thursday June 1st, 17:00–19:00**

During this session, we will discuss the critical topic of mental health support within our university. We will delve into various aspects of mental health support, with a particular emphasis on equipping our members with the tools and resources to seek help and support when needed. Taking care of our mental well-being is an ongoing journey that requires the collective efforts of our entire university community. Join us!



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Global Faculty Development  
gfd@tokyo@adm.c.u-tokyo.ac.jp

Number of participants: about 10 people

参加者数：約 10 人

Following the previous seminar with Isabelle Rorive, this time members of the Diversity Cafe gathered to exchange information and ideas regarding gender equality at the University of Tokyo. (This is one of the distinct features of the Diversity Cafe: by alternating between seminars with guest speakers and informal discussions among themselves, Diversity Cafe members explore how they might translate ideas into concrete actions to advance gender equity on campus.) This session was spearheaded by Elisa Ruiz-Tada who shared her file that compiled information and resources regarding gender equity that are available on campus in both English and Japanese. This file was extremely useful because it could serve as a one-stop platform for faculty members and students to collect and share gender-related information and resources. Given its value for the University of Tokyo, we decided to consider putting this file on the “Resource” section of the GFD website.

前回のイザベル・ロリヴ先生のセミナーに続き、今回もダイバーシティ・カフェのメンバーが集まり、東京大学におけるジェンダー平等に関する情報交換や意見交換を行いました。（ダイバーシティ・カフェの特徴の一つは、ゲストスピーカーを招いたセミナーとメンバー同士のインフォーマルな議論を交互に行うことで、キャンパス内のジェンダー平等を推進するためのアイデアを具体的な行動につなげる方法を模索することです。）このセッションでは、エリサ・ルイツ・タダ先生が主導し、キャンパス内で英語と日本語の両方で利用できるジェンダー平等に関する情報とリソースをまとめたファイルを共有しました。このファイルは、教職員と学生がジェンダー関連の情報やリソースを収集して共有するためのワンストップ・プラットフォームとして機能するという点で、非常に有用でした。このファイルが東京大学にとって持つ価値を考慮して、GFD ウェブサイトの「リソース」セクションにアップロードすることを検討することにしました。



2023/06/29 Shawnee McPhail (Gunma International Academy)

2023 年 6 月 29 日 ショーニー・マクフェイル

Number of participants: about 15 参加者数：約 15 人



**The University of Tokyo**  
**DIVERSITY CAFE**  
VOLUME 6: CELEBRATING PRIDE MONTH

Scan the QR code to register!

Hybrid format:  
• KIBER 313  
• Zoom

Are you interested in raising awareness about diversity, equity, and inclusion issues (DEI) in Japan?  
Join us at the Diversity Cafe! We host hybrid meetings each month!

Join us on  
**Thursday, June 29, 17:00-18:30**  
for a special talk with  
**Dr. Shawnee McPhail**



In this session, Dr. McPhail will share what she has learned about empathy with the LGBTQ+ community through narrative transportation when cisgender and heterosexual students read LGBTQ+ literature and open a dialogue on ways to include and encourage this kind of literature into school curricula, as well as discuss future research ideas into the topic.

Supported by:



The University of Tokyo  
Global Faculty Development



Speaker bio:

Dr. McPhail is an English Literature teacher in Gunma with 14 years of teaching experience. She holds a BA from Colorado State University, an MA from the University of Northern Colorado, and a Ph.D. from Capella University. Married for ten years to her wife, Arielle, Dr. McPhail has been in Japan for four years and has four children and several pets. Her expertise in teaching, focus on empathy, and dedication to her family contribute to her well-rounded profile in education.

2023/07/27 Misha Cade (University of Tokyo)  
2023 年 7 月 27 日 ミーシャ・ケイド (東京大学)

Number of participants: about 10 参加者：約 10 人



## The University of Tokyo **DIVERSITY CAFE**

VOLUME 7: CONSENT: CREATING SAFE SPACES

Are you interested in discussing  
diversity, equity, and inclusion issues (DEI) in our campus?  
Are you looking for a safe space to share your experiences, feelings, and needs related to  
DEI?

Join us at our upcoming  
Diversity Cafe on  
Thursday, July 27, 17:00-18:30

This time we will have a  
special workshop on  
Sexual consent with Misha Cade

Does sexual consent really ruin the mood? Is it  
still consented if there was alcohol involved?  
What can be done to protect ourselves and our  
loved ones?

In this workshop, we will go over what sexual  
consent is, how to obtain it, and how to intervene  
into dangerous situations as an active bystander.

Scan the QR  
code to register!\*

Hybrid format  
K28ER 313/ Zoom



**Speaker bio:**  
Misha Cade is a first year PhD student at The  
University of Tokyo's Department of Area Studies.  
She is the co-founder of Speak Up Sophia,  
a student group aimed at promoting sexual consent  
at Sophia University, and has been actively  
hosting consent workshops across various  
universities in Tokyo. Her research is about #MeToo  
and sexual violence in Japan.

\*Trigger Warning: This sexual consent workshop aims to address sensitive and potentially distressing topics related to sexual consent and the  
2019 National University Students' Survey on Sexual Violence. We believe that everyone has something to contribute to the conversation  
about DEI, and we welcome all voices.

Supported by:



The University of Tokyo  
Global Faculty Development

The Diversity Cafe is open to everyone, regardless of their age,  
gender, race, ethnicity, sexual orientation, or disability. We believe  
that everyone has something to contribute to the conversation  
about DEI, and we welcome all voices.



The University of Tokyo  
**DIVERSITY CAFE**

**Vol. 8 An Intersectional Discussion on  
Microaggressions and Mental Health**

Join us at our upcoming  
Diversity Cafe on  
**Wednesday, November 1st,  
18:00-19:30**

Please join us for a conversation with  
Dr. Yuki Yamazaki,  
on the impact of microaggressions on  
marginalized people's mental health.

Topics covered will include psychoeducation  
on the microaggression experience,  
literature evidencing the negative impact  
on one's mental health, and methods to  
challenge and address microaggressions in  
the moment.

There will be opportunities throughout the  
presentation for discussion with and to pose  
questions to the larger group.



**Speaker bio:**  
Yuki Yamazaki is a Counseling Psychologist currently  
serving as the Clinical Assistant Professor for the  
Counseling Psychology Department at Fordham  
University's Graduate School of Education. She received  
her Master's degree in Psychological Counseling from  
Teachers College Columbia University and her PhD in  
Counseling Psychology from Fordham University. She is  
also a Licensed Mental Health Counselor (LMHC) in New  
York State. Her research focuses on Multiracial and  
Asian American experiences of stereotypes,  
microaggressions, and colorism.

Scan the QR  
code to register! \*\*



Hybrid format  
KJBE 313/ Zoom

Supported by:



The University of Tokyo  
Global Faculty Development

The Diversity Cafe is open to everyone, regardless of their age, gender, race,  
ethnicity, sexual orientation, or disability. We believe that everyone has  
something to contribute to the conversation about DEI, and we welcome all  
voices.





Number of participants: about 20

参加者：約 20 人

In this presentation, Yuki Yamazaki explained what “microaggression” was and how it operated to negatively affect marginalized people’s mental health. While the concept of microaggression was originally developed in the United States to address the relationship between racial discrimination and non-white people’s mental health, Yuki skillfully translated it into the context of Japan in a way that was relatable to many of the participants. For example, she shared SNS posts of how foreigners in Japan felt being avoided and stereotyped in their daily interactions with Japanese people on the train, at the workplace, and in restaurants among other places. Yuki also asked participants to share their experiences from time to time. These sharing sessions drew out small but recurrent challenges related to race, ethnicity, and gender that international faculty members and students faced on a daily basis. Although these examples referred to what happened outside of the workplace, Yuki’s presentation prompted some reflections on what kinds of microaggressions regarding historically marginalized groups in Japan (e.g. racial/ethnic minorities, women, people with disabilities) might operate at the University of Tokyo and how we might collectively address them to promote diversity, equity, and inclusion on campus.

このプレゼンテーションでは、ユキ・ヤマザキ先生が「マイクロアグレッション」とは何か、そしてそれがマイノリティの人々のメンタルヘルスにどのような悪影響を及ぼすのかを解説しました。マイクロアグレッションという概念は、もともと人種差別とマイノリティのメンタルヘルスの関係を問うためにアメリカで提案されたものですが、ヤマザキ先生はそれを日本の文脈に上手に変換して説明しました。例えば、日本にいる外国人が、電車や職場、レストランなどで日本人と日常的に接する中で、避けられたり、ステレオタイプ化されたと感じた瞬間に関する SNS の投稿を紹介したり、参加者が自分の経験を共有できる時間を取りました。この共有セッションは特に有効で、外国人教員・学生が日常的に直面している人種、民族、性別に関連する小さいながらも繰り返される課題が引き出されました。これらの例は職場の外で起こったことのみに触れていましたが、ヤマザキ先生のプレゼンテーションは、日本で歴史的に疎外されてきたグループ（人種・民族的マイノリティ、女性、障害者など）に対するマイクロアグレッションが本学でも起きているのか、そうだとしたら、キャンパスでの多様性、公平性、包括性を促進するためにその課題にどのように対処できるのかについての考察を促しました。

2023/12/08 Discussion (University of Tokyo faculty and students)

2023 年 12 月 8 日 ディスカッション (東京大学教員・学生)

Number of participants: about 10 参加者数：約 10 人

**THE UNIVERSITY OF TOKYO**  
**DIVERSITY CAFE**  
**VOL.9**  
**CONFRONTING MICROAGGRESSIONS WORKSHOP**

"At a party, some students were pretending to be gay because they thought it was funny."

"People keep praising my Japanese skills even though it's my native language because I'm Hahu."

"A professor joked to a student, 'Oh that would be okay if you were gay,' and whole class laughed"

"When referring to gender inclusion, my professor sarcastically said, 'This is a class for all males and females and anyone in between,' and class laughed"

**FRIDAY, DECEMBER 8, 2023**  
**17:30 - 19:00**  
**Hybrid: In person at KIBER 313/online**  
**Language: English**

Microaggressions refer to indirect, subtle, often unintentional incidents of racism or bias that members of marginalized groups experience every day (Sue et al., 2007). Psychologists have found that experiencing constant microaggressions can take a toll on people's physical and mental health and have suggested various strategies for combating them in the context of the U.S. However, can such strategies be utilized in Japanese contexts? How might our approaches change considering cultural and linguistic differences? This diversity cafe begins with a brief overview of the literature on strategies to address microaggressions as a victim or ally, reviewing concepts from the last meeting. The majority of the session will be focused on a discussion-based workshop of how we might confront, dismantle, ignore, or escape from these "everyday" oppressive comments.

Reference: Sue, D. W., Capodaglio, C. M., Torino, G. C., Buccieri, J. M., Holder, A. M. B., Nadal, K. L., and Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286. <https://doi.org/10.1037/0003-066X.62.4.271>

Diversity Cafe Event

# “A Bloody Taboo” Film Screening & Talk Event

January 29 (Mon) 19:00-20:30  
Komaba I Campus  
21 KOMCEE West MM Hall

**Film: Japanese with English subtitles**  
**Discussion: Both Japanese and English**

The Diversity Cafe is open to everyone, regardless of their age, gender, race, ethnicity, sexual orientation, or disability. We believe that everyone has something to contribute to the conversation about DEI, and we welcome all voices.

**Abstract**

“A Bloody Taboo” explores several women’s rights topics related to period stigmatization, the tampon tax, and the wider discussion of gender discrimination in Japan. Through intimate interviews with an eclectic collection of voices ranging from a high school student to activists, artists, and health experts, the film highlights the lack of open discussion and explores common taboos surrounding menstruation in a country that is still struggling to find its role in the fight for women’s rights. The screening will be followed by discussion and networking with the director, cinematographer, and editor Sybilla Patrizia, and producer Marina Yoshimura.

**Speakers**

**Sybilla Patrizia**  
is an Emmy Award-winning filmmaker and photographer based in Tokyo. In her work, she merges her passion for social impact and human stories with her background in fashion to create thought-provoking stories that cross the border between documentary, art, and design. “A Bloody Taboo,” which is about the stigma against menstruation in Japan, was awarded at Tokyo Docs and premiered at JiHlava International Documentary Film Festival in 2021.

**Marina Yoshimura**  
is a public servant and an advocate for menstrual rights. In 2019, she launched the Tokyo branch of PERIOD, an organization advocating for menstrual equity in schools with headquarters in the US. She co-produced “A Bloody Taboo” with Sybilla Patrizia to raise awareness of the local stigmas around menstruation.

**Timeline**  
18:50 Doors open  
19:00 Intro  
19:05 Documentary screening  
19:20 Discussion  
20:00 Networking (optional)  
20:30 End of event



Number of participants: about 40

参加者数：約 40 人

For this event, the Diversity Cafe invited the film director Sybilla Patrizia and the film producer Marina Yoshimura and watched their documentary film “A Bloody Taboo” that explored women’s rights topics surrounding menstruation. The screening was followed by lively discussions of a wide range of topics regarding stigma and stereotypes about menstruation, gender discrimination at school and in the workplace, and gender inequalities in Japan and elsewhere. This event in many ways exemplified the distinct virtue of the Diversity Cafe, its function to create safe space for faculty members and students gather to share their perspectives, exchange perspectives on DEI, and build networks for taking actions to make the University of Tokyo, as well as Japanese society, a more diverse, equitable, and inclusive place. Creating this kind of space is a very important part of GFD’s operations because it helps identify and uncover FD-related needs. This is why GFD supports the Diversity Cafe and will continue to do so next year.

今回は、映画監督のシビラ・パトリツィアさんと映画プロデューサーの吉村真梨奈さんをお招きし、女性の権利をテーマにしたドキュメンタリー映画「生理というタブー」を鑑賞しました。上映後には、生理に対するスティグマや固定観念、学校や職場での性差別、日本や海外におけるジェンダー格差など、幅広いテーマについて活発な議論が交わされました。このイベントは、教員と学生が安心してダイバーシティ、エクイティ、インクルージョン（DEI）に関する意見を共有・交換し、本学キャンパスと日本社会をより多様で公平で包摂的な場所にしていくためのネットワークを構築するという、ダイバーシティ・カフェ独特の長所を体現するものでした。このような社会的・言論的空間を作ることは、FD 関連のニーズを洗い出し、掘り起こすのに役立つため、GFD の運営において非常に重要な意味を持ちます。そのような理由から、GFD は来年度もダイバーシティ・カフェを支援していきます。

## Other Programs 他のプログラム

GFD also offers other programs to promote teaching excellence at the Komaba campus. (1) FD Lunch, (2) Spotlight Series, and (3) PEAK Student Evening serve as platforms for sharing FD-related information, identifying FD-related needs on campus, and exploring opportunities for pedagogical innovations. In addition, (4) New Faculty Welcome Orientation and (5) Faculty Coffee Break aim to expand the networks of faculty members inside and outside of the University of Tokyo, respectively, who are committed to teaching excellence and foster collaborations among them.

GFD は、駒場キャンパスでの教育の卓越性を促進するために他のプログラムも提供しています。(1) FD 懇談会、(2) スポットライト・シリーズ、(3) PEAK 学生懇談会は、FD 関連の情報を共有し、キャンパス内の FD 関連のニーズを特定し、教育改革の機会を模索するためのプラットフォームとして機能しています。また、(4) 新任教員歓迎オリエンテーション、(5) 外国大学教員懇談会は、卓越した教育に尽力する学内外の教員のネットワークを広げ、教員同士の連携を促進することを目的としています。



## 1. FD Lunch

### FD 懇談会

Average number of participants: 5-10 平均的な参加者集：5-10 人



#### Schedule and list of topics S1/S2 Sem. 2023

FD Lunch 1	(Online)	4/12, Wed 12:15-13:00	Presentation of GFD activities and upcoming events
FD Lunch 2	(Online)	4/19, Wed 12:15-13:00	ChatGPT: what is the best way forward?
FD Lunch 3	(Online)	4/26, Wed 12:15-13:00	GPT-Detectors: are they effective?
Special PEAK S. Evening	(Hybrid/ KIBER 313)	4/28 Fri 18:30-19:30	Open discussion w/ PEAK students
FD Evening 4	(Hybrid / KIBER 313)	5/10, Wed 18:00-19:00	Open Discussion
FD Lunch 5	(Online)	5/17, Wed 12:15-13:00	Dealing with workplace frustrations
PEAK S. Lunch	(Hybrid/ KIBER 313)	5/24 Wed 12:15-13:00	Open discussion w/ PEAK students
FD Lunch 6	(In-person only)	5/31, Wed 12:15-13:00	The different learning styles of students
FD Lunch 7	(Online)	6/7, Wed 12:15-13:00	Personalized learning for students
FD Lunch 8	(Online)	6/14 Wed 12:15-13:00	Managing work-home conflicts
FD Evening 9	(Hybrid / KIBER 313)	6/21 Wed 18:00-19:00	Open Discussion
PEAK S. Lunch	(Hybrid/ KIBER 313)	6/28, Wed 12:15-13:00	Open discussion w/ PEAK students
FD Lunch 10	(Online)	7/5, Wed 12:15-13:00	How to motivate students
FD Lunch 11	(Online)	7/12, Wed 12:15-13:00	How to prevent instructor burn-out
FD Lunch 12	(In-person only)	7/19, Wed 12:15-13:00	ChatGPT & GPT-Detectors revisited
FD Evening 13	(Hybrid / KIBER 313)	7/26, Wed 18:00-19:00	Open Discussion

Scan this code to join FD Lunch and FD Evening sessions!

\* No pre-registration needed



Scan this code to join PEAK Student Lunch sessions!

\* No pre-registration needed



More info: [gfd.c.u-tokyo.ac.jp/](http://gfd.c.u-tokyo.ac.jp/)



# Let's Talk Teaching



## Faculty Lunch Schedule A1/A2 Sem. 2024

OCTOBER			
FD Lunch	(Online)	10/11, Wed 12:15-13:00	Idea Generation: GFD 2024 Theme
FD Evening	(Hybrid / KIBER 313)	10/20, Fri 18:00-19:00	Open Discussion
Special PEAK S. Evening	(KIBER 313)	10/27 Fri 18:45-19:45	Open discussion w/ PEAK students
NOVEMBER			
FD Lunch	(Online)	11/8, Wed 12:15-13:00	Campus Internationalization- Systems Approach
FD Evening	(Hybrid / KIBER 313)	11/24, Fri 18:00-19:00	Open Discussion
DECEMBER			
FD Lunch	(Online)	12/13, Wed 12:15-13:00	Fostering Interdisciplinary Education
FD Evening	(Hybrid / KIBER 313)	12/22, Fri 18:00-19:00	Open Discussion (Christmas Party edition)
JANUARY			
FD Lunch	(Online)	1/10, Wed 12:15-13:00	Student Assessment
PEAK S. Evening	(KIBER 313)	1/12 Fri 18:45-19:45	Open discussion w/ PEAK students
FD Evening	(Hybrid / KIBER 313)	1/26, Fri 18:00-19:00	Open Discussion (End of the Term Edition)

Scan this code to join FD Lunch and  
FD Evening sessions!  
\* No pre-registration needed



Check our website for details on the PEAK Student  
Evening sessions!



More info: [gfd.c.u-tokyo.ac.jp/](http://gfd.c.u-tokyo.ac.jp/)



## 2. Spotlight Series スポットライト・シリーズ

GFD SPOTLIGHT EVENT:  
KASHIWA CAMPUS WRITING CENTER



### IGNITING STUDENTS' COMMUNICATION POTENTIAL: **PEER-COACHING AT THE SCIENCE COMMUNICATIONS IMPROVEMENT LAB**

JULY 14 (FRI) • 12:00 - 13:30 (JST) KIBER 313 • HYBRID

Speakers: Paul Consalvi (Ph.D.) Mieko Miyazawa and Anamika Anand



#### Abstract

By infusing business tools and techniques and cultivating an entrepreneurial mindset, Science Communications Improvement Lab (SCIL) assists students in developing student-led strategic initiatives that could develop into self-sustaining services that positively impact interdisciplinary discussion, dialogue, and collaboration. SCIL's mission is to provide researchers with effective skill development.

In this session, Paul, together with two student members of SCIL, will share their experiences executing student-led strategic initiatives and make a case for a peer coaching model. After sharing their experiences and observations, the SCIL team will attempt to facilitate a discussion using Design Thinking concepts.

#### Speakers Bios: Paul Consalvi



Paul is a teaching professor at the Graduate School of Frontier Sciences (GSF5). Paul founded the Science Communications Improvement Lab (SCIL) on Kashiwa Campus. Prior to joining the University of Tokyo to teach critical thinking, writing, and presentations, Paul spent over 30 years in the international corporate world.

#### Mieko Miyazawa



Mieko is a Ph.D. student at the Department of International Studies at UTokyo and a Japan Society for Promotion of Science (JSPS) Research Fellow for Young Scientists. In her work on Mt. Kilimanjaro (2009 to date), she challenges visualizing the indigenous population's relationship to nature and works together with multiple actors concerning Kilimanjaro National Park.

#### Anamika Anand



Anamika is a Ph.D. scholar and MEXT Scholarship recipient at the University of Tokyo's Graduate Program in Sustainability Science. Her research focuses on studying agricultural burn area dynamics and the impact of residue burning on air quality, utilizing advanced data analysis, remote sensing, numerical modeling, and machine learning techniques.

SCAN TO  
REGISTER:



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

LANGUAGE: ENGLISH ONLY



**2023/07/14 Paul Consalvi, Mieko Miyazawa, and Anamika Anand (University of Tokyo)**

**2023 年 7 月 14 日 ポール・コンサルヴィ、宮澤美恵子、アナミカ・アナンド  
(東京大学)**

Number of participants: about 10

参加者数：約 10 人

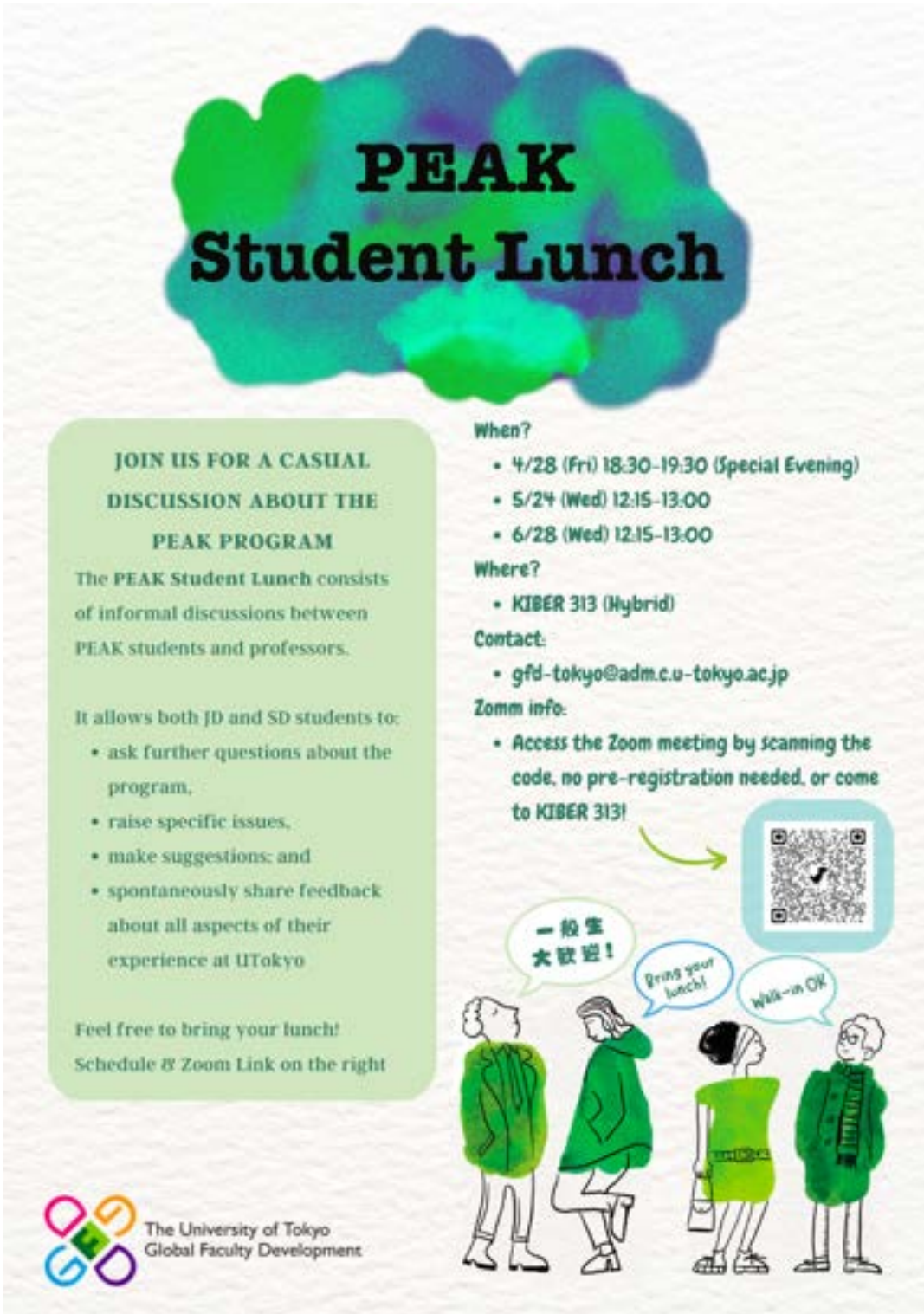
In this presentation/workshop, Paul Consalvi and two of his graduate students Mieoko Miyazawa and Anamika Anand shared their ongoing initiatives – the Science Communications Improvement Lab (SCIL) – for enriching graduate education and professional development. SCIL consists of a writing center, an English discussion club, and a series of research workshops, all of which aim at helping graduate students learn the skills to communicate their scientific findings to scholarly and more comprehensive communities effectively. SCIL thus contributes enormously to graduate education at the Kashiwa campus because science-communication skills are crucial for getting grants, publishing papers, and contributing to scientific research at the national and global levels. This inspiring success of SCIL prompts reflections on how we might integrate SCIL into a larger ecosystem of graduate education and professional development at the Kashiwa campus (and beyond) so that they would better help graduate students develop professionally. Perhaps, SCIL and GFD might work together to take on this question, for the effective development of the next generation of faculty members is crucial for the future of higher education.

このプレゼンテーション・ワークショップでは、ポール・コンサルヴィ先生と大学院生の宮澤美恵子さんとアナミカ・アナンドさんが、大学院教育と専門能力開発を充実させるための取り組みであるサイエンス・コミュニケーション・インプループメント・ラボ（SCIL）について紹介しました。SCIL は、ライティングセンター、英語ディスカッションクラブ、および一連の研究ワークショップで構成されており、大学院生が科学的発見を学術界内外で効果的に伝えるスキルを学ぶのを支援しています。SCIL の活動は、助成金の獲得、論文の発表、国内および世界レベルでの科学研究への貢献に不可欠な科学コミュニケーションスキルを学ぶ場を提供することで、柏キャンパスの大学院教育に大きく貢献しています。SCIL の成功例は、大学院生の専門的成長をよりよく支援するために、SCIL を柏キャンパス（および全学）の大学院教育に関わるマクロなエコシステムに統合する方法についての考察を促します。さらに、次世代の教員の効果的な育成は高等教育の将来にとって極めて重要であるため、SCIL と GFD の協働の可能性を探るのも有益かもしれません。

### 3. PEAK Student Evening

#### PEAK 学生懇談会

Average number of participants: 10-15 平均的な参加者数：10-15 人



**PEAK Student Lunch**

**JOIN US FOR A CASUAL DISCUSSION ABOUT THE PEAK PROGRAM**

The PEAK Student Lunch consists of informal discussions between PEAK students and professors.

It allows both JD and SD students to:

- ask further questions about the program,
- raise specific issues,
- make suggestions; and
- spontaneously share feedback about all aspects of their experience at UTokyo

Feel free to bring your lunch!  
Schedule & Zoom Link on the right

**When?**

- 4/28 (Fri) 18:30-19:30 (Special Evening)
- 5/24 (Wed) 12:15-13:00
- 6/28 (Wed) 12:15-13:00

**Where?**

- KIBER 313 (Hybrid)

**Contact:**

- [gfd-tokyo@adm.e.u-tokyo.ac.jp](mailto:gfd-tokyo@adm.e.u-tokyo.ac.jp)

**Zoom info:**

- Access the Zoom meeting by scanning the code, no pre-registration needed, or come to KIBER 313!

一般生大歓迎!

Bring your lunch!

Walk-in OK!

The University of Tokyo  
Global Faculty Development

In addition, GFD organized PEAK student evenings on October 27<sup>th</sup> and January 19<sup>th</sup>.

秋学期中の10月27日と1月19日にもPEAK学生懇談会を開きました。

#### 4. New Faculty Welcome Orientation

##### 新任教員歓迎オリエンテーション

Number of participants: about 20 参加者数：約 20 人



At the beginning of the Fall Semester, we organized a new faculty welcome orientation for those who just joined the ALESS/ALESA and PEAK programs. We invited existing faculty members, too, so that the newly joined could meet and network with them. In addition to creating an occasion for building a community of international faculty members at the Komaba campus, we also briefed participants about the LOOK, TASTE, and OWLS funding programs that GFD offered to support their professional development toward teaching excellence.

秋学期の初めに、ALESS/ALESA および PEAK プログラムに着任したばかりの教員のために、新任教員歓迎オリエンテーションを開催しました。また、既存の教員も招待することで、新任教員がネットワークを拡げる機会も設けました。そして、このように駒場キャンパスの教員コミュニティ作りの機会を創出するだけでなく、GFD が教授法の卓越化を支援するために提供しているルック、テイスト、フクロウ助成金プログラムについても参加者に説明しました。

## 5. Faculty Coffee Break

### 外国大学教員懇談会

Average number of participants: 5-8 平均的な参加者数：5-8 人



The poster for the Faculty Coffee Break event on May 30 features a light green background. In the top left corner is the University of Tokyo Global Faculty Development logo. The title "Faculty Coffee Break" is prominently displayed in a large, bold, black font. Below the title, the date and time "May 30, (Tue) 13:00-14:00" and the location "@KIBER 313 Komaba Campus" are listed. On the right side, there is a circular portrait of Professor Mahalingam and a speech bubble icon that says "Coffee Break" with a coffee cup illustration. On the left side, there is a speech bubble icon that says "Just drop-in!" and a small illustration of three people walking. The main text in the center reads: "Join us for a stimulating conversation on action research, mindfulness, and social justice with Professor Mahalingam!". Below the portrait of Professor Mahalingam, a small text block identifies him as a Professor of Psychology and Director of the Berger Leadership Institute at the University of Michigan, Ann Arbor.

**Faculty Coffee Break**

May 30, (Tue) 13:00-14:00  
@KIBER 313 Komaba Campus

Join us for a stimulating conversation on action research, mindfulness, and social justice with Professor Mahalingam!

Dr. Mahalingam is a Professor of Psychology, Director of the Berger Leadership Institute, University of Michigan, Ann Arbor.



The poster for the Faculty Coffee Break event on July 5 features a pink background. In the top left corner is the University of Tokyo Global Faculty Development logo. The title "Faculty Coffee Break" is prominently displayed in a large, bold, black font. Below the title, the date and time "July 5, (wed) 13:00-14:00" and the location "@KIBER 313 Komaba Campus" are listed. On the right side, there is a circular portrait of Professor Ben Kei Daniel and a speech bubble icon that says "Coffee Break" with a coffee cup illustration. On the left side, there is a speech bubble icon that says "Just drop-in!". The main text in the center reads: "Take a break and join us for a stimulating conversation on AI tools in teaching and research with Professor Ben Kei Daniel!". Below the portrait of Professor Ben Kei Daniel, a small text block identifies him as a professor and the Head of the Department of Higher Education Development Centre at the University of Otago.

**Faculty Coffee Break**

July 5, (wed) 13:00-14:00  
@KIBER 313 Komaba Campus

Take a break and join us for a stimulating conversation on AI tools in teaching and research with Professor Ben Kei Daniel!

Ben Kei Daniel, Ph.D., SMIEEE, is a professor and the Head of the Department of Higher Education Development Centre at the University of Otago.





This year we experimented with a new series called “Faculty Coffee Break,” informal meetings with foreign researchers passing through the Tokyo area. Rather than discussing academic research, these meetings were geared toward sharing pedagogical practices, issues that the guests and participants encountered in their teaching and service, and other things that were related to work and life as members of higher education institutions. Given the informal and intimate nature of these meetings, the guests and participants were able to develop meaningful connections that could be mutually beneficial in the long run, say, in exploring potential collaborations at both individual and organizational levels.

今年は「外国大学教員懇談会」という新シリーズを実験的に実施し、東京近郊を訪れている外国大学教員との懇談会を行いました。学術研究というよりは、インフォーマルな雰囲気の中で、自らの教育実践、ゲストの外国大学教員や本学の参加者が授業や事務・運営で遭遇した問題など、高等教育機関の一員としての仕事や生活に関わることを共有する場にしました。このような場は、ゲストと参加者の間に親密さを醸成し、将来的に個人レベルと組織レベルの両方で協働を模索できるような、相互に有益なつながりを築くことを可能にしました。

## Conclusion: Looking Forward

### おわりに：今後の展望

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During the 2023-2024 academic year, GFD revisited its mission “to promote teaching excellence among faculty members who offer courses in English and other foreign languages” and began to take necessary steps for fulfilling its mission more effectively in the changing landscape of internationalization of education at Komaba. Specifically, GFD expanded its target beneficiaries to explicitly include Japanese faculty members and graduate students who wished to improve and internationalize their teaching, while calibrating its strategy to collaborate more with other units at Komaba that also promoted teaching excellence and internationalization of education, such as the Komaba Organization for Educational Excellence (KOMEX) and Globalization Studies (GS). Simply put, GFD began to evolve into an organization that could benefit the entire Komaba community.

In the past, GFD’s beneficiaries were mostly foreign faculty members in the Programs in English at Komaba (PEAK), Active Learning of English for Science Students/Students of the Arts (ALESS/ALESA), and the Trilingual Program (TLP), as well as foreign graduate students who were enrolled in various programs at Komaba. While some Japanese faculty members participated in GFD activities, they were already fluent in English either because they had grown up abroad or attended foreign universities. In this regard, GFD was unable to reach out effectively to Japanese faculty members and graduate students who were not educated abroad but nonetheless wished to improve and internationalize their teaching. Similarly, GFD was organizationally disconnected from other units of the College of Arts and Sciences whose missions overlapped with GFD’s, for these units operated predominantly in the Japanese language.

At this juncture, GFD was confronted with the prospect of a major budget cut as part of the university-wide effort to “improve budget efficiency” that had started since the incorporation of national universities in 2003 and intensified recently due to the rising fuel costs in Japan. Unless GFD expanded its target beneficiaries beyond foreign faculty members and contributed more effectively to the entire College of Arts and Sciences, it would have difficulty thriving in this evolving environment. This major challenge, in fact, turned out to be a great opportunity for GFD to rethink and reform its operations to contribute even more to teaching excellence and internationalization at Komaba.

2023 年度、GFD は「英語およびその他の外国語で科目を提供する教員の教授法を卓越化する」という使命を再検討し、駒場の教育の国際化を取り巻く状況が変化しつつある中で、その使命をより効果的に果たすために必要な措置を講じ始めました。具体的には、GFD は、教授法の改善と国際化を希望する日本人教員と大学院生にも対象を拡大し、教養教育推進機構（KOMEX）やグローバル・スタディーズ



(GS) など、教育の卓越化と国際化を推進する駒場の他の組織との積極的な協働へと舵を切りました。つまり、GFD は、駒場のコミュニティ全体に貢献できる組織になるために必要な自己改革を始めたのです。

これまで GFD プログラムの受益者は、PEAK、ALESS/ALESA、TLP の外国人教員と、駒場の様々なプログラムに在籍する外国人大学院生でした。GFD の活動に参加した日本人教員もいましたが、海外で育ったか、海外の大学に通っていたため、すでに英語が堪能でした。この点で、GFD は、海外で教育を受けていないが自身の教授法の改善と国際化を望む日本人教員や大学院生に効果的にアプローチすることができませんでした。また、GFD は、教育の卓越化と国際化に関して使命が重複するものの日本語で運営されている他の教養学部の組織との接続も良くありませんでした。

このような状況に加えて、GFD は、2003 年の国立大学発足以来の全学的な「予算効率化」の一環として、大幅な予算削減の見通しにも直面しました。GFD プログラムの受益者が外国人教員にとどまらず、教養学部全体により大きな貢献をしない限り、GFD の成長と発展は見込めないでしょう。実際、この大きな課題は、GFD が駒場での教育の卓越化と国際化にさらなる貢献をするために、その運営を再考し改革する絶好の機会となりました。

## **1. Reaching Out to Japanese Faculty Members and Graduate Students**

### **日本人教員と大学院生へのアプローチ**

As a first step to reach out to more Japanese faculty members and graduate students – potential beneficiaries of GFD’s programs – GFD began collaborating with KOMEX, specifically its Educational Transformation (EX) Division. First, GFD explored how one of the KOMEX courses, entitled “Lessons from a Teacup,” might become a platform not only for interdisciplinary learning but for international exchange between Japanese and foreign faculty members (who came to the course as guest speakers) and Japanese and foreign students (who were enrolled in the course). This exploration will continue in the 2024-2025 academic year.

Second, GFD and KOMEX co-created the campus-wide survey to understand how Japanese and foreign faculty members thought about the educational use of generative AI like ChatGPT. This joint survey happened because both GFD and KOMEX believed that it was crucial to create a new FD program to help faculty members learn to work effectively with generative AI that was set to radically transform higher education. The survey was conducted in February 2024, and GFD and KOMEX will analyze the results together and use them to plan FD workshops addressing various aspects of the educational use of generative AI from the next academic year onward.

Moreover, GFD began collaborating with GS and Global Studies Initiative World-leading Innovative Graduate Study (GSI-WINGS) to help graduate students – future faculty members – learn how to teach effectively in the international classroom. Specifically, GFD proposed to have a GFD faculty member volunteer to teach one GS course per semester by hiring GSI-WINGS students as his teaching assistants and mentoring them to acquire foundational skills and mindsets for implementing active learning. This threefold collaboration will officially begin in the Spring Semester of the 2024-2025 academic year, and GFD will further investigate the needs of GSI-WINGS students and explore how to promote teaching excellence and internationalization among future faculty members.

Finally, GFD began to expand its support for the Diversity Cafe, which had been started by a group of foreign faculty members and graduate students who wished to promote diversity, equity, and inclusion (DEI) in teaching and learning at Komaba and beyond. GFD's reasoning was that, given the very busy schedules of faculty members, their intrinsic interests and motivations were the key to creating and maintaining effective FD programs. In this regard, the Diversity Cafe offered a model for bottom-up, sustainable FD activities. Equally important, because DEI is one of the most important concerns on campus, Diversity Cafe events often draw some Japanese faculty members and students: the Diversity Cafe therefore has the promise to become a platform for both Japanese and foreign sides to come together, exchange perspectives, and jointly promote DEI in teaching and learning on the entire campus. GFD will continue to support the Diversity Cafe as well as explore the possibility of launching similar cafe-style platforms to foster FD-related conversations between Japanese and foreign faculty members.

GFD プログラムの潜在的な受益者である日本人教員や大学院生にアプローチするための第一歩として、GFD は KOMEX のエデュケーション・トランスフォーメーション（EX）部門との協働を開始しました。まず、GFD は、KOMEX 教員が教える科目の 1 つである「茶わんの湯」が、学際的な学びだけでなく、ゲストスピーカーとして授業に参加した日本人教員と外国人教員、および日本人学生と外国人学生との国際交流のプラットフォームになる可能性を模索し始めました。この模索は、2024 年度も継続します。

第二に、GFD と KOMEX は、ChatGPT のような生成 AI の教育的利用について教員がどのように考えているかを把握するために、教養学部の教員を対象にした調査を共同で作成しました。今回の共同調査は、GFD と KOMEX の両組織が、高等教育を根本的に変革する生成 AI の効果的な活用を教員が学べる新しい FD プログラムを構築することが重要だと考えたために行われました。本調査は 2024 年 2 月に実施し

れ、GFD と KOMEX は共同で調査分析を行い、次年度以降、生成 AI の教育的活用に取り組む各種 FD ワークショップを企画していきます。

さらに、GFD は、GS およびグローバル・スタディーズ・イニシアティブ国際卓越大学院（GSI-WINGS）との協働を開始し、将来の教員である大学院生が国際的な教室で効果的な教え方を学ぶための支援を始めました。具体的には、GFD の教員が 1 学期に 1 科目の GS 科目を出講し、GSI-WINGS の学生をティーチング・アシスタントとして採用し、アクティブ・ラーニングを実践するための基礎的なスキルやマインドセットを身につけるよう指導します。このレクチャーシップの仕組みは、2024 年度春学期から正式運用されます。GFD は GSI-WINGS 学生のニーズをさらに調査し、将来の教員の教授法の卓越化と国際化へのサポートを拡充していきます。

最後に GFD は、駒場内外での教育と学習におけるダイバーシティ、エクイティ、インクルージョン（DEI）の推進を望む外国人教員と大学院生のグループによって開始されたダイバーシティ・カフェへの支援を拡大し始めました。教員の非常に多忙なスケジュールを考慮すると、彼ら自身の内在的な興味と動機が効果的な FD プログラムの策定と維持の鍵を握っているからです。その意味で、ダイバーシティ・カフェは、ボトムアップで持続可能な FD 活動のモデルとなりました。また、ダイバーシティ・カフェは、本学における最重要テーマの一つである DEI に焦点を当てているため、日本人教員や学生が参加することも多く、日本人と外国人が集まり意見交換し、キャンパス全体の DEI を共同で推進するプラットフォームとなることが期待されています。GFD は、今後もダイバーシティ・カフェを支援するとともに、日本人教員と外国人教員の FD に関する対話を促進するために、同様のカフェスタイルのプラットフォームを立ち上げる可能性を模索していきます。

## **2. Expanding the International Networks of Teaching Excellence and Innovation 教育の卓越化とイノベーションのための国際ネットワークの拡大**

While reaching out to Japanese faculty members and graduate students as well as collaborating with KOMEX, GS, and GSI-WINGS, GFD capitalized on its longstanding strength: international networks on which GFD committee members could leverage to invite first-rate educators from foreign universities to offer workshops and seminars. During the 2023-2024 academic year, GFD was able to invite faculty members from the University of Brussels, the University of Chicago, the University of Melbourne, the University of Michigan, the University of Otago, and Singapore Management University to share their pedagogical practices and research for the benefit of the Komaba community and beyond.

In particular, GFD began to explore the possibility of incorporating mindfulness practice into faculty development with the help of Jochen Reb (Singapore Management University), Ram Mahalingam (University of Michigan), and Marco Garrido (University of Chicago). This is because mindfulness practice has the potential to increase faculty wellbeing, which is as important as student wellbeing. If faculty members are stressed, they can infect students with negative energy, whereas if faculty members are mentally and physically well, they can infect students with positive energy. In this respect, the focus on mindfulness practice as a way to enhance faculty wellbeing may lead to an important innovation in faculty development in coming years.

In addition, GFD began talks with FD teams at the University of Melbourne and Nanyang Technological University (NTU) to explore the possibility of co-creating an international consortium in which they could share FD-related expertise and resources. Interestingly, these talks started because GFD and FD teams at the University of Melbourne and NTU shared common interest in making faculty development more holistic, encompassing faculty wellbeing. Because the time difference between Tokyo and Melbourne or Singapore is only one hour, it will be relatively easy to co-organize FD workshops online. GFD will continue to explore this possibility next year and perhaps start an experiment by circulating information about GFD events to the University of Melbourne and NTU.

GFD also began to explore how “internationalization” might become more inclusive. Currently, internationalization of education in the Japanese context revolves around English as the de facto lingua franca. In the context of the College of Arts and Sciences, however, there are a significant number of faculty members and graduate students who are “non-English bilingual,” for example, fluent in Chinese, French, German, Italian, or Spanish and Japanese. Because GFD has been offering workshops and seminars mostly in English, it has yet to take seriously the plural nature of internationalization at Komaba and how to make its programs more inclusive toward non-English foreign language speakers. GFD will continue to examine this question next year.

Hopefully, this annual report has illustrated GFD’s huge potential to contribute to both teaching excellence and internationalization of education at Komaba. In the face of such global challenges as climate change and technological innovations, it will be ever more important for higher education institutions to develop a new generation of faculty members capable of helping students acquire skills and mindsets for responding effectively to those challenges. Herein lies GFD’s essential contribution.

GFD は、KOMEX、GS、GSI-WINGS と連携し、日本人教員と大学院生にアプローチしながらも、長年の強みである国際的なネットワークを活かして、海外の大学から一流の教育者を招聘し、ワークショップやセミナーを開催しました。2023 年度は、ブリュッセル大学、シカゴ大学、メルボルン大学、ミシガン大学、オタゴ大学、シ

ンガポール経営大学の教員を招き、駒場内外の教育者コミュニティのために教育実践と研究を共有することができました。

特に、ヨヘン・レブ先生（シンガポール経営大学）、ラム・マハリングム先生（ミシガン大学）、マルコ・ガリド先生（シカゴ大学）の力を借りて、マインドフルネスの実践をFDに取り入れる可能性を模索し始めました。これは、マインドフルネスの実践が、学生のウェルビーイングと同じくらい重要な教員のウェルビーイングを高める可能性があるためです。教員がストレスを感じていると、学生にネガティブな影響を与え、教員が精神的にも肉体的にも健康であれば、学生にポジティブな影響を与える可能性があります。この点で、教員のウェルビーイングを高める方法としてマインドフルネスの実践に焦点を当てることは、今後数年間でFDにおける重要な革新につながる可能性があります。

さらに、GFDは、メルボルン大学および南洋理工大学（NTU）のFDチームと一緒に、FD関連の専門知識とリソースを共有する国際FDコンソーシアムを共同で設立する協議を始めました。興味深いことに、この協議のきっかけは、GFDとメルボルン大学とNTUのFDチームが、教員のウェルビーイングを射程に入れたより包括的なFDの開発という共通の関心を持っていたことです。東京とメルボルン・シンガポールの時差はプラス・マイナス1時間なので、オンラインでのFDワークショップの共催は比較的容易です。GFDは来年もこの協議を続け、まずはGFDのイベント情報をメルボルン大学とNTUに回覧することから始める予定です。

また、GFDは「国際化」がより包括的になる方法も模索し始めました。現在、日本の文脈における教育の国際化は、事実上の世界共通語としての英語を中心に展開しています。しかし、教養学部では、第二言語が中国語、フランス語、ドイツ語、イタリア語、スペイン語など、英語以外のバイリンガルの教員や大学院生が一定数います。GFDは今まで、主に英語でワークショップやセミナーを提供してきたため、駒場の国際化の多元性や、英語を母国語としない外国語話者も対象になるような包括的なプログラム設計をしてきませんでした。この課題は重要であり、また複雑でもあるので、来年度以降も検討を続けていきます。

最後に、この年次報告書を読んで、駒場での教育の卓越化と国際化の両方に貢献するGFDに対して、大きな可能性を感じていただければ幸いです。気候変動や技術革新といった地球規模の課題に直面している現代社会において、若い世代がこれらの課題に的確に対応するためのスキルやマインドセットを身につけるよう手助けできる教員を育成することは、高等教育機関にとってますます重要になっています。そこにGFDの存在意義があるのです。

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