

Faculty Development 2014

Session schedule

Date:	Presenter	Topic	Content
April 17	Iain Stanley	Moodle: Basics	<p>This session will introduce basic concepts of MIC's LMS: Moodle so all instructors can make use of it.</p> <p>After this session we hope instructors will:</p> <ol style="list-style-type: none"> (1) Understand how Moodle works and the main functions offered by it (2) Find new ways to use Moodle to improve their classes <p>Find new ways to assess students' knowledge</p>
May 29	Peter Verbeek	Research on human subjects	<p>Every year MIC has many senior thesis applications that deal with human subjects and senior thesis advisors need to know how to deal with it timely.</p> <p>This session will focus on:</p> <ol style="list-style-type: none"> (1) Raising awareness of TRAC and its function in the institution <p>Show the importance of the informed consent form and how to make one</p>
June 26	Julia Christmas	Curricular changes in Japanese primary and secondary schools	<ol style="list-style-type: none"> (1) Raise awareness regarding curricular changes in primary and secondary schools which will affect students coming to MIC and (2) Help MIC teachers understand how they can assist primary and secondary level teacher during professional development workshops taught at MIC. <p>This session is not only important for teachers assisting primary and secondary teacher levels, but also to all MIC instructors to understand the background of our students.</p>
June 27	Lloyd Walker	Course Registration	<p>Every semester, advisors assist students with course registration for the following semester. This session will explain what the requirements are for different programs.</p>
October 23	Iain Stanley	Moodle: Advanced	<p>This session will be covering advanced features that can be used by instructors to improve their classes.</p> <p>In this session instructors will see:</p> <ol style="list-style-type: none"> (1) Advanced Moodle features that extend the classroom activities outside class (2) Different evaluation modes

			Using glossaries to assist student learning and also as a tool to promote self-study
December 11	Verbeek, Peters, Thompson	Best practices for upper level classes	<p>This session will consist of a round table on best practices/tips & tricks for upper Level classes. All faculty are invited to:</p> <ul style="list-style-type: none"> (1) Share good and bad experiences (2) Share materials and activities that worked well in upper level classes <p>Consult with peers about any concerns regarding upper level class instruction</p>

Session Feedback Form

1. The objectives of the session were clearly defined
2. Participation and interaction were encouraged.
3. The topics covered were relevant to me.
4. The content was organized and easy to follow.
5. The materials distributed were helpful.
6. This session experience will be useful in my work.
7. The presenter was knowledgeable about the training topics.
8. The session length and pace were appropriate.
9. The session room and facilities were adequate.
10. What aspects of this session could be improved?
11. How do you plan to apply the contents of this session to your work?
12. Additional comments.

Moodle: Basics (Iain Stanley)

Date: 17 April, 2014

Session start/end time: 16:00 ~ 17:30

Summary:

Just to let you all know, today will be an introduction to Moodle. It is mostly aimed at those people who see that Moodle exists, but can't quite work out what this thing with the strange name actually is. And where it fits in the teaching landscape.

There will be some hands-on action (between your hands and the computer), and you will learn the very basics of setting up a course, uploading files, organising things, and understanding the basic interface of Moodle.

Hopefully, at the end of the session, you will have a clearer idea of what Moodle is, and how it might be able to suit any plans or ideas you have for your classes.

If you've never used Moodle before, or don't have much experience using Learner Management Systems (LMS/CMS), then I strongly encourage you to come along.

For those of you with experience using Moodle, there will be a second FD seminar later in the year that looks more in depth at specific ideas and specific modules of Moodle.

Hope to see you this afternoon.

Cheers,

Iain

Participants:

Eric Sandberg
Monica Hamciuc
Gregory Dunne
Jason Adachi
Anderson Passos
Jeon-Pyo Hong
Debra Occhi
Edward Rummel

Moodle: Basics (Iain Stanley) - Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	4	1	5	5	3	5	It was difficult to follow the explanation sometimes because there was no handout.	I hope I can use Moodle more effectively after attending this session. Also, I am looking forward to the advanced one.	
5	5	5	5	5	5	5	5	5	perhaps assistance to work one on one with participants as needed while the presenter guided the process	I set up a moodle for class to archive materials for absentees and allow participation remotely, e.g., by job hunting students.	Well done! Thanks are owed the presenter and organizer. Looking forward to the next one.
5	5	5	5	5	5	5	5	5	I'm looking forward to further sessions.	I plan to add Moodle materials to my classes.	
5	5	5	5	5	5	5	5	5		I've started moodle courses for both of my upper level classes.	
4	5	5	4	3	4	5	5	5			
5	5	3	5	5	3	5	5	5			

The Role of TRAC in the Ethics Review of Faculty and Student Research on Human Subjects (Peter Verbeek)

Date: 29 May, 2014

Session start/end time: 16:00 ~ 17:20

Summary:

Doing research on human subjects comes with the responsibility to obtain informed consent, ensure confidentiality, and minimize the risks and optimize the benefits of participating in research. At universities worldwide peer-review through institutional review boards and research ethics committees plays an important role in protecting the rights of human subjects in research. Since the inception of the college, the Testing, Research, and Assessment Committee (TRAC) has served as the peer-review board for research on members of the MIC community, in particular on MIC students. In this FD presentation I will talk about the specific responsibilities of TRAC and describe the review process of research proposals. I will also talk about TRAC's recently added responsibilities concerning the review of senior thesis research on human subjects. As the latter concerns a significant number of senior thesis tutors and second readers I look forward to this opportunity to answer questions about the review of student research and to ask for support to help fulfill TRAC's new responsibilities in this area.

Participants:

Futoshi Kobayashi
Jason Adachi
Johanna Sandberg
Yuko Yamamoto
Monica Hamciuc
Anne Howard
Jeong-Pyo Hong
Anderson Passos
Adam Murray
Jonathan Parker
Phillip Bennett
Gregory Dunne
Benjamin Peters
Eric Sandberg
Debra Occhi

The Role of TRAC in the Ethics Review of Faculty and Student Research on Human Subjects (Peter Verbeek) – Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	3	5	4	5	4	5		Senior thesis advising.	
2	4	2	4	2	2	5	4	5	While I appreciate the attempt to keep the training session interactive, I felt the initial activity regarding the Milgram experiment was more appropriate for in-class use than as part of a training session. I'd rather get the information I need, and then move on to my own work.	If any of my advisees plan on doing human subject research, I will send them to TRAC.	In my opinion, faculty training sessions should not be used to advance the trainer's personal agenda regarding the college's organisation (here, making a case for the institution of an IRB). While I have nothing against such a proposal, I thought this was an inappropriate time and place for it to be raised, especially given the potentially/historically divisive nature of the idea. The training should focus on existing college structures and how they impact on our work.
5	5	3	4	5	4	5	5	5	A list of abbreviations & their meaning might be helpful.	I believe it will help both my students and me, for my own research projects.	
5	5	4	5	5	4	5	5	5	It seemed like several people were curious to know about previous student work that could have/should have been addressed by TRAC. One or two examples were mentioned anecdotally, but it might have been nice to hear more about work that seemed to be a violation of research ethics and what TRAC would have done to address the violation.	It's good to be aware of the information presented in working with my thesis students.	
5	5	4	5	5	5	5	4	5		Through work with senior thesis students.	

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	5	5	5	5	5	5			Interesting presentation and well delivered. I felt I learned something of immediate value from the presentation.
5	4	4	4	4	4	5	4	5	It was uncomfortable being pressured to volunteer on the spot; faculty who did not attend may still have interest and should also have been encouraged to do so.	I will share the information about TRAC with students as appropriate.	Well done Peter and other members of TRAC who contributed! Also thanks to Johanna (and anyone else who facilitated this).
3	5	5	5	5	4	5	5	4			
5	5	9	8	5	5	5	5	5		Knowing how to proceed when students are researching on human subjects is something that every MIC instructor should be familiar with. I am glad I had the chance to listen to this FD session because now I feel more prepared in case future advisees' work fall into this category.	

Curricular Changes in Japanese Primary and Secondary Schools: Raising Awareness Regarding Curricular Changes Affecting Incoming MIC Students

(Julia Christmas)

Date: 26 June, 2014

Session start/end time: 16:00 ~ 17:30

Summary:

From 2011, elementary school teachers in Japan have become responsible for “Foreign Language Activities” (FLA) (*in Japanese--Gaikokugo Katsudo*) in their 5th and 6th grade classes. News sources indicate that in several years these activities will be introduced from the 3rd grade. In addition to this, teachers of all primary grades are also typically expected to team teach with an assistant language teacher who is often a native English speaker. Many ESTs lack confidence in their ability to use English effectively in the classroom, are unsure of communicative learning techniques and unpracticed in communicative competence instruction. This situation has arisen due to limits in their past training and present professional development programs. So, why is this a part of our Faculty Development? Firstly, although neither SILA language nor content faculty have typically specialized in teaching English or communicative competence to young learners, it is useful for us to know where our students are coming from--e.g. the situation in local schools which help to feed the student population of MIC. Moreover, knowledge of how language is currently being taught (or how it is focused on in FLA) and the problems that teachers face in primary schools is very valuable for SILA faculty in light of the fact that students from the new department of education will be expected to teach FLA. This is particularly relevant as research shows that teacher training faculty in Japan typically lack knowledge necessary to help foster the ability to teach communicative language competence.

Another reason for including this topic in FD is the arrangement between the MIC and local Boards of Education means that faculty at MIC are often asked to do activities that involve interactivity with young learners directly or teaching workshops to help their in-service teachers develop their own English skills and/or knowledge about ways to help students become more skilled in language communication. This faculty development session is intended to offer a brief overview of these issues as well as some practical ways that have been developed in order to deal with them.

Participants:

Eric Sandberg	Masazumi Otake
Monica Hamciuc	Jeniece Lusk
Gregory Dunne	George Knapman
Jason Adachi	Anne Howard
Debra Occhi	Johanna Sandberg
Benjamin Peters	
Futoshi Kobayashi	
Jonathan Parker	

Curricular Changes in Japanese Primary and Secondary Schools: Raising Awareness Regarding Curricular Changes Affecting Incoming MIC Students I (Julia Christmas) — Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	4	8	3	5	5	5			
4	3	2	3	8	2	5	5	5			
5	3	6	3	7	3	4	4	4			
5	4	9	5	10	5	5	5	5			
5	5	4	4	7	3	4	4	5			
5	5	10	5	10	5	5	5	5	Not news to Julia, but translations/printouts of some of the Japanese docs would have been useful. Considering how much time she had to prep them, her explanation was very clear and helpful.	Thinking of doing something with a teaching partner (it was Debra's idea) to explain the meta reasoning behind our lessons for the benefit of teachers who aren't used to doing that kind of thing.	It's always good to see things from a different perspective. We really should be looking at our role in our students' education within the context of their K-12+ backgrounds. Their lives as students do not begin when they enter MIC, so it would be useful to have a much much much better understanding of what came before. As always, THANK YOU, JULIA!
4	3	3	3	5	2	4	3	3			
5	5	8	5	10	4	5	5	5		I will consider documenting more explicitly about the language goals of specific activities.	I learned something of value from the presentation.

Advising Students on Course Registration

(Lloyd Walker)

Date: 26 July, 2014

Session start/end time: 11:00 ~ 12:00

Summary:

All student and academic advisers are required to assist their advisees with course registration and approve their choice of courses. Different programs have different requirements. For those of you who are not familiar with the system, or feel a reminder would be beneficial, Lloyd will give a FD talk on the topic tomorrow between 11:00-12:00 in CCR1.

Participants:

Jeniece Lusk
Eric Sandberg
Jonathan Parker
Jason Adachi
Jeong-Pyo Hong
Phil Bennet
Tim Stoeckel
Johanna Sandberg

Advising Students on Course Registration (Lloyd Walker) — Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	4	4	5	5	5	5		The content of the session was directly related to my work in the capacity of academic adviser for students, and it is necessary in helping students choose appropriate courses to fulfill graduation requirements.	
4	4	4	4	4	4	4	4	4			
5	5	5	5	4	5	5	5	5			
4	5	5	5	4	5	5	5	5	All the exceptions and special rules within the program requirements make understanding what can go where and when pretty complicated, but the presentation itself was fine and the presenter did a good job making the tangle a little less so.	Advising for student registration!	Thanks, Lloyd!

Moodle Advanced (Iain Stanley)

Date: 23 October, 2014

Session start/end time: 16:00 ~ 17:30

Summary:

This is the second FD workshop on Moodle and covers more advanced features that can be used by instructors to improve their classes.

Participants:

Jason Adachi
Anderson Passos
Jeong-Pyo Hong
Debra Occhi
Jeniece Lusk
Jonathan Parker
Satoko Shibao
Julia Christmas
Seiko Hara
Brendan Rodda
Ikuko Katano
Haruko Aito
Yuko Matsumoto
Johanna Sandberg
Naoki Miyamoto

Moodle Advanced (Iain Stanley) — Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	3	5	5	5	5	5		I will use it to improve my Moodle course pages.	
3	5	5	3	4	5	5	4	5			
5	5	5	3	5	5	5	4	4			
5	5	5	5	5	5	5	5	5			
3	5	5	1	1	5	4	2	5	There were no materials and sometimes it was difficult to follow.		
4	4	4	4	4	4	4	4	4			
5	5	5	5	5	5	5	5	5			
4	5	5	2	5	5	5	5	5	A handout with a brief explanation of the main points would be helpful.		It was good to learn about some new functions and go over others that I didn't know much about. Another session on quizzes in Moodle would be helpful.
4	5	5	3	5	5	5	5	5			
3	4	4	3	4	5	4	4	3	I tried to follow both the large group instruction in English and the small group support in Japanese, which divided my attention and made it a little difficult to follow. If I were told that I could follow either one because both groups were covering the same material, I might have felt easier to just focus on one.	I will use Moodle more both for my team-taught and solo-taught classes.	I feel more comfortable using Moodle now. Thank you!

Best Practices for Upper Level Classes (B. Peters, M. Thompson & P. Verbeek)

Date: 11 December, 2014

Session start/end time: 16:00 ~ 17:30

Summary:

In this hands-on faculty development workshop content faculty members of the School of International Liberal Arts will share and discuss successful and less successful teaching and active learning practices for upper level classes. The workshop will be jointly chaired by Benjamin Peters, Micheal Thompson and Peter Verbeek.

This workshop features curriculum development approaches suitable for upper division undergraduate students, and the presenters will focus on lesson and unit development that builds student competencies in critical thinking through active learning. Workshop attendees will see examples of model activities and assignments, and presenters will explain best practices for successful implementation. The workshop will also provide participants with an opportunity to share their own successes in curriculum development and to help each other hone activities and lessons to optimize students' learning outcomes.

Participants:

Jeon-Pyo Hong
Jonathan Parker
Satoko Shibao
Anne Howard
Monica Hamciuc
Yuko Matsumoto
Johanna Sandberg

Best Practices for Upper Level Classes (B. Peters, M. Thompson & P. Verbeek) — Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	4	3	4	5	3	5	4	5			
5	5	5	5	4	5	5	5	5			
4	4	4	3	4	4	4	4	4			
1	1	1	1	1	1	1	1	1	It became more practical and useful than before.	They will give some useful insights for revising and planning my courses.	Every faculty needs to participate the activities with his/her experience.
3	3	4	4	5	4	5	4	5			