Faculty Development 2015

session schedule

Date	Presenter(s)	Topic	Content
April 16	Anderson Passos	Database & MIC DB	This session will introduce various Database and MIC DB functions. Faculty will learn how to: 1) enter and update syllabi 2) manage schedules 3) update faculty profiles 4) enter mid-term reports, grades, and senior thesis grades.
June 4	Dean Thompson et al.	Senior Thesis	On July 1, senior thesis tutors are assigned. This FD session aims to give an overview of the senior thesis process and give faculty a chance to share effective practices. The session will cover features such as: 1) tutor/second reader selection & responsibilities 2) submissions to Academic Affairs & the point system 3) the intranet webpage 4) ST1 5) TRAC application
July 16	Yuko Matsumoto, Satoko Shibao, and JIttima Tongurai,	Faculty Research	In this session faculty members will introduce their research/research interests. The purpose of the session is to: 1) inform faculty of ongoing research being conducted at MIC 2) provide a forum for researchers to receive feedback on their work
Oct 22	Iain Stanley	Moodle	This session will introduce additional concepts of MIC's LMS Moodle in order for faculty to: 1) gain a more thorough understanding of Moodle 2) find new ways to enhance their teaching
Nov 12	Anderson Passos & Monica Hamciuc	Google Drive	Google drive offers a number of useful applications. This session will provide an overview of how to use them: 1) administrative purposes 2) classroom purposes
Dec. 10	CT Working Group	CAT test and applications for the classroom	The AP Program's Critical Thinking Working Group will introduce the Critical Thinking Assessment Test (CAT) to faculty and discuss its application in the classroom through active learning. Topics will include an overview of the contents of the CAT, an explanation of the assessment of the CAT using rubrics, the results of the CAT for 2015, and suggestions for incorporating the CAT model in the classroom to promote critical thinking through active learning.
cancelled	Monica Hamciuc & external collaborators	English-medium instruction	English medium instruction is becoming a hot topic in Japan, but institutions, teachers and students involved are facing many challenges. Content and language faculty from Ritsumeikan APU (Oita) & Doshisha University (Kyoto) will observe classes at MIC (Nov 27th) and end their visit with an FD round table discussion (Nov. 28th)

			to share concerns & ideas related to teaching content in English in Japanese universities.
January 14	Jeniece Lusk, Jonathan Parker, and Jong Chul Choi	Faculty Research	In this session faculty members will introduce their research/research interests. The purpose of the session is to: 1) inform faculty of ongoing research conducted at MIC 2) provide a forum for researchers to receive feedback on their work
February 22	Benjamin Peters	About the CAT	The Critical Thinking Assessment Test: What is it and what can we learn from it?
March 9	Jeniece Lusk, Debra Occhi ???	Rubrics Workshop	Provide practical tools that will assist our faculty in a campus-wide implementation of rubrics in their syllabi and classrooms

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 session experience will be useful in my work.

6. The presenter was knowledgeable about the training topics.

7. The session length and pace were appropriate.

8. The session room and facilities were appropriate.

9. The materials distributed were helpful.

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.

Faculty Development Session Report
Individual Research Presentation OR Workshop (*Anderson Passos*)

Date: April 16, 2015
Session Start/End Time: 16:00 ~ 17:00

Summary:

Title: Database and MICDB Extras

This session will introduce various Database and MIC DB functions. Faculty will learn how to:

1) enter and update syllabi
2) manage schedules
3) update faculty profiles
4) enter mid-term reports, class grades, and senior thesis grades.

Attendance is highly recommended, as the explanations of this session have to be used by all faculty members on a daily-basis.

Participants:

Satoko Kimpara
Debra Occhi
Cathrine Mork
Futoshi Kobayashi
Jason Adachi
Katherine Bishop

Faculty Development Session Report
Google Drive (Anderson Passos & Monica Hamciuc)

Date: November 12, 2015
Session Start/End Time: 16:00 ~ 17:00

Summary:

Google Drive is essentially an online USB; a repository of files based in the cloud that allows for the creation and manipulation of documents, spreadsheets, and polling tools. This session went over the potential uses for Google Drive in general, as well as specific examples of how the tool can be used administratively pedagogically at MIC.

Features/Uses:
1) Uploads and storage (not ideal for tablets unless in desktop mode)
2) Synching files in cloud with local files (download Google drive for this) and to multiple devices
3) Asynchronous access
4) Preview and download files without opening them
5) Share and collaborate – auto-save, share with any Gmail user, simultaneous editing, live changes, snapshots saved to return to older versions.
5) Can monitor student activities and actions in a document, as long as document is initially created by teacher
6) Advanced search and sort functions

Uses in four previous courses and projects were presented as examples of how the tool can be effectively utilized for course work and research. Included were a literature course, an English Language course, and a collaborative research project.

Participants:

Aya Kasai
Satoko Kimpara
Jason Adachi
Katherine Bishop
Hitoshi Kobayashi
Debora Occhi
Cathrine Mork

Google Drive (Anderson Passos & Monica Hamciuc) - Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
4	4	5	5	4	5	5	4	None were distributed.		Plan to use it for student group projects, cutting down on printed paper.	
5	5	5	5	5	5	5	5	Yes		Yes! It was very helpful. Thank you.	
4	4	4	4	4	4	4	4	None were distributed.			
5	5	5	5	5	5	5	5	Yes	(These comments have nothing to do with the session itself) It's a pity attendance was so low; I wish we could get staff involved in using GD more rather than the endless stream of Word attachments (which I save as GD anyway) or at least Google calendar.	I'm already a Google Docs user, but the additional information from the session will help me be a better one (let's hope)	It was really interesting and useful to see how other faculty are using Google Docs for teaching and research. Big thanks to everyone involved in making this happen.
5	5	5	5	5	5	5	5	Yes	The presentation was wonderful... We really need to follow up as a team. Then, we can make some difference!	Whenever I have a time during spring break, I will follow up the materials.	N/A

Faculty Development Session Report
Individual Research Presentations (Jong Chul Choi)

Date: January 14, 2016
Session Start/End Time: 16:00 ~ 17:00

Summary 1:

Title: When 'the Representation of disaster' becomes 'a Disaster of Representation': The Cultural Politics of the Unrepresentation

By Dr. Jong Chul Choi

My recent paper explores the notion of 'the unrepresentation' that had once outlined art's ethical role in times of disaster, and how this unrepresentation has influenced our understanding of contemporary art dealing with disasters of our own time.

As Adorno summarizes in his famous account ("to write a poem after Auschwitz is barbaric and … impossible"), the unrepresentation in art always brings forth the renouncement of representational images as an ethical gesture. This gesture becomes more vital when a disaster in question appears too monstrous to comprehend, to speak of, or to represent – the sublime events that cannot be understood in any means of art. However, on a flip side of this ethical gesture, it creates a dilemma, given that the unrepresentation may destroy the foundation of visual art that hinges on the visual.

Many arts and visual products bear the dilemma: Claude Lanzmann's Shoah (1985) - a nine hour long Holocaust documentary that contains no visual image of Jewish victims, Susan Sontag's claim on prohibiting images of others in pain, and post-9/11 American anxiety to the media spectacles of the terrorism, etc. As these examples suggest, the proponents of unrepresentation found the images of disaster unethical and abominable, and it ended up with a sharp decline of contemporary visual culture.

This paper delves into this dilemma with some questions that can give us a chance to rethink this age-old moral trap of unrepresentation.

Participants:

Aya Kasa
Christopher Johnston
Debora Occhi
Satoko Kimpira
Cathrine Mork

Individual Research Presentations (Jong Chul Choi) - Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	4	4	5	5	5	5	5	Yes			
4	5	3	4	5	5	4	5	Yes			
5	5	5	5	5	5	5	5	Yes	I can't think about anything to improve. The scope was well defined and the presenters clearly knew what they were talking about.	Create new and challenging badges, find easier ways to evaluate journal entries... and finally finish our rubric visualization tool.	I would like to see more sessions like that where faculty share their class experience/methodologies with all. We can always learn something from our peers.
5	5	5	4	5	5	5	4	Yes	I think that the room should be ready before the session starts (PC, projector, cables, etc.) Maybe doing ICT related stuff in a CCR would make things easier...	Don't know yet, but I am willing to give it some thought.	
5	5	5	5	5	5	5	5	Yes		I will use the online tools introduced in my class.	Thank you!

Faculty Development Session Report
Critical Thinking Workshop (Benjamin Peters)

Date: February 22, 2016
Session Start/End Time: 16:00～17:00

Summary:

Title: The Critical Thinking Assessment Test: What is it and what can we learn from it?

By Benjamin Peters (Critical Thinking Working Group)

Through AP grant funding, MIC became the first college in Japan to use the Critical Thinking Assessment Test (CAT). This has been MIC's first use of a standardized critical thinking test to evaluate our students, and by the end of this academic year approximately 130 or our students will have taken the test. In this FD session faculty will learn more about the test we have asked our students to take, the past year's CAT results, and how to use the CAT assessment experience to improve the teaching of critical thinking in the classroom.

Participants:

Julia Christma
Monica Hamciuc
Yuko Matsumoto
Edward Rummel
Debra Occhi,
Lloyd Walker
Futoshi Kobayashi

Faculty Development Session Report
Workshop (Rubrics Working Group)

Date: March 9th, 2016

Session Start/End Time: 13:00 ~ 15:00

Summary:

Title: Rubrics and Assessment at MIC

By Katherine Bishop, Jeniece Lusk, Debra Occhi, and Lloyd Walker

We will be leading three workshops to provide practical tools that will assist our faculty in a campus-wide implementation of rubrics in their syllabi and classrooms. The workshops will cover how to tailor the institutional rubric for syllabi, how to make rubrics for specific assignments, and how to make and use rubrics in the Mahara/Moodle platform.

Participants:

Trine Mork
Julia Christmas
Satoko Kimpara
Aya Kasai
Jason Adachi
Benjamin Peters
Monica Hamciuc
Yukiko Ikeda

Workshop (Rubrics Working Group) - Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	5	5	4	5	4	4	4	None were distributed.	The new chairs are highly uncomfortable.	I will create my own rubrics for use in Moodle.	Create a teacher resources page for rubrics on Moodle, in addition to sharing faculty examples on google drive!
4	4	4	4	4	4	4	4	Yes			
5	5	4	4	4	5	4	4	Somewhat	Projection of the materials so that everyone can see which document is being explained/discussed.		
5	5	5	5	5	5	5	5	Yes	I was active so I asked some questions or asked Debra to show me the materials during the sessions. It made me understand the points clearly.	I already changed my rubric regarding this workshop although I need to consider my contents and the class structure. Now, I have different perspectives about rubric than before and it will continue to improve gradually.	Thank you so much, Trine and three presenters, Lloyd, Katherine, and Debra
5	5	5	5	5	5	5	5	Yes		It was nice to hear what colleagues are doing in thier research. Topic shared in this FD was relevant to my own research. I imagineed possible collaborations between faculties to teach some classes and also invinting each other as a guest speaker in our classes.	Thank you for sharing the knowledge. I hope we have many more opportunities like this.