



(2/1/2016)

PFF Workshop 2016

We are pleased to announce the opening of the sixth workshop for graduate students who wish to improve their teaching and writing skills in English.

The workshop will be conducted by Dr. Linda von Hoene, Director of the Graduate Student Instructor Teaching and Resource Center, University of California, Berkeley (UCB), and Dir. Sabrina Soracco, Director of the Graduate Division Academic Services, UCB, and will be based on the workshop they practice at UCB.

This intensive course enables participants to strengthen their teaching skills to allow better expression of ideas in research writing, and provide a basis for effective pedagogy which is the foundation of a career in academia.

Organizer: [Center for Teaching and Learning](#), Hokkaido University (HU)
 Sponsor: Top Global University Project “[Hokkaido Universal Campus Initiative](#),” HU



Dr. Linda von Hoene



Dir. Sabrina Soracco

Date:	March 14 (Mon.) – 18 (Fri.), 2016 See: Schedule
Place:	Institute for the Advancement of Higher Education (IAHE), HU See: Campus Map Floor Maps Rooms
Program:	See: Syllabus
Language:	English (TOEFL 500+ is advised)
Candidate:	All graduate students at HU

Application

Online **Preliminary Application for the Workshop & information:** <http://ctl.high.hokudai.ac.jp/20160314pff/>

Deadline: **Sunday, February 21, 2016** (finished)

For the HU graduate students this is a credit course (2 credits) in all disciplines (Interdisciplinary courses for graduate students: *Daigakuin Kyotsu Jugyo*). The approved participants-HU graduate students can register this course through the HU Registration System in February 2016.

The students who registered this course through the Registration System in October 2015 also should complete our online application in February 2016.

IAHE will issue a certificate of completion to the participants and observers who successfully complete the workshop.

This course is a certified program for Teaching Fellow training.

* 30 participants (HU graduate students) will be accepted for the workshop.

* Students who cannot attend all the sessions will not be accepted because all the 15 sessions are tightly connected.

* Participants will be chosen by lottery if the number exceeds the limit (30 participants).

* The approval of participation will be reported on our web site.

Contact us. E-mail: ctlhokudai@high.hokudai.ac.jp

Requirements

An Essay

Approved participants-students are required to write a short Essay of approximately 500 words in English and submit it to our course by **February 25 (Thu.), 2016**. (finished)

The essay is a self-introductory one that includes information of your personal background, academic discipline, and reason for participation (What do you expect to learn and accomplish at the workshop?), and also an analysis of your writing skills both in English and your native language.

Course Requirements

Participants are expected to attend all sessions, actively participate, and complete all assignments and projects. Participants will also be expected to evaluate the program upon its completion.

FINAL PROJECTS

Each participant will be responsible for two final projects, one on teaching and one on writing. From each of the categories below (teaching and writing), choose one of the options for your final project.

I. Teaching (choose one of the following):

Option 1: Drawing on what you have learned in the workshops on teaching, create a draft syllabus for a course you hope to teach as a future faculty member. The syllabus should include a course description, learning outcomes for the major components of the course, and course policies. As much as possible, please sketch out possible assignments and readings that coincide with the learning goals for the sections of the course. On the fourth day (Thursday) of the Workshop, hand in the syllabus.

Option 2: Create a major assignment or project for the course you are designing and a grading rubric for the assignment. Your write-up should include a description of how you will break the assignment down into parts throughout the semester so that students will not do all the work at the end of the course. On Thursday, hand in the assignment, the description of how you will break the assignment down over the semester, and the grading rubric.

II. Writing (choose one of the following):

Option 1: Find a call for proposals for a conference at which you would like to give a paper. After reviewing the guidelines, write up a proposal. Make sure to address all of the criteria in the call for proposals and include an abstract if one is required. On Thursday, hand in the call for proposals, the proposal, and the abstract you have written.

Option 2: Identify a journal that would be a good place to publish your research. Locate and review the submission guidelines. If you have a completed paper, revise it to ensure it complies with the guidelines for submission. If you do not have a completed paper, write up an outline of a paper you would submit. Write a cover letter to accompany the paper or the paper outline. On Thursday, hand in the submission guidelines, the paper or paper outline, and the cover letter.

PRESENTATIONS

Presentations based on your final projects will take place in **Sessions 13 and 14 on Friday**. In preparation for the presentations, each participant will distribute their final written projects to group members on Thursday (we will tell you on Wednesday how many copies to bring on Thursday). Your written projects will be read on Thursday evening by reviewers from your group prior to the Friday presentations. Reviewers will formulate two questions for the projects they review. Final presentations will be five minutes long. Following the presentations, reviewers will pose their questions.

Evaluation

Participants will also be expected to evaluate this program upon its completion

Syllabus

Course Title	<i>Preparing Future Faculty:</i> An Introduction to Teaching and Writing for Graduate Students
Instructors, Institutions	Kenichi Yamamoto, Associate Professor, Institute for the Advancement of Higher Education Toshiyuki Hosokawa, Professor, Institute for the Advancement of Higher Education Eijun Senaha, Professor, Graduate School of Letters Linda von Hoene, Director, Graduate Student Instructor Teaching and Resource Center, UCB Sabrina Soracco, Director, Graduate Division Academic Services, UCB
Key Words	Teaching Assistant, Syllabi, Grading Rubrics, Academic Writing
Course Objectives	To enable graduate students of any discipline to obtain basic skills and knowledge to manage education and research through effective English communication skills as a foundation for those considering a career in teaching at the university level. This workshop will introduce teaching and writing skills by the renowned instructors from UC-Berkeley and introduce their Preparing Future Faculty (PFF) program.
Course Goal	1. Obtain knowledge and skills in teaching as preparation for teaching at the university level. 2. Obtain knowledge and skills as a Teaching Assistant. 3. Obtain skills to write and edit proposals and essays for conferences and academic journals. 4. Obtain knowledge and skills for giving academic presentations, participating in discussions, and giving peer reviews in English. 5. Acquire the ability to explain the tasks of academic professions. 6. Obtain knowledge and skills as an international, academic professional.
Course Schedule	1. Opening: Keynote Speech and Introduction 2. Basics of Teaching 3. Basics of Academic Writing 4. Designing Course Syllabi and Learning Objectives 5. Writing and Submitting Conference Proposals 6. Submitting Articles to International Journals 7. Creating and Using Grading Rubrics 8. Teaching Large Courses 9. Writing Abstracts

	10. Professional Standards and Ethics in Teaching 11. Editing and Revising Writing 12. PFF Review 13. Student Presentations 1 14. Student Presentations 2 15. Closing: “Teaching Fellow” at Hokkaido University, Summary and Closing Address
Homework	Preparation for oral presentations and essay writing. Your actual workload (in-class/at-home) will be approximately 90 hours before/during/after the course.
Grading System	Your grade for this course will be based on the following: 1. <i>Class Contribution</i> (33.3%): Attendance and active participation in each workshop. This includes participation in large and small-group activities; teamwork and collegiality; and helping each other learn through peer feedback and scholarly exchange. 2. <i>Course Work</i> (33.3%): Completion of assignments between sessions and use of resources such as tutorial support and instructor office hours. 3. <i>Final Project and Presentation</i> (33.3%): Written and oral presentations to help you apply and synthesize what you have learned in the workshops. Details will be provided.
Textbooks	No textbook required. Handouts will be distributed.
Reading List	TA 実践ガイドブック / 小笠原・西森・瀬名波編著 : 玉川大学出版部, ISBN:4472403366 プロフェッショナル・ディベロップメントー大学教員・TA 研修の国際比較 / 安藤・細川・山岸・小笠原編著 :北海道大学出版会, ISBN:9784832967618
Websites	International Symposium on Professional Development in Higher Education 2009 , HU & University of Tsukuba PFF Workshop 2009 : March 18–24, 2010, HU PFF Workshop 2010 : July 21–27, 2010, HU PFF Workshop 2011 : July 27–August 2, 2011, HU PFF Workshop 2012–2013 : March 18–22, 2013, HU PFF Workshop 2015 : March 16–20, 2015, HU Evaluation of the Workshops 2009, 2010 & 2011 “Preparing Future Faculty: An Introduction to Teaching and Writing for Graduate Students” by Lecturers from the University of California, Berkeley , HU GSI Professional Standards and Ethics Online Course , UCB
Additional Information	TOEFL 500+ is advised (No document is required for the application).

Workshops

• Linda von Hoene (Teaching)

Session 2. Basics of Teaching

This workshop will address some of the fundamental questions that instructors need to consider as they begin to teach courses in higher education: who are your students, what are the goals for the course you will be teaching, how do students learn, and what practices can you use as a teacher to promote and assess student learning?

Session 4. Designing Course Syllabi and Learning Objectives

This workshop will assist participants in developing courses that focus on student learning rather than subject matter coverage. Using samples of courses taught at U.S. universities as a point of departure, participants will identify the components of effective courses and course syllabi and create and map out learning objectives for a course they would like to design.

Session 7. Creating and Using Grading Rubrics

Grading rubrics are increasingly being used in higher education to grade everything from research papers to presentations to problem sets. Rubrics enhance learning by making the criteria for grading more transparent and tying grades to specific learning objectives. They also promote fairness and consistency and reduce grade challenges from students. In this workshop participants will learn how to use and design grading rubrics. Sample rubrics from a number of disciplines will be provided.

Session 8. Teaching Large Courses

In this workshop participants will learn basic techniques to promote student learning and engagement in a large enrollment course. Topics addressed include how to plan a class session, how to make the class small by incorporating small-group activities, and how to work effectively with TAs in teaching a large course.

Session 10. Professional Standards and Ethics in Teaching

This workshop will address professional standards, conduct, and ethics that impact teaching and learning in higher education. Using scenarios, participants will work together to collaboratively generate solutions and responses to common ethical problems that arise in teaching.

• Sabrina Soracco (Writing)

Session 3. Basics of Academic Writing

What exactly is academic writing? As a scholar, there are a variety of forms in which you will write about your research, e.g., grant proposals, short papers, longer seminar papers, articles, book reviews, and dissertation chapters. How do you learn these different genres? How do you develop the skills necessary to become a successful academic writer? These are some of the questions that will be addressed in this workshop.

Session 5. Writing and Submitting Conference Proposals

In this workshop, participants will review calls for conference proposals to identify what needs to be included in a successful conference submission. Participants will also have the opportunity to read and assess conference proposals from the perspective of a reviewer.

Session 6. Submitting Articles to International Journals

This workshop will address the steps scholars need to take to successfully submit papers for publication. Participants will learn how to identify and contact appropriate journals and understand what needs to be done at various stages in the process. If time permits, we will also discuss how to respond to reviewer feedback.

Session 9. Writing Abstracts

In this workshop participants will learn about how various types of abstracts are used in academic scholarship. Participants will have the opportunity to review samples and identify the elements of an effective abstract. We will also examine the role abstracts can play in promoting successful academic writing.

Session 11. Editing and Revising Writing

The goal of this workshop is to introduce participants to the skills of a professional editor for the purpose of revising and improving one's own writing. This workshop will cover the following topics: 1) how a professional editor works with a manuscript; 2) how one can use the techniques of an editor to revise one's own writing; and 3) how one can diagnose and avoid common writing errors and weaknesses.

Review

Session 12. PFF Review

This session introduces another perspective of PFF inviting the PFF tutors as panelists who not only taught but also learned as young faculty during the week. Tutors will be joined by Linda and Sabrina, exchange concerns and ideas, ask questions, and receive advice to build their career. Audience is also encouraged to participate in this session. If you want any clarification and contribution, this is it!

Closing

Session 15. "Teaching Fellow" at Hokkaido University

Teaching Fellows (TF) are the integral component of the "Teaching Fellow" system which will be introduced at Hokkaido University in the 2015 academic year. This system will employ doctoral students as Teaching Fellows to facilitate undergraduate education while under the supervision of a principal professor. The TF will have a wider range of duties than the teaching assistant (TA); they will give lectures, evaluate outcomes by students, and develop course content. This lecture shows the role of the TF and their educational code of ethics for teachers.

Support

Role of Tutors

Tutors will 1) provide feedback on your written assignments; 2) facilitate small-group discussions in the workshops; and 3) facilitate the final oral presentations by keeping time and moderating question and answer

period that will follow each presentation. Tutors encourage you all to use this valuable resource. The instructors will communicate daily with the tutors.

Instructor Office Hours

In the event you have specific questions that cannot be addressed in a workshop, we will be happy to speak with you during office hours. Instructors encourage each participant to attend office hours at least once over the five-day period.

Tutorial Support is available in the same room before/after the workshop, and **Office Hours** – in the instructors’ office on the 4th floor of the Multimedia Education Building.

Schedule

Date: March 14 (Mon.) – 18 (Fri.), 2016

	10:00-10:30	10:30-12:00	12:00-12:30	13:15-14:45	15:00-16:30	16:30-17:30
14Mon.		1: Opening	Tutorial	2: H1	3: S1	T Office Hour
15Tue.	Tutorial	4: H2	Tutorial	5: S2	6: S3	T Office Hour
16Wed.	Tutorial	7: H3	Tutorial	8: H4	9: S4	T Office Hour
17Thu.	Tutorial	10: H5	Tutorial	11: S5	12: Review	T Office Hour
18Fri.	Tutorial	13: P1	Tutorial	14: P2	15: Closing	

All Instructors			
H	von Hoene	S	Soracco
OH	Office Hours (You can talk with the instructors one to one.)		
T	Tutorial Support (You can talk with the tutors one to one.)		
		P	Presentation

Rooms [Floor Maps](#)

Place 1: Institute for the Advancement of Higher Education, HU (Sapporo, N17W8)

	10:00-10:30	10:30-12:00	12:00-12:30	13:15-14:45	15:00-16:30	16:30-17:30
14Mon.		S5		S5	S5	
15Tue.	S5	S5		S5	S5	
16Wed.	S5	S5		S5	S5	
17Thu.	S5	S5		S5	S5	
18Fri.	S5, etc.	S5, etc.		S5, etc.	S5	

Coffee & PC

S5	Bldg. S, 1st floor, S5 (Workshops on Mon. – Fri.)	S5
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* Free access to computers and non-alcoholic drinks are available.

* You can have lunch at the **University Cooperative’s cafeteria** behind the Multimedia Education Building.