



(Revised, 30/05/2011)

PFF Workshop 2011

We are pleased to announce the opening of the third 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 teaching skills which is the foundation of a career in teaching.

Sponsor: [Institute for the Advancement of Higher Education](#), Hokkaido University (HU)

This program is funded by the [JSPS Grants-in-Aid for Scientific Research](#).

Joint-sponsors: [Office of International Affairs](#), HU;

[Organization of Liberal Education](#), University of Tsukuba



Dr. Linda von Hoene



Dir. Sabrina Soracco

Period:	July 27 (Wed.)-29 (Fri.), August 1 (Mon.)-2 (Tues.), 2011
Place:	Institute for the Advancement of Higher Education (IAHE), HU
Program:	See the Syllabus .
Language:	English
Cost:	None

[Poster Requirements Workshops Rooms](#)

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Application

Preliminary application for the workshop: Wednesday, June 1 ~ Monday, June 27, 2011

Online **Application** & information: <http://ws.high.hokudai.ac.jp/>

Contact us: ando@high.hokudai.ac.jp

Three steps will complete the Online Application: 1) "Create new account" and "login," 2) enter the course: Preparing Future Faculty 2011, and 3) fill out and save the Application Form.

- * 30 participants (graduate students) and 10 observers (students, postdoctoral, faculty or staff) will be accepted for the workshop.
- * Affiliation with Hokkaido University is not a prerequisite.
- * The HU graduate students who registered this course through the Hokkaido University Registration System in April should also complete online application in June.
- * Students who cannot attend all the sessions will not be accepted as "participants" (students) because all the 15 sessions are tightly connected. Persons who will attend only a part (several sessions) of the workshop will be accepted as "observers." You should write on the Application Form when you will attend the workshop.
- * Participants will be chosen by lottery if the number exceeds the limit (30).
- * The approval of participation will be reported individually by Friday, July 1.

Requirements

Course Requirements

Participants-students are expected to attend all sessions, actively participate, and complete all assignments and projects.

Pre Essay

Official participants-students will be requested to write a short Pre Essay of approximately 700 words in English after the approval of participation. 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 obtain at the workshop?), and also your analysis of own writing skills both in English and your native language.

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. We 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 in office hours. Instructors encourage each participant to attend office hours at least once over the five-day period.

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.

PRESENTATIONS

Presentations based on your final projects will take place in **Sessions 13 and 14 on Tuesday, August 2, 2011**. In preparation for the presentations, each participant will distribute their final written projects to group members on Monday, August 1, 2011 (we will tell you on Friday how many copies to bring on Monday). Your written projects will be read on Monday evening by reviewers from your group prior to the Tuesday 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 and observers will also be expected to evaluate the program upon its completion.

Syllabus

Course Title	<i>Preparing Future Faculty</i> : An Introduction to Teaching and Writing for Graduate Students
Instructors, Institutions	Eijun Senaha, Associate Professor, Graduate School of Letters, HU Toshiyuki Hosokawa, Professor, Institute for the Advancement of Higher Education, HU Atsushi Ando, Professor Emeritus, HU 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-Berkley and introduce their Preparing Future Faculty (PFF) program.
Course Goal	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. Panel Discussions 13. Student Presentations 1 14. Student Presentations 2 15. Closing: 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: <ol style="list-style-type: none"> 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
Websites	International Symposium on Professional Development in Higher Education 2009 , HU & University of Tsukuba Workshop 2009 : March 18-24, 2010, HU Workshop 2010 : July 21-27, 2010, HU GSI Professional Standards and Ethics Online Course , UCB
Additional Information	TOEFL 500+ is advised. 30 participants (graduate students) and 10 observers (students, postdoctoral, faculty or staff) will be accepted for the workshop.

Affiliation with Hokkaido University is not a prerequisite.
Preliminary application for the workshop: Wednesday, June 1 ~ Monday, June 27, 2011
Online **Application** & information: <http://ws.high.hokudai.ac.jp/>
Participants will be chosen by lottery if the number exceeds the limit (30).
The approval of participation will be reported individually by Friday, July 1.
* For the HU graduate students this is a credit course in all disciplines (Interdisciplinary courses for graduate students: *Daigakuin Kyotsu Jugyo*). The HU graduate students should register this course through the HU Registration System in April and also complete our online application in June. When you successfully complete the workshop, you will receive a grade of 2 credits.
* IAHE will issue a certificate of completion to those who successfully complete the workshop (HU & non-HU students, observers and tutors).
Contact us: ando@high.hokudai.ac.jp

Workshops

• Linda von Hoene

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

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.

Schedule

	9:30-10:30	10:30-12:00	12:00-12:30	13:15-14:45	15:00-16:30	16:30-17:30
27Wed.		1: Opening	Tutorial	2: H1	3: S1	T Office Hour
28Thu.	Tutorial	4: H2	Tutorial	5: S2	6: S3	T Office Hour
29Fri.	Tutorial	7: H3	Tutorial	8: H4	9: S4	T Office Hour
30Sat.						
31Sun.						
1 Mon.	Tutorial	10: H5	Tutorial	11: S5	12: Panel	T Office Hour
2 Tue.	Tutorial	13: Presentation1	Tutorial	14: Presentation2	15: Closing	

All	
H von Hoene	S Sorracco
OH Office Hours (You can talk with the instructors personally.)	
T Tutorial Support (You can talk with the tutors personally.)	

Rooms

	9:30-10:30	10:30-12:00	12:00-12:30	13:15-14:45	15:00-16:30	16:30-17:30
27Wed.		1: E301		2: E101	3: E101	
28Thu.	E101	4: E101		5: E101	6: E101	
29Fri.	E101	7: E101		8: E101	9: E101	
30Sat.						
31Sun.						
1 Mon.	E101	10: E101		11: E101	12: Auditorium	
2 Tue.	N232, etc.	13: N232, etc.		14: N232, etc.	15: Conference Hall	

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

Building E, 3rd floor, E301 (Opening)
Building E, 1st floor, E101 (Workshops)
Multimedia Education Building, 3rd floor, Auditorium (Panel Discussions)
Building N, 2nd floor, N232, N233, N243, N244, N245 (Presentations)
Building E, 1st floor, Conference Hall (Closing)

- * Sorry! Rooms are often changed because regular classes are going on now.
- * Office Hours and Tutorial Support are held in the same room before/after the workshop.
- * **Free drinks & computers** are available in the room **E120** (Building E, 1st floor).
- * You can have **lunch** at the **University Cooperative's cafeteria** behind (to the west of) the Multimedia Education Building. You can find many buffets, cafeterias and restaurants near the Kita 18 jo Subway Station.

Teleconferencing

Live teleconferencing with Hakodate campus

Place: Faculty of Fisheries Sciences, HU (Hakodate, Minato-cho 3-1-1)

Room:

5 participants (graduate students) and several observers (students, postdoctoral, faculty or staff) will be accepted for the workshop in Hakodate.

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