

カリフォルニア大学バークリー校の講師による
「大学院生のための大学教員養成(PFF)講座：
ティーチングとライティングの基礎」
(2009, 2010, 2011 年度)
評価報告書

北海道大学
高等教育推進機構

2012

は じ め に

本書は、2010年3月と7月及び2011年7~8月に北海道大学高等教育推進機構（2010年9月まで高等教育機能開発総合センター）において、カリフォルニア大学バークリー校(UCB)の二人の講師、大学院機構・大学院生講師(GSI)教育資源センター長リンダ・フォンヘーネ博士と同アカデミックサービス部長サブリーナ・ソラッコ氏を招いて開催したワークショップ「大学院生のための大学教員養成(PFF)講座：ティーチングとライティングの基礎」の評価報告である。

本ワークショップは、平成21~23年度科学研究費補助金による研究プロジェクト「大学の外国語教育におけるTA研修・PFFシステムの研究と開発」及び「大学教員を目指す理系大学院生に対するティーチング教育の研究」の成果の一つである。

また、平成20~22年度総長室重点配分経費事業「大学院におけるFDの拡充」（次世代FDの研究）による、過去十年以上の歴史をもつ本学のFD・TA（ティーチングアシスタント）研修の次の十年のかたちを模索する試みの一環でもある。

世界の大学の学士課程教育には、現代の職業分野に合わせたコースを設置する、メルボルンモデルが採用されはじめている。また、大学院教育では、教育能力の獲得が、アメリカ型大学院教育モデルの目標として定着しはじめている。Ph.D.取得者に対する、就職先からの、教育能力が必要との要望が、米国の多くの研究大学で取り入れられはじめているのである。

大学院生の教育能力の育成という目標を達成するためには、二つの制度が必要である。

一つは、講義や研修の形式をもつ学習の機会で、TA研修、Preparing Future Faculty (PFF)講座などがこれに当たる。日本でこれらの学習機会を導入している大学はきわめて少ないが、北海道大学のTA研修とPFFワークショップはその希有な例である。筑波大学など、ほかのいくつかの大学でも導入が始まっており、今後の展開が期待される。

もう一つ必要なことは、TA制度の拡充である。教育については、学習だけでは不十分で、実際に教育の場に立つ必要がある。日本のTAは教員の補助が主な役割で、出欠を取ったり、資料を用意したりする程度の仕事であることが多い。それにともない、通常は時給1,300円程度で、1科目1学期働いても4万円程度の収入にしかない。米国の制度では、TAは教員とほぼ同じ業務を行う。授業自体はもちろんのこと、成績評価も彼らの仕事である。そして、週20時間働いて年間100~150万円前後の報酬が得られる。もともと働き口が少ない田舎の大学で学生のアルバイトのために始められた制度ではあるが、現在では大学院教育の一環として重要な役割を担うようになってきた。北海道大学を含め日本の大学でも、この本格的なTA制度(Graduate Student Instructor: GSI; Teaching Fellow: TF など呼び名はさまざまである)の導入を検討しはじめている。

北海道大学では、以上のような展望の下に、バークリー校のPFFワークショップを本学において試行し、そこから日本の実状に合ったPFFプログラムを創出したいと考えている。

関心を共有する方々に、本学の取組が参考になれば幸いである。

北海道大学 高等教育推進機構 教授
高等教育開発研究部門長
細川 敏幸

カリフォルニア大学バークリー校の講師による
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ティーチングとライティングの基礎」(2009, 2010, 2011 年度) 評価報告書

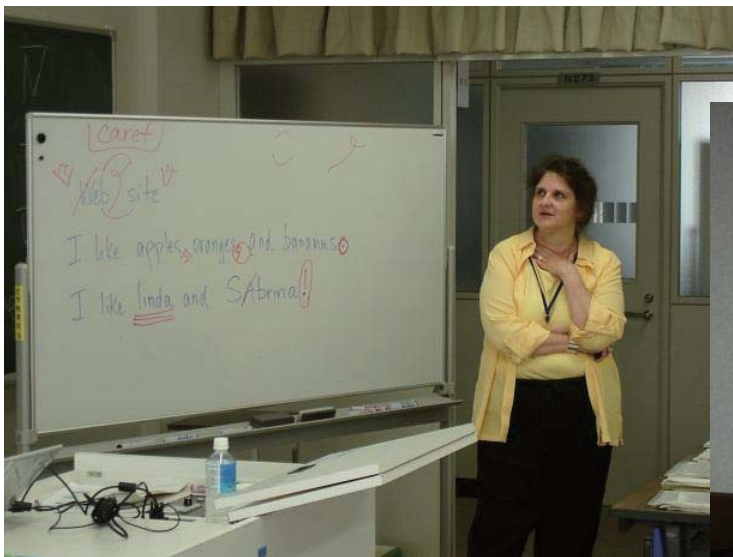
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Evaluation of the Workshops 2009, 2010 & 2011
 "Preparing Future Faculty:
 An Introduction to Teaching and Writing for Graduate Students"
 by Lecturers from the University of California, Berkeley



1. 取組の背景

北海道大学では、2010年3月、7月及び2011年7~8月にカリフォルニア大学(UC)バークリー校の二人の講師、リンダ・フォンヘーネ博士とサブリーナ・ソラッコ部長を招いて「大学院生のための大学教員養成(PFF)講座：ティーチングとライティングの基礎」を開催した。この取組には、以下のような背景があった。

1-1. 北大型 FD・TA 研修十年の歴史

北海道大学では、過去十年以上にわたり、以下の3種類のFD活動を行ってきた。

①新任教員研修会は1995年11月に始まり、(1)建学の経緯や教育理念等、本学についての理解を助けること、(2)教育理論の基礎、教育改革の動向、教育法の改善等、大学教員として必要な素養、(3)国家公務員の倫理、セクシャルハラスメント、学生へのカウンセリング等、国立大学の教員として知っておくべきことについて1日の研修を行ってきた。1998~2006年度の参加者は合計705人、対象の新任教員の53%にあたる(図1)。2006年度で終了し、②教育ワークショップに統合された。

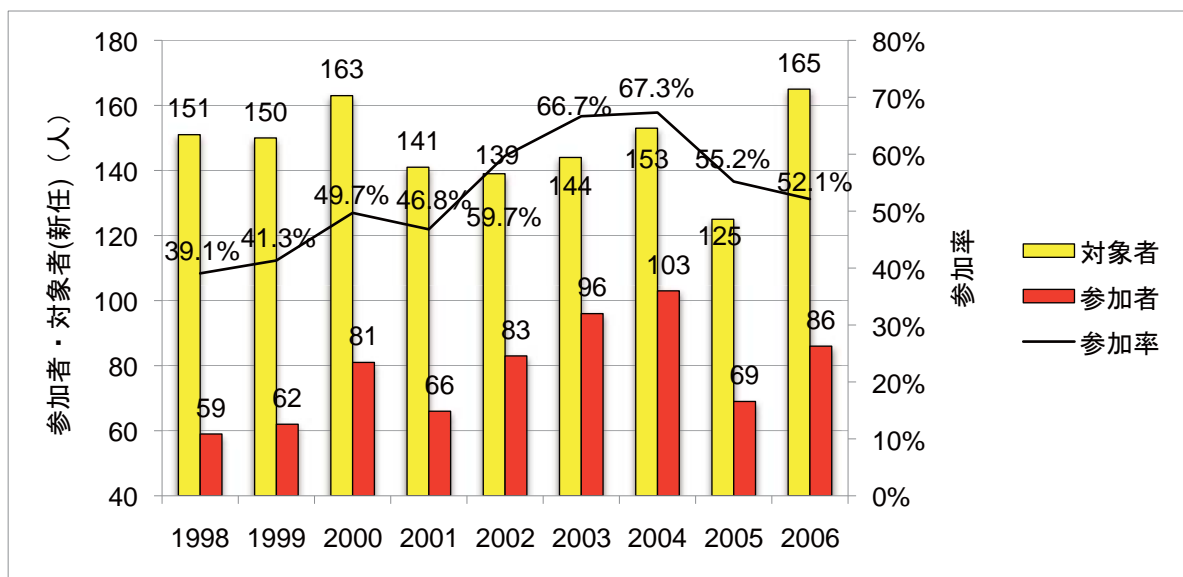


図1. 新任教員研修会参加者数(1998~2006)

②教育ワークショップは1998年11月に始まった。教育知識や技法の一方的な講義ではなく、参加者が討論を通して教育の新しいパラダイムやスタイルを創造していく、1泊2日の合宿形式のワークショップで、全国的にも大きな反響を呼んだ。

初期のワークショップは各部局の教務委員長らが参加し、「21世紀における北大の教育像」「北海道大学の教育戦略」などの大きなテーマで議論し、そのなかから水産学部の練習船を利用したフィールド体験学習など新科目のアイデアが生まれた。その後は新任教員中心に移行し、授業設計・シラバスの書き方の指導を基本として「インタラクティブな授業」「適切な成績評価」「Webを利用した授業」「単位の実質化」「魅力ある授業」「e-ラーニング」「教育倫理」などのテーマを掲げてきた。小グループ討論の授業手法が学内に広く普及したことは、②教育ワークショップの貢献といえ

1. 取組の背景

る。日頃交流のない、他分野・他部局の同僚との出会いも本ワークショップの魅力の一つである。

並行して、2010 年度に大学教員の業務と教育改善マネジメントに関する中堅教員向け次世代 FD を試行し、2011 年度には第 1 回「教育改善マネジメント・ワークショップ」を本格実施した。

14 年間で計 22 回の教育ワークショップの参加者累計は学内 627 人、学外 106 人に上り、学内外で FD の普及・発展に大きな貢献をした（図 2）。

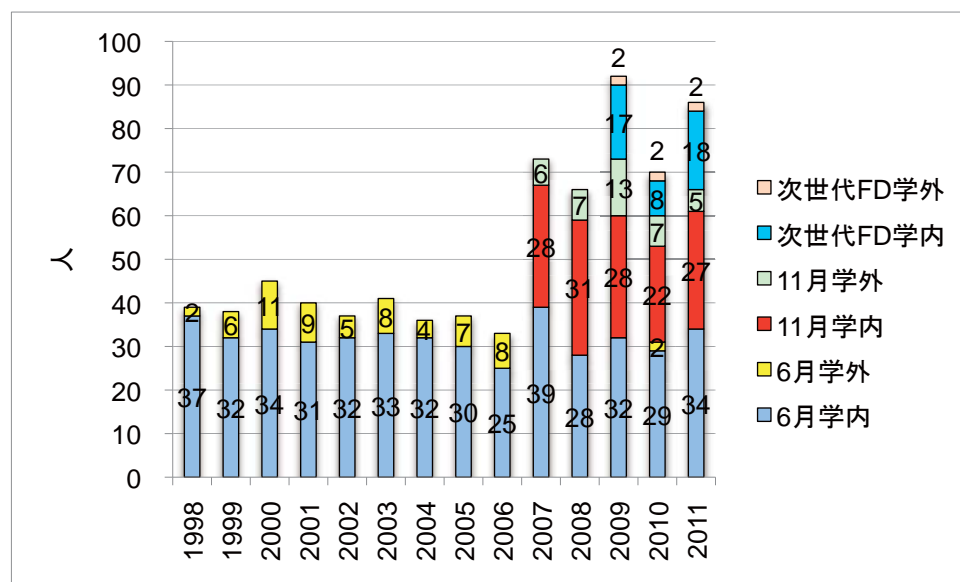


図 2. 教育ワークショップ（全学 FD, 1998～）および次世代 FD（2009～）参加者数

③全学教育 TA 研修会は 1998 年 3 月に始まり、北大型 FD のもう一つの特色となった。全学教育では、授業改善と、大学院生の将来のキャリアに必要な教育能力の育成を目標として、組織的・体系的に TA の活用を進めてきた。法人化以降、人件費削減が課題となり、専任教員数は全学で 7.5% 減少し、全学教育における非常勤講師採用コマ数も半減したが、TA 採用数は、全学の同意を得て、1998⇒2011 年度にのべ人数で 4.4 倍、予算総額で 2.9 倍に増えた（図 3）。

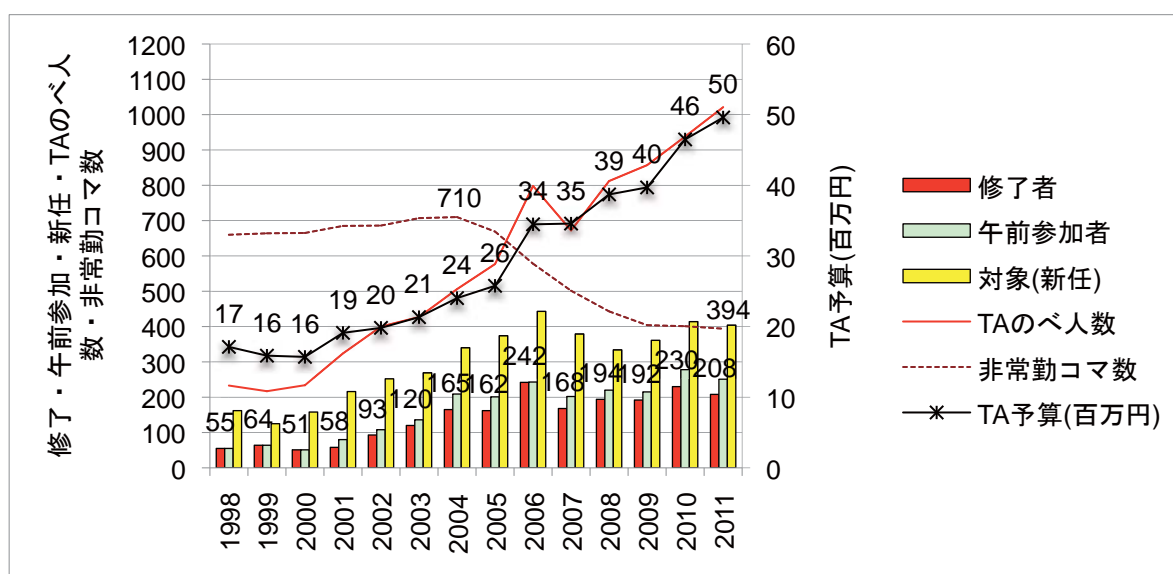


図 3. 全学教育 TA 研修会参加・修了者数と TA 採用のべ人数・予算総額の推移

- *対象者（新任）：その年度の全学教育 TA 担当予定者のうち、研修会を修了していない者
- *参加者：研修会の一部（午前：全体会）に参加した者
- *修了者：研修会の全部（午前：全体会、午後：科目別分科会）を修了した者

全学教育における TA の活用範囲は、10 年前は主に自然科学（基礎）実験に限られていたが、今では一般教育演習や論文指導講義のほか、総合科目・主題別科目のうち履修者 70（当初は 100）人以上の大人教講義、さらに情報学、外国語 CALL 授業などのスタジオ型授業にも拡大されている。

表 1 は 2011 年度全学教育 TA 研修会のプログラムである。

表 1 平成 23 年度北海道大学全学教育 TA 研修会プログラム（2011 年 4 月 6 日）

<午前の部>（全体会）（大講堂）

9:30 挨拶 佐伯 浩 総長

9:35 講演「北海道大学の全学教育について」

山口 淳二（高等教育推進機構・総合教育部長）

10:05 講演「TA の心得」瀬名波 栄潤（文学研究科）

10:35 休憩(10 分)

10:45 「TA 業務に関する事務処理の内容」山本 透（教務課）

11:00 パネル討論「TA の可能性～現状と理想」

司会:山田 邦雅（高等教育推進機構）

院生パネラー：三原 義広（環境科学院 D3）、

福田 大祐（工学研究科 D3）

教員パネラー：鈴木 久男（理学研究院）、

高見 敏子（メディア・コミュニケーション研究院）

12:00～12:30 コーヒーブレイク（TA 経験者との談話）

（会場はセンターN棟2階の N245 演習室）

<午後の部>（科目別分科会）（基本的には 13:30～16:00）

(A) 初習外国語（中国語以外）

(H) 一般教育演習

(B) 中国語

(I) 一般教育演習/フィールド

(C) 文系基礎科目

(J) 講義

(D) 心理学実験

(K) 論文指導

(E) 理系基礎科目

(L) 情報学

(F) 自然科学実験

(M) 英語 II オンライン授業

(G) アカデミック・サポート

(N) 英語 II 以外の英語の授業

1-2. 「大学院における FD の拡充」（次世代 FD の研究）

北大型 FD の十年以上の経験をもとに、次の十年の FD・TA 研修プログラムを創り出すため、平成 20～22 年度総長室重点配分経費事業「大学院における FD の拡充」を進めてきた。事業の概要（平成 22 年度）は以下のとおりで、将来の大学教員・研究職を目指す大学院生支援(Preparing Future Faculty: PFF)プログラムと、中堅教員向け教育改善マネジメント FD の開発が大きな柱であった。

【目的】 本学の 10 年間の FD 活動の経験をもとに、次の 10 年を見据えて、

- (1) (大学院における FD の拡充) 大学院教育に焦点を絞った次世代 FD プログラムを開発して、各研究科等の FD 活動を支援する。また、教育活動全般に関する基本姿勢を明示した教育倫理綱領を個々の教員に浸透させる。

1. 取組の背景

(2) (北海道地区 FD・SD 推進協議会の活動強化) 2009 年 10 月に発足した北海道地区 FD・SD 推進協議会の活動を強化し、共同の FD 活動の企画、新 FD・SD プログラムの開発・普及を進める。

出所)「次世代 FD の研究」報告書(2011 年 3 月). 北海道大学高等教育推進機構・教育改革室.

<http://socyo.high.hokudai.ac.jp/jisedai.pdf>

1-3. 国際シンポジウム「高等教育におけるプロフェッショナル・ディベロプメント」

2009 年 3 月に筑波大学と北海道大学の間で締結された「教育改善に関する協定」に基づき、同年 7 月に筑波大学で開催された、両大学共催国際シンポジウム「高等教育におけるプロフェッショナル・ディベロプメント」の一環として、米国・カリフォルニア大学バークリー校の二人の講師の指導する国際ワークショップ「若手研究者のためのプロフェッショナル・ディベロプメント」が行われ、本学から大学院生 15 人と教員 3 人が参加した。続いて北海道大学で開催されたプログラム B「プロフェッショナル・ディベロップメントの諸相」では、カナダ・ダルハウジー大学、バークリー校などの重層的・体系的な TA 研修システムや PFF プログラムが紹介され、注目を集めた。

* 筑波スタンダードに基づく教養教育の再構築～世界水準の教養教育を目指す全学的取組～②中間報告書(平成 22 年 3 月). 筑波大学教養教育機構.

<http://www.ole.tsukuba.ac.jp/?q=node/38>

* International Symposium on Professional Development in Higher Education (Proceedings). Program B: Aspects of Professional Development. Hokkaido University, July 30-31, 2009. © 2010. Center for Research and Development in Higher Education, Hokkaido University. Sapporo, Japan (Proceedings 2010) <http://socyo.high.hokudai.ac.jp/sympo2009.pdf>

1-4. 国際化加速に向けた FD 事業とライティング・ラボ(HAWL)の試行

2009 年度には国際化加速プログラム「国際教育連携を加速させる総合支援機能構築」事業の一環として、国際企画課国際教育連携支援チームにより英語による授業のための一連の FD プログラムが実施され、2009 年 11 月～2010 年 2 月には国際交流室ライティング・ラボ設置準備作業部会が Hokudai Academic Writing Lab (HAWL)を試行した。本 PFF 講座はこれらとも連携して行われた。

目指せ！バイリンガル大学シリーズ(Toward a Bilingual University Series).

* Vol. 1 : ライデン大学 FD プログラム報告書(Leiden University FD Programme Report);

* Vol. 2 : 国際化加速に向けた FD～目指せ！バイリンガル大学～報告書(FD to Accelerate Internationalisation—Toward a Bilingual University—Report);

* Vol. 3 : 文学研究科向け英語による授業に関する FD 報告書(Graduate School of Letters FD Programme for Teaching in English Report) (2010.3). 北海道大学学術国際部国際企画課.

http://www.hokudai.ac.jp/bureau/e/wabun/kokusaika/gakunai/report_vol1.pdf

http://www.hokudai.ac.jp/bureau/e/wabun/kokusaika/gakunai/report_vol2.pdf

http://www.hokudai.ac.jp/bureau/e/wabun/kokusaika/gakunai/report_vol3.pdf

* 瀬名波栄潤. Writing Lab 試行運営：取組・成果・展望(2011). 高等教育ジャーナル——高等教育と生涯学習——18, 11-18.

(参考 1)

アカデミック・ライティングの学内試行(HAWL)

瀬名波 栄潤

本研究プロジェクトとバイラテラルな活動として、2009 年度北海道大学内でライティング・ラボ設置に向けて試行運営が行われ、その成果は国際交流室会議に報告された。ライティング・ラボ設置準備作業部会（以下、本 WG）は 2009 年 5 月 8 日に開催された国際交流室会議において、本学の理念や現状に即した Writing Lab（以下、WL）を設置するための企画立案を目的として設置され、先進的な取り組みをおこなっている他大学の視察並びに勉強会をおこない、本学に設置する WL の運営体制等について議論を重ねた。

本 WG は 2009 年度終了までに、WG 会議を四度、ほかに勉強会や WL 視察をおこない、年度後半には WL のパイロット運営（2009 年 11 月～2010 年 2 月、於：エルムの森）を実施した。この試行運営により、学内で WL への需要が非常に高いことと同時に、本学における本格的な WL 運営にはいくつかの課題があることも確認された。パイロット運営での経験を実りあるものとし、関係部署の理解と協力を得て、来るべき本格運営を万全のものにするために、今後の課題等を最終報告として提出した。以下に、報告書に記された戦略、成果、課題をまとめる。

A. 戦略

1. WL 設置目的の明確化

「北海道大学における今後の外国語教育の在り方について(最終報告)」(平成 18 年 5 月 17 日)には、「多様な民族、文化、宗教が混在する状況では、相互理解、協調協力、共存共生の精神のもとに仕事ができる人材が求められる。本学の「国際性の涵養」の理念は、国際社会に貢献できるこうした人材の育成によって実現される」と記されている。

また、第二期中期目標・中期計画には、「教育の国際的通用性を向上させ、学生の国際的流動性を高める」ことが目標として掲げられ、「学士課程及び大学院課程において、英語等の外国語による授業を増加させる」「外国人教員を増員するための環境整備を行う」「留学生を対象とする修学・生活支援を強化する」などの計画が挙げられている。WL の設置は、これらの目標・計画の具体化の重要な一歩となる。

教育の国際化を進める本学には、2010 年度には 84 カ国から 1,200 名余の留学生が在籍しているが、彼らを対象とした全学的論文指導サービス組織は存在しない。また、外国語による論文執筆を希望する日本人学生や外国語で課題提出を求める授業の数も増加しているが、これに対する全学的な支援制度もない。

本 WG が提案する WL とは、本学に在籍するすべての学生に英語及び日本語によるアカデミッ

1. 取組の背景

ク・サポートを提供する施設であり、そこでは母語もしくは母語と異なる言語で課題レポートや学位論文等を執筆する学生に、論理的思考及びネイティブ・チェックなど論文作成の能力向上のための個別指導をおこなう。

この新たな学生支援により、国際的に通用する高度な言語表現能力を養成し、本学で創造された知の活用及び発信を可能にする。将来的には、アカデミック・サポートプログラムの最先端を行くカリフォルニア大学バークレー校や東京大学及び筑波大学等と連携した体制の確立を目指す。

B. 成果

WL 試行運営では、本 WG が運営・管理体制を担い、WL にコーディネーターとチューターを配置し、日本語及び英語による論文作成能力向上のための個別指導をおこなった。

試行運営は正味 30 日間という短期間で、広報が十分に浸透する前に終了してしまったにもかかわらず、口コミによって学生たちの訪問数が増加するといううれしい誤算を生んだ。

のべ 40 名の学生が計 98 セッションの論文指導を受けた（11 月 16 日～12 月 18 日の前半（正味 14 日間）には 36 件のセッション、後半の 16 日間には 62 セッションまで申し込みが増えた）。大学院の学位論文提出締切が 1 月に集中したことにも起因していると思われるが、それ以上に、学生のアンケートにも示されたように、学生間の口コミによって草の根的に評判が広まった。

訪問学生の 7 割以上が大学院生で、10 学部・研究科の学生が本 WL を利用した。国籍別では、日本人が 6 割、残りは 12 カ国の学生が利用した。6 割程度の学生は 1 回の指導で済ませており、内容は学会発表の資料の添削依頼が多かった。二度以上 WL を利用した学生は全体の 4 割で、学位論文や学会投稿用論文の指導を受けた。一人当たりの利用回数が多いのが本 WL の特徴で、それは単にネイティブによる添削サービスだけでなく、論文構成に主眼を置いた対話による指導体制によると思われる。利用者の 9 割が英語論文等の添削希望者で、当初はネイティブ・チェックを期待していたようだが、論理的思考による論文執筆指導を受けて満足する声が寄せられるようになった。

試行運営終了が近づくにつれ、WL 継続を望む声が学生から多数寄せられた。「広報をもっと積極的にしてほしい」「もっと継続してほしい」「存在が知られていない」「教授らにもっとアピールしてほしい」「インターネット予約利用をもっとやりやすくしてほしい」「WL にコピー機がほしい」「北 18 条あたりでの開設を望む」「1 セッション当りの利用時間を長くしてほしい」「同じ専門分野のチューターがほしい」「論文の構成について非常に論理的な指導をしてくれて、問題点も明確になり大変参考になった」などである。数値データは、添付資料をご覧ください。

C. 課題

1. 直接的運営体制

試行運転中、学内需要を考慮しつつ、運営体制の整備から指導上のガイドライン作成に至るまでの準備を進め本格運営に備えた。WL の広報活動やチューターへの謝金支払いシステム等が整備されれば、WL の活動・運営・管理はさらに望ましいものになるであろう。

今後本格的な運営をおこなう場合、責任ある持続的な運営体制を確立するため、学内教員で構成

される運営管理委員会を設置し、ラボ運営計画や運営のための管理・指導等の統括をおこなうことが望まれる。その下に、現場を直接的に管理運営するコーディネーターと実際の指導をおこなうチューターをおく。コーディネーターは本ラボでの一連の業務を掌握、調整、管理し、チューターは実際に学生への日本語・英語論文執筆指導をおこなう。

1) WL 常設運営のための場所の確保

より多くの学生のニーズに応えるためには、全学教育が実施され、学生支援組織が集中して配置されており、多くの学生に親しみの深い、高等教育推進機構、附属図書館北図書館周辺に本ラボを設置することが望まれる。ラボ（室）のサイズは、その中に受付のデスクと添削指導用ブース（机一つと椅子二脚）が4～5セット配置されるのが理想的である。40 平方メートル程度は必要である。

2) WL 運営のためのコーディネーター及びチューター等の確保

本ラボを直接管理運営するコーディネーター職には高い専門性と運用能力を備えた人材が必要であり、かつ常設ラボ任務遂行のための長時間拘束にも対応できる人物でなければならない。そのためには、教育改革室あるいは高等教育推進機構で WL 担当のコーディネーターを務められる新たな人材 1 名の採用を強く要請する。

本 WL で、論文指導を学生に直接おこなうのはチューターである。チューターは、コーディネーターの下、ワークショップや指導を受け論文作成指導能力を養う。優れたチューターの養成は、高等教育推進機構で進めている北大型「次世代 FD・SD・TA 研修(PD)プログラム」の開発とも連携できると考えられる。チューターの必要人数は、本年のパイロット運営の実績や本格運営時の規模などに基づいて決定する。チューターは本学の大学院学生を採用し、必要な研修をおこなう。

3) 上記要件の確保のための適正で継続的な予算配分

上記の 2 要件の確保と維持は、適正で継続的な予算なしでは進められない。総長裁量経費等を含めた総合的な配慮が必要である。コーディネーターを務める専任教員ならびにチューターの雇用費用そして WL 設備の維持費等の継続的配分・確保の必要がある。

2. 運営協働環境の創出

本学における WL の設置と持続的な運営のためには、全学的な、特に教育改革室と国際交流室の協働体制が必須である。ライティングセンターや外国語リテラシーへの取組の必要性は、これまでも本学の国際化促進の課題として両室で認識されてきている。日本人学生（並びに非英語圏出身留学生）のための英語論文指導と留学生のための日本語論文指導はいずれも本学の国際化を成し遂げるための重要なツールであり、両室が協力して取り組むべき課題である。この課題は、両室の協働体制の確立によって効率的に解決されるであろう。

また、その実行組織としては、留学生への教育と支援を担当する留学生センター及び全学教育における外国語教育を担当する外国語教育センターの協力に加えて、これまで 10 年にわたり全学教育 TA 研修を実施し、最近ではカリフォルニア大学バークレー校の PFF (Preparing Future Faculty: 将来の大学教員の養成) システムの調査・研究を進め、本学におけるその普及（ティーチング指導と

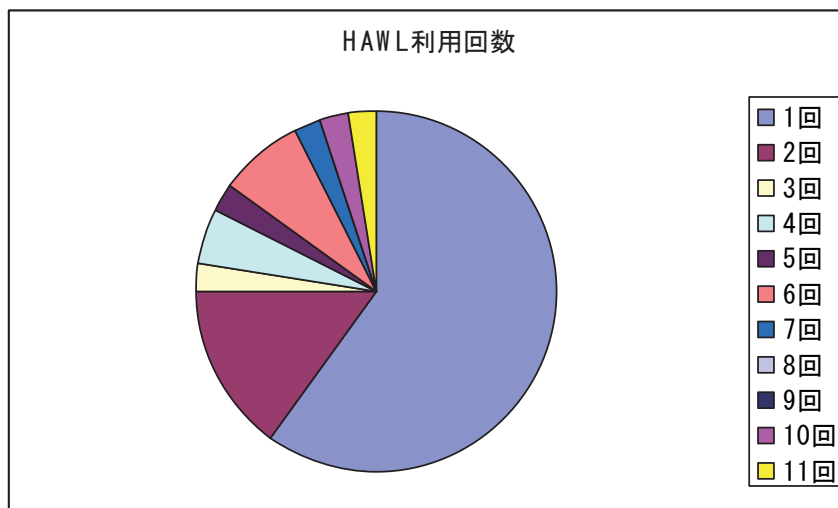
1. 取組の背景

アカデミック・ライティング指導の総合的展開）を目指している、高等教育推進機構の協力が不可欠と考えられる。

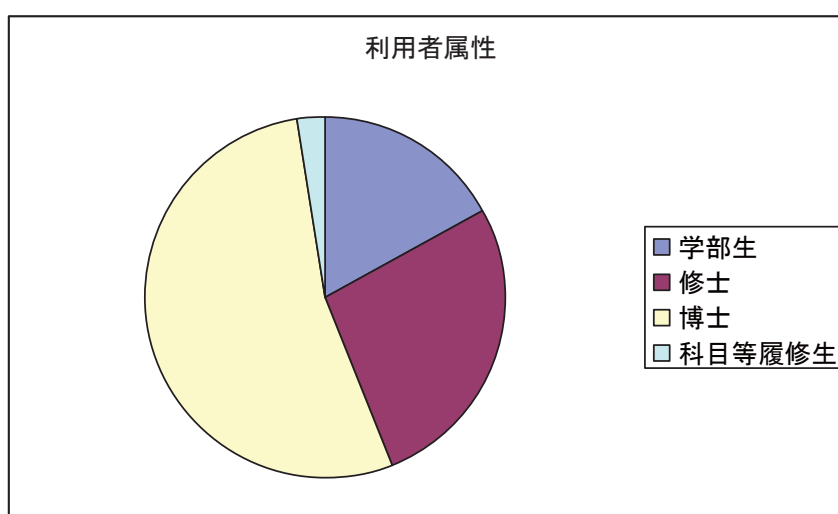
以上、国際社会で活躍できる学生の育成並びに留学生にとって魅力ある本学のアカデミックサービスの一つとして、このWL設置計画が実現することを強く希望して最終報告を提出した。本WGは、本研究プロジェクトの目的並びに遂行と密接かつ相乗的な関係を構築しつつ活動した。PFFワークショップ開始前のチューター養成講座はその賜物であり、カリフォルニア大学から招いた講師からもその人材の質については高く評価された。しかしながら、このような企画については、持続可能性が絶えず課題として残される。本事業についてはそうならぬよう切望するところである。

HAWL (Hokudai Academic Writing Lab) 試行運営結果(2009年11月16日～2010年2月12日)

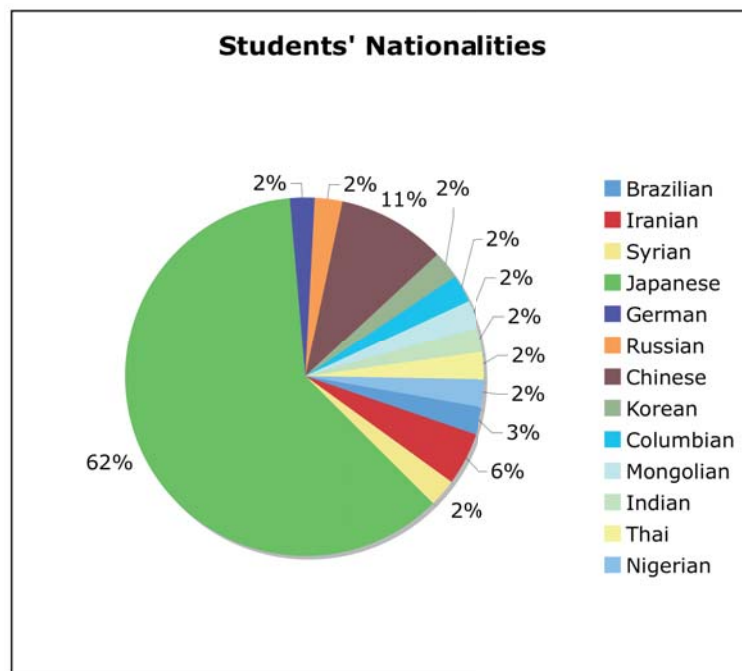
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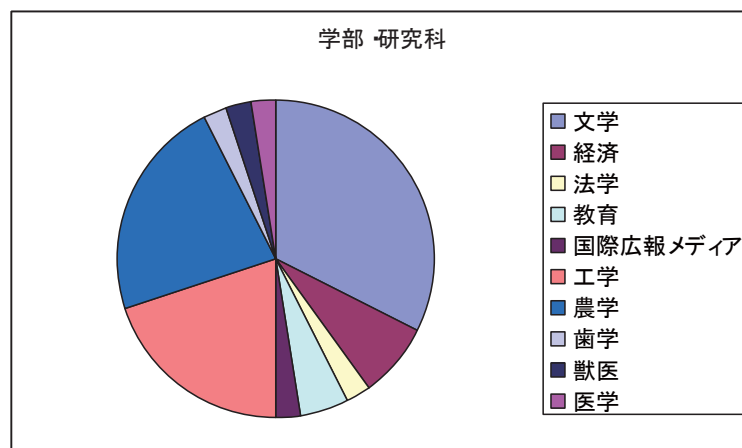
添付資料 1



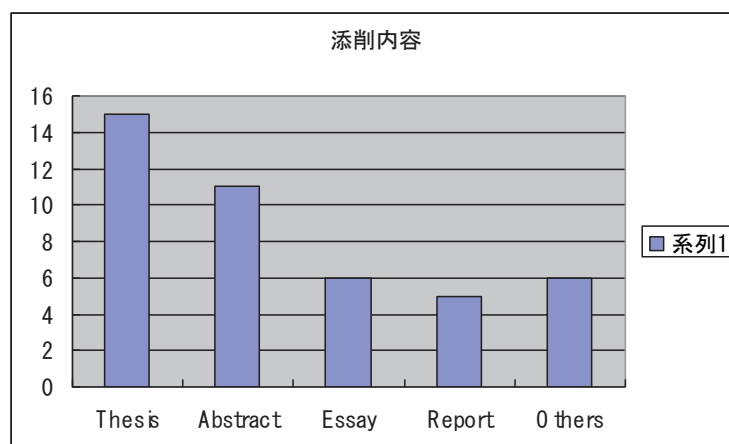
添付資料 2



添付資料 3



添付資料 4



添付資料 5

1. 取組の背景

1-5. 大学院共通授業 PFF 関連科目と「高度実践英語」

大学院共通授業科目のなかには、広い意味で **Preparing Future Faculty**（教育研究能力向上、人材育成）と関連する科目がいくつか開講されている。また、本講座の履修者のなかには、**academic English** のよりきめ細かな指導を求める声もある。大学院共通授業の「高度実践英語」はこのような要望に応えることができると思われる。それらの平成22年度の開講実績は表2のとおりである。

表2. 大学院共通授業における PFF 関連科目と「高度実践英語」(2010)		履修登録	単位取得
PFF 関連	あなたの研究を伝えよう—生物科学研究の発表と論文執筆の技術— Communicating Your Research: Presentation in Biological Research , 責任教員：田中亮一(低温科学研究所) (1 学期)	18 名	16 名
	高等理学教授法—大学教員養成講座— A Practical Guide to Science Teaching in Higher Education , 責任教員：細川敏幸(高等教育推進機構) (2 学期)	2 名	1 名
	理系・科学技術系大学院生のステップアップキャリア形成 I & II— Step-up career education I & II for graduate students of science and engineering field , 責任教員：川端和重(先端生命科学研究院) (1/2 学期)	I : 95 名 II : 35 名	I : 73 名 II : 23 名
	計	150 名	113 名
高度 実践 英語	高度実践英語 I— Advanced Practical English I , 責任教員：トゥイディ・イアン Twiddy Iain(メディア・コミュニケーション研究院) (1 学期)	15 名	10 名
	高度実践英語 II— Advanced Practical English II , 責任教員：ペリー・クリスチャン Perry Christian(メディア・コミュニケーション研究院) (2 学期)	12 名	9 名
	計	27 名	19 名

本講座とこれらの科目の相違点は、次のように要約できる。

- ① 文理にわたる多様な研究分野の大学院生を対象にしていること
- ② 1 科目のなかでティーチングとライティングの指導を結びつけていること
- ③ TA 研修と関連づけ、TA の指導による少人数グループ討論を組み込んでいること
- ④ 文章、段落、語彙レベルの **academic English** 指導や、ロジカル・シンキングによるライティング指導よりも、より統合的(holistic)な分野横断的、国際的アプローチをとっていること

1-6. 科学研究費補助金による研究プロジェクト

本講座は、以下の二つの科学研究費プロジェクトの成果の一つである。

(1)「大学の外国語教育におけるTA研修・PFFシステムの研究と開発」(基盤研究(B), 平成21~23年度, 課題番号21320098)

【研究の目的】この研究は、日本の大学院教育の人材育成機能の強化を目指して、(日本人及び留学生) 大学院生及びPDのアカデミックキャリア形成に焦点をあて、現在北米で盛んに行われている「大学教員を目指す大学院生に対する能力向上研修」(PFF : **Preparing Future Faculty**)プログラムに着目し、特に外国語教育におけるTA研修とPFFプログラムの実施内容を調査・分析し、またアジア・EUの大学におけるTA研修の実情

を調査して、大学院生及びPDの、TAあるいは非常勤講師としての外国語教育の能力向上のための研修およびPFFシステムについて、日本の大学の実情にあったモデルを試作・試行することを目的とし、

1. 北米・アジア・EUの大学におけるTA研修・PFFシステムの調査・研究
2. 北大および国内（特に北海道地区）の他大学における外国語教育TA研修・PFFシステムの実情と需要の調査をふまえて、
3. 大学院生訓練の場としての外国語TA研修とPFFプログラム（ティーチングとライティング指導）の開発・試行
4. 非常勤講師TOR（Terms Of Reference：業務依頼書）のモデル化
5. 他大学との連携による外国語集中訓練研修の研究を行なう。

研究代表者	安藤 厚	北海道大学・名誉教授
研究分担者	西森 敏之	北海道大学・高等教育推進機構・特任教授
	細川 敏幸	同・教授
	山岸 みどり	同・教授
	三上 直之	同・准教授（平成22年度）
	瀬名波 栄潤	北海道大学・大学院文学研究科・准教授
	宇田川 拓雄	北海道教育大学・教育学部・教授

(2)「大学教員を目指す理系大学院生に対するティーチング教育の研究」(基盤研究(B), 平成 21~23 年度, 課題番号 21300285)

【研究の目的】アメリカ・カナダなどの大学では大学教員のティーチング能力を重視し、その向上をはかるためには大学教員になる前にまず基本を身に付けておくことが有効であるということで、「大学教員を目指す大学院生に対するティーチング教育」(PFF = Preparing Future Faculty)が盛んに行われている。この研究では、近い将来日本でもPFFの必要性が高まるであろうと考え、北米での実施内容を調査・分析し、その成果をもとに日本の大学の実情にあったものを試作・試行することを目標にするのであるが、理系の大学院生に焦点を絞りより具体的に進められることを期待している。具体的には以下のように研究を進める。

- (1)PFFの先進国アメリカとカナダの事例を整理・分析する。
- (2)最近の韓国や中国、台湾の大学改革の素早さは目を見張るものがあり、PFFも近い将来導入される可能性がある。この研究では日本以外の第3の視点として、アジアの大学での教員研修の現状あるいは教員研修に対する意識を調査する。さらに、ヨーロッパの大学での現状についても調査したい。
- (3)大学教員を目指す大学院生に対するティーチング教育(PFF)は、日本では未だ手探り状態であり、研究代表者たちの北海道大学における全学教育TA研修会や、水産科学研究科で行われている教員も参加するTA研修、理学研究科で行われているGSI研修、大学院でのPFF授業での実践経験や、北米の事例の分析を参考に、日本型PFFモデルを試作する。

研究代表者	西森 敏之	北海道大学・高等教育推進機構・特任教授
研究分担者	細川 敏幸	同・教授
	安藤 厚	北海道大学・名誉教授
	宇田川 拓雄	北海道教育大学・教育学部・教授

1. 取組の背景

(参考 2)

北海道大学における大学院生のための大学教員養成(PFF)講座の展開 —カリフォルニア大学バークリー校と連携して—

西森 敏之

1. はじめに

北海道大学では、1998 年から TA (Teaching Assistant)研修を開始するなど、大学院生に対する教育能力向上支援プログラムを展開してきた。このような活動は、北米の大学ではすでに大学が行うべき必須の活動となっている。また最近では韓国、台湾などでも盛んになってきている。

北米の大学では、CTL (Center for Teaching and Learning)あるいは名称は別でも同様の活動をする部局を置いて、TA /GSI (Graduate Student Instructor : 大学院生講師)研修や PFF 授業などを行っている。我々の研究チームは、カリフォルニア大学バークリー校(UCB)と緊密な協力関係を築き、本学における PFF 活動を改善強化する次のような実践を通じて、PFF の研究を行ってきた。

- (1)2009 年 7 月 北海道大学と筑波大学共催の国際シンポジウム
(UCB から 2 名の講師を招いて PFF ワークショップの試行を含む)
- (2)2010 年 2 月 UCB において GSI による授業を視察
- (3)2010 年 3 月 UCB から 2 名の講師を招いて 1 回目の PFF 集中講座
- (4)2010 年 7 月 UCB から 2 名の講師を招いて 2 回目の PFF 集中講座
- (5)2010 年 8 月 UCB において GSI 研修を体験視察
- (6)2010 年 10 月 UCB から上級 GSI を招いて北海道大学で講演会
- (7)2011 年 7~8 月 UCB から 2 名の講師を招いて 3 回目の PFF 集中講座

2. UCB において GSI による授業を視察

UCB のほとんどの科目の授業は、講義と実習がセットで構成されている。講義は教員が担当し、多くは週に 2~3 回行われ、一度に数百人、科目によっては千人を超える学生が受講する。その受講生を 15~30 人程度ずつのクラスに分け、各クラス単位で実習が行われる。この実習の授業を担当するのが GSI である。通常は各クラスに 1 名ずつ GSI が割り当てられ、GSI は担当する授業の実施、準備や学生への成績評価など一切を行い、基本的にはこの授業に教員が立ち会うことはない。

GSI には誰でもなれるわけではなく、GPA が 3.0 以上であることなど、一定の条件が必要である。それでも、講義そのものではないとはいえ、授業の構成や成績評価まで、教員ではなく大学院生の GSI が行うことは日本ではあり得ない。もちろん、GSI が単独で授業の責任を負うわけではなく、授業内容については、毎週一度、講義担当教員(メンター)と、その講義に係わるクラスの GSI 全員が 1 時間程度のミーティングをもち、その週の講義内容や、特に重要な個所などに合わせて、メンターから GSI へ指示やアドバイスをを行い、GSI から授業の進行状況などが報告される。

この訪問では、GSI センター長のリンダ・フォンヘーネ博士に手配していただき、物理学、化学、

生物学、心理学、人類学の GSI による実験とディスカッション授業を参観した。こうした授業は、主に 3~5 名程度の学生によるグループ作業として行われ、GSI の仕事は、実験授業ではつねに教室内を巡回して学生の質問に答えたり、実験方法や内容に関して助言したりすることが中心である。また、演習形式のディスカッション授業では、グループごとに演習の解答を発表させて解説を加えたり、学生の討論に助言を行ったりしていた。GSI によっては、授業の始めに講義の簡単な復習や、独自に準備した内容での補足を行うなど、それぞれに工夫して授業を進めていた。

UCB 物理学科のボブ・ジェイコブセン教授によると、GSI 制度のメリットとして、①教員の授業への負担を減らす一方で、学生にはきめ細かな授業を提供できる、②大学院生への実際的な経済的支援となる、③院生に教育経験を与えられ、これは PFF (Preparing Future Faculty)の観点からも非常に効果的である、④院生が学生に対応することで、教員と学生の間にある考え方のギャップを埋め教育効果を高めることができる、という 4 つが主に挙げられる。これは、学生、院生、教員、大学、いずれにとってもメリットのある、大変良い仕組みだと思われる。現在日本で一般的な、教育補助に限定された TA 制度でも、この一部は達成できるかもしれないが、特に②や③については、GSI 制度に学ぶことは多いと思われる。

3. UCB から 2 名の講師を招いて 1 回目の PFF 集中講座

2010 年 3 月 18~24 日、高等教育機能開発総合センターと国際企画課・国際教育連携支援チームの共催で、UCB から 2 名の講師を招いて、大学教員養成(PFF)講座が開催された。将来の大学教員・研究職を目指す大学院生向けの、演習や講義・講演を交えた英語による短期集中型キャリア養成プログラムで、正式名称は Workshop in English “Preparing Future Faculty: Introduction to Teaching and Writing for Graduate Students”という。受講生は、学内外から 80 名ほどの大学院生が応募し、抽選で 30 名に絞り、ほかに筑波大学、同志社大学などバークリー校の最新技術に関心をもつ教職員 10 名以上がオブザーバーとして参加した。

このワークショップの目的と狙いは以下のとおりである。

- (1)大学教員や研究者を目指す大学院生のキャリア形成の支援。
- (2)高度な専門的知識をもちアカデミックな職場で優れたコミュニケーション能力を駆使して研究と教育を行う職業人として活躍するために必要な、共通の素養、知識、ノウハウの提供。
- (3)対象は、留学生を含むさまざまな分野の大学院生。
- (4)国際化に対応するため、英語で授業を行う。
- (5)大学教授職に関する総論、ティーチングとアカデミックライティングに関する講義と演習。
- (6)国際舞台で活躍する本学教員のほか国内外のゲストによるパネルディスカッションなど広汎な内容の教育を行う。
- (7)汎用性・一般性の高い北米型の「大学教員養成研修」プログラムを北大独自の観点で改良する。

教育効果としては、

- (1)専門的研究に関する知識以外に、大学教員に必要なティーチングやコミュニケーションの能力を学ぶことができる、
- (2)他分野の院生や教員及びゲスト講師と接することにより職業人としての視野を拓けられる、

1. 取組の背景

(3)国際的な環境で必要な英語の会話・討論・文章作成・校閲の能力、さらには学生指導能力を身につけることができる、などが期待される。

講師には、2009年7月の筑波大学と共催の国際シンポジウムにも参加した、UCB 大学院機構・大学院生講師(GSI)教育資源センター長リンダ・フォンヘーネ博士と同アカデミックサービス部長サブリーナ・ソラッコ氏を招聘し、2月に渡米して打ち合わせを行い、具体的内容を確認した。

フォンヘーネ氏には授業運営の理念やノウハウを、ソラッコ氏には専門分野を越えた論文指導を担当してもらった。バークリー校では、この2つのプログラムは将来大学教員・研究職を希望する大学院生にとって不可分の研修内容として統合されている。バークリーでは2人は2つの選択科目で別個にワークショップを担当しているが、今回は、2人共同で行う集中講義型のプログラムを、北大のために開発してもらった。バークリー方式の PFF プログラムについては、米国内外でワークショップや講演依頼が年々増加しており、そのようなニーズに応える新たなプログラム構築を模索していた彼女たちにとっても、今回の「北大方式」は望むところであったと思われる。

2回目以降の試みも、北大側のスタッフが経験をつんで、有意義な集中講座となった。

4. UCB において GSI 研修を体験視察

2010年8月19、20日に UC バークリー校で開催された GSI 研修会に参加した。この研修会では新学期から新たに GSI になる大学院生を対象として授業の進行方法などを学ぶ。(詳細はニュースレター82号を参照 <http://socyo.high.hokudai.ac.jp/cnews/82.pdf>)

1日目は留学生の新任 GSI 約150人が対象で、全体の講演のあと、ベテラン教員の担当する英語に関するテーマの分科会が設定されていた。我々もそれぞれ「発音」や「教室で使う英語」のレクチャーを受けた。1時間ほどのレクチャーで、母音やアクセントなどに関して普段から意識すべき点、バークリー独特の言い回しなどを的確に示し、英語能力が比較的高いと思われる留学生にも有益な内容のようであった。続いて実際の授業の進行を練習し、教室の空間全体を有効に使うようにとアドバイスがあり、事実ほかのレクチャーでも講師の現役 GSI は教室全体を動き回り、全学生に気を配っているのが印象的だった。

2日目は新任 GSI 全員約700人が対象で、大講堂での講演のあと、それぞれの GSI が担当する授業分野別に午前、午後約4時間のレクチャーが開講された。我々もそれぞれの専門分野を選択し参加した。各レクチャーでは講師が課題を与え、それについてグループで討論し、結果を代表者が発表するというグループ作業を中心に進めていた。講師は学生の発言を促し、それを整理するだけで、新たな方策や模範解答を示さないというグループ作業の進め方も特徴的だった。続いてテーマ別セッションでは「大学院生に対する授業」「課題解法を教えるテクニック」「授業中によくある間違いとそれを避けるためには」など20以上のテーマを取り上げていた。講師の大部分は上級 GSI で、彼らが大学院生であることを考えると、そのレクチャーの進行能力の高さには感心した。これは GSI 制度が学生の教育能力の向上にも有効に機能している表れと思われる。

5. UCB から上級 GSI を招いて北海道大学で講演会

UCB の上級 GSI (コンサルタント) であるシャノン・マッカーディーさんを招いて、2010年10月7日に理学院物理学専攻の GSI 研修会、8日に高等教育推進機構の高等教育フォーラムで、

「UC バークリーの GSI 制度」について講演していただいた。

バークリー校の GSI は、日本の TA と違って、大学院生が担当教員の指示を受けつつ独立して授業を行う。たとえば、一クラス 600 人の講義を教員が行い、演習・実習を 20 名ずつ 30 クラスに分け、それを GSI が担当する。授業の準備などを含めて週 20 時間労働で大学と契約し、給料は月に 1600~2000 ドルになり、生計が立つ。GSI のベテランは、GSI コンサルタントとして GSI の相談を受けたり GSI の研修を行う仕事につく。

理学部物理学科では、今年度から演習科目において優秀な大学院生を GSI として雇用して担当させる試みをはじめたので、高等教育開発研究部門で招いたマッカーディーさん（素粒子物理学専攻の博士課程の大学院生）に物理学科でも講演をしていただいた。同じ GSI という名称でも、バークリー校と北大では条件がずいぶん違うが、講演には得るものが多かったようである。

【北大物理学科の試み】

北大物理学科の GSI 制度の試みについて鈴木久男教授による解説を要約して引用する（ニュースレター 86 号を参照 <http://socyo.high.hokudai.ac.jp/cnews/86.pdf>）。

2010 年以前は、北大物理学科における演習のスタイルは、現在の教員が学生だった頃とほぼ同じで、まず教員が比較的難しい問題を多数の学生に提示し、それを解けた学生が黒板で発表する形式で、学生一人あたり半期に平均 2, 3 問を発表する。これは優秀な学生には非常に良いシステムで、教員の間では、自分が学生の頃演習が役立ったという声が多く聞かれる。しかし、これは一部のエリートに役立つ授業や演習で、それをよしとした一部の学生がその後教員となって専門教育が循環してきたのである。

しかしここ数十年で、講義の形態を含めて、教育のあり方が大きく変ってきた。すなわち、教育とはクラスにおいて、その教科を理解できた人数を最大化する作業であって、ごく一部のための授業ではないのである。こうした視点に立つと、エリート時代の演習には根本的な欠点がある。多くの学生は演習で扱う難しい問題はおろか、易しい問題すら解けない。学生にとって、難しい問題は理解をはるかに超えており、授業では理解せずに解答の記憶ですませようとする。こうした演習の仕方は、米国ではすでに数十年前から見直されてきた。しかも米国においてはその演習を担っているのは大学院生 GSI なのである。

物理学科では、演習の改革と、大学院生も加わったトータルな教育体制の構築を目指して、現在 7 つある演習の授業すべてを GSI の指導に切り替えることを決定し、2010 年 4 月より実施している。教員のなかにも賛否両論があったが、各教員の授業をサポートする演習なので、失敗しても今よりも悪くなることはないという判断もあった。

実際実施してみると、「質問がしやすい」「わかりにくいところがどこかわかってくれる」など、大学院生(GSI)の指導の方が良いという学生が 40%に上り、教員による演習の方がよいという学生は 15%, 残りはどちらでも良いという意見である。従来の演習で落ちこぼれて再履修した学生のほとんどが「もっと早く院生による演習にしてほしかった」と言い、しかも優秀な成績を修めた。教育はサイエンスとは違って、全員に有効な教育法はないが、物理学科の演習の改革は、より多くの学生のためになる教育システムになったと思っている。

2-1. 北米の大学における TA 研修・PFF プログラム・Ph.D.教育の見直し

2-1-1. ダルハウジー大学の GTA 研修

ダルハウジー大学の大学院生 TA (Graduate Teaching Assistant: GTA)研修プログラムは、①新任 TA オリエンテーション (TA の日)、月に 1 回以上行う②PD (プロフェッショナル・ディベロップメント) シリーズ、大学教育に関する③大学院授業 CNLT 5000、それらを総合した④大学教育学習資格認定証明書(Certificate in University Teaching and Learning: CUTL)から成る。

ダルハウジー大学学習教育センターは、早くからティーチングポートフォリオを活用した教育研修に取り組む一方、GTA は大学の正規の教育スタッフの一員であり、かけがえのない教育資源を提供できると考え、GTA の「訓練」から「研修」へと進んできた。

GTA にはまずよいスタートを切るための支援、特定の技能や方略の教育(訓練)が必要で、プログラムの四つの部分にはすべてある程度「訓練」の要素が入っている。同時にすべての部分に、方略や技能のほかに、教育に関する理念的な理解を育てる「研修」の要素もある。学生の個人的な成長のためにも、学生が教育に関する自分の信念と大学の理念を統合し、その考察から学ぶのを援助している。

2-1-2. カリフォルニア大学バークリー校の GSI 研修

UC バークリー校ではティーチングアシスタントを大学院生講師(Graduate Student Instructor: GSI)と呼んでいる。バークリーの GSI 研修は、1989 年のカリフォルニア大学の学士課程教育に関する報告書の提案に基づき体系的に整備されている。

「カリフォルニア大学各校が TA に対して、基本的な教育内容および教授法に関する全学的および各部局による研修を提供することを推奨する。新任 TA に研修を義務づけるべきである。

総合的な研修プログラムには、学期開始前のオリエンテーションにおいて TA の教育的役割や、基本的な教育技法と理念、TA を励ます大学の方針、教員が利用できる資源などを紹介することや、授業参観や学生による授業評価、あるいはビデオ撮影などに基づき、教員、上級 TA、授業改善専門職員などによるメンタリング(相談活動)と助言を行うこと、その後も教育に関するセミナーやワークショップを行い、TA が自力で学べる教材を提供することなどが含まれる。」

(Proceedings 2010, 123)

GSI 教育資源センターが各部局と連携して将来の大学教員養成(PFF)プログラムを展開している。

- (1) 全学組織 (GSI センター) は、学期はじめの①新任 GSI 教育オリエンテーション、②授業参観、③授業方法に関するワークショップ、留学生 GSI 向けの④語学能力検定試験、⑤授業改善補助金、⑥表彰制度(優秀 GSI 賞)などに加えて、⑦GSI と共に教える教員セミナー、⑧研究セミナー、⑨オンライン科目「授業における専門職の規範と倫理」、⑩将来の大学教員養成(PFF)サマーカレッジなど、多彩な GSI 支援プログラムを展開している。

- (2) 各部署は大学院生向けに教育の最初の学期に 1 学期間の教育法の授業を提供する。
- (3) 個々の教員は個々の授業科目において TA のメンター（相談役）を務める。

ダルハウジー大学と同様に、バークリー校のプログラムにも、TA から将来の大学教員への焦点の移動がみられ、今では GSI センターのすべてのプログラムは、大学院生には将来の大学教員職に役立つ研修が必要であるという、より広い展望に立って行われている。

2-1-3. 「21 世紀に向けた Ph.D.教育の見直し」研究

ワシントン大学(UW)のナイキスト博士による「21 世紀に向けた Ph.D.教育の見直し」研究(Re-envisioning the Ph.D. for the 21st Century)は、米国における大学院生への教育・研修の方向転換に大きな役割を果たした。国際シンポジウムでナイキスト博士は次のように述懐している。

「私はピュー財団(Pew Charitable Trusts)の補助金を得た「21 世紀に向けた Ph.D.教育の見直し」(Re-envisioning the Ph.D. for the 21st Century)という大型プロジェクトの研究代表者を務めました。1998 年から 2000 年まで 18 カ月間、飛行機を乗り継ぎ、Ph.D.育成過程に関わるすべての人々に会い、450 回の面接調査を行いました。Ph.D.を育てる人々、Ph.D.に資金提供する人々、Ph.D.を雇う人々、そして Ph.D.を目ざす学生などたくさんの人々の話を聞き、この研究プロジェクトを通じて多様な場面での教育について多くのことを学びました。

どこへ行っても「あなた方の学生は効果的に教えるための準備ができていない」という嘆きを聞きました。私たちの卒業生が教えることになる、民間セクターでも、製薬会社の研究室でも、ビジネスや産業の指導的地位でも、政府機関でも、非営利活動の世界でも、そう聞かされました。

私たちの卒業生は自分の仕事を上司に説明し、部下のチームを指導しなければなりません。また多様な聴衆に向かって話さなければなりません。

当時私は教育と学習をあまりにも狭く定義していると責められました。面接調査した人々は、大学では教育と学習を、卒業生が大学の教室で教えるための準備としか考えていないと言い、教育と学習を行うのは学校だけではないと主張しました。ビジネスや産業、政府機関で働く人々は、自分たちも教育と学習を行っており、大学は卒業生に高等教育の教室とは違った場面で教える準備をさせるべきだと信じています。

これは私にとって変革を促す転機でした。もっと広く大学外で求められる教育能力に注目し、大学院生に、多様な環境で教えるための準備を含めて、もっとよい方法でプロフェッショナル・ディベロップメント(PD)を提供し、強化することを考えはじめました。UW のように多様なキャリアのために Ph.D.学生を教育する研究大学においては、私たちがこの仕事をやらなければならないと確信するようになりました。」(Proceedings 2010, 35-36)

その後、ナイキスト博士はかつての将来の大学教員養成(Preparing Future Faculty)を将来の専門職養成(Preparing Future Professionals)に転換しようと試みてきた。

「サブリーナさんは、学生は大学院生としても、将来の大学教員としてもアカデミックライティ

2-1. 北米の大学における TA 研修・PFF プログラム・Ph.D.教育の見直し

ングを学ぶ必要があると言われましたが、私の研究によれば、薬学や化学そのほかどんな専門職に就くにしても、アカデミックライティングが必要です。私たちは、かつての将来の大学教員養成(Preparing Future Faculty)を将来の専門職養成(Preparing Future Professionals)に転換しようと試みてきました。これは日本の理系の学生にとってもキーポイントになると思います。理系の教員が学生を高等教育以外の職種のために準備するのを支援すれば、教員たちはもっと喜んで学生を送って来るでしょう。もちろん、育てるのは口頭あるいは作文によるコミュニケーションの基本的なスキルだけではなく、ものごとを体系的に考え抜く力、市民向けのような素朴な聴衆だけでなく、知的に洗練された聴衆向けのプレゼンテーションスキルも含みます。」(Proceedings 2010, 160-161)

* 安藤厚, 細川敏幸, 山岸みどり, 小笠原正明編. プロフェッショナル・ディベロップメント——大学教員・TA 研修の国際比較——(2012 年 3 月 31 日)(予定). 北海道大学出版会. (Proceedings 2010 の改訂日本語版)

2-2. 日本の大学における TA 研修と PFF プログラム

北海道大学では、1998 年から全学教育 TA 研修会を開催し、現在では毎年 200 人以上の新任 TA が参加している。この研修会のために 2006 年から『北海道大学 TA マニュアル』を刊行し、2011 年 3 月に改訂第 3 版を出している。 <http://socyo.high.hokudai.ac.jp/TAmanual2011.pdf>

筑波大学では、平成 20 年度教育 GP 採択取組「筑波スタンダードに基づく教養教育の再構築～世界水準の教養教育を目指す全学的取組～」において、2009 年 2 月に計 4 回の TA 研修会を試行したのを踏まえて、2010 年 4 月に初めての全学的研修の試みとして 1 日の TA 研修会を実施した。同年 10 月には TA の活用に関する FD/TA 研修会を、教職員と TA 希望の大学院生の双方を対象に開催し、2011 年 3 月末に『筑波大学 TA ハンドブック』を発行した。

<http://www.ole.tsukuba.ac.jp/sites/default/files/ta-hanndobukku.pdf>

そのほか北海道のいくつかの大学でも新任 TA 向けの研修会が始まっている。

また、中央教育審議会答申「グローバル化社会の大学院教育～世界の多様な分野で大学院修了者が活躍するために～」(平成 23 年 1 月 31 日)には、〈TA の組織的導入と学生の教育指導能力の向上〉について、以下のように記されている。

「学生にとって、ティーチング・アシスタント(TA)は、単なる経済的支援としてのみならず、教育経験を積むことを通じてこれまで学修した知識を定着させる機能を果たし、また、高度な専門性に加え全体を俯瞰しながら知識・能力を教授することが求められる大学教員等の養成に重要な機能を果たす。優れた TA の存在は大学教育の質を高めることから、TA の取組を充実した修士課程・博士課程(前期)等の教育活動の中で組織的に推進することが求められる。

国は、大学教員の教育力の向上のため、共同利用拠点の形成や、大学院における優れた大学教員の養成のための取組（プレFD）等を促すことが必要である。」

http://www.mext.go.jp/component/b_menu/shingi/toushin/_icsFiles/afieldfile/2011/03/04/1301932_01.pdf

2-2-1. 筑波大学の国際ワークショップ

（本書 104~113 ページ）

筑波大学における国際シンポジウム（プログラム A）では、バークリー校の将来の大学教員養成(PFF)サマーカレッジを体験する二つの国際ワークショップ①「TA を活用した成績評価基準の作り方と使い方」（指導リンダ・フォンヘーネ博士）と②「研究成果を発信するためのアカデミックライティング実践」（指導サブリナ・ソラッコ部長）を実施した。参加者の評価も高く、大成功であった。

2-2-2. 北海道大学の「大学院生のための大学教員養成(PFF)講座」

この成功に励まされ、北海道大学でも同じ UC バークリーの講師による「大学院生のための大学教員養成(PFF)講座：ティーチングとライティングの基礎」を 3 回試行した。

バークリー校の PFF サマーカレッジや筑波大学の国際ワークショップでは、ティーチングとライティングのワークショップが並列の選択科目であるが、本 PFF 講座ではティーチングとライティングの授業各 5 回を組み合わせ全員に受講させた。これは、筑波の国際ワークショップに参加した北大生の希望がライティングに集中したことから、ティーチングとライティングについてバランスよく学んでもらうためであった。この点は北大のプログラムの独創性であり、講師のお二人もバークリーのプログラムにも取り入れることを検討したいと語っていた。

フォンヘーネ（ティーチング）	ソラッコ（ライティング）
1. 開講式	
2. ティーチングの基礎	3. アカデミックライティングの基礎
4. 授業のシラバスと学習目標の設計	5. 学会発表申し込み
7. 評価基準の作成と利用方法	6. 国際学会誌への論文投稿
8. 大人数授業のやり方	9. 論文要旨執筆方法
10. 職務規定と教育倫理	11. 論文の推敲・校閲
12. パネル討論（シンポジウム）	
13. 発表（ティーチング）	14. 発表（ライティング）
15. 修了式	

ティーチングに関する講義内容は、これに教育ポートフォリオを加えれば、教員向けとしても標準的な内容といえる。ライティングに関する講義内容は、読み手（編集者・査読者）の視点に立って考える学生相互のピア校閲に特徴があり、内容はきわめて正統的といえる。

また、小グループ討論を活用するため、学生 5 人に 1 人チューター(TA)を配置した。

3. 参加者アンケートにみる PFF 講座の評価

3-1. 統計資料

(本書 1~8 ページ)

(参加者)

第 1 回の募集では、定員 30 名に対して受講申込が 70 名を超え、申込倍率 2.7 とたいへんな人気だった。2 回目以降は、受け入れ人数を最大限まで増やす一方、授業に皆出席を求め、作業量（宿題）が多いことを強調するなど、広報を抑制的にした結果、第 3 回の申込倍率は 1.6 に落ち着いた。

英語能力の事前検定は行わない。そのため、最初に課す英語 700 語程度の自己紹介文で毎回 1~2 名が辞退し、第 2 回には授業 1 日目で複数の辞退者が出たが、これはやむを得ないと考えている。

毎回、留学生・日本人双方から「日本人が少なく残念」との声が出る。抽選では国籍・言語は配慮しない。日本人の比率は 43.2%⇒36.7%⇒42.3%と推移し、45%程度あれば十分と考えている。

特定の専攻分野の学生が多すぎないように、抽選では文系、工学系などで受講生が 10 名を超えないようにしている。理系は分野が多く配慮が難しく、第 3 回は比率がやや高すぎたと思われる。当初は、より自分の専攻分野に密着した指導を求める声も多かったが、3 回目には、多分野・多言語のグループでさまざまな人と討論できることを期待・評価する声が多かった。

修士課程、博士課程、その他（ポスドク等）の比率には毎回苦慮する。受講生からは、ライティングの訓練は修士課程の早くから必要、ティーチングは大学の教職志望の明確な博士課程の学生向きといった声も聞かれるが、大学院における進路決定過程は複雑で多様なため、一概には決めかねる。

(成果)

出席率 95%超(2010, 2011)、授業外の学習時間が（1 週間で）28.4（最大 120、最小 3）時間(2011)という数字は、本学の学士課程のデータと比べてもきわめて高く、多くの受講生がたいへん力を入れて取り組んでいることを示している。クラス GPA も 3.8 前後と(2010, 2011)きわめて高い。

(評価)

ワークショップの全般的評価は、第 1 回は 4.72（最低 1~最高 5）と過熱気味だったが、第 2, 3 回はともに 4.43 に落ち着いた。

要素別の評価(2011)はティーチング 4.70 に対して、ライティング 4.43、学習成果の自己評価も教育の知識と技能 4.41 に対して、その他の知識技能はいずれも 4.0 前後と、ともにティーチングに関する評価が高くなっている。事前調査ではライティングに期待する者のほうがやや多いが、事後評価では逆転する。これは、学生はティーチングについて学ぶのが初めてのためと推測できる。

3-2. 事前の期待

(本書 17~25, 50~55 ページ)

以下、受講申し込みに記された「応募の動機(ワークショップへの期待)」からいくつか引用する。

2011 年度

- ・ 将来は中国で日本語の教師になりたいので、教育の能力を身につけたい。(1-1. 文系・博士、中国)
- ・ はじめての国際雑誌への投稿が不採用で、英語の作文能力を高めたい。(2-4. 工学系・博士、インドネシア)
- ・ 私はバングラデシュでは国営石油ガス開發生産会社に地質学者として勤めていて、レポートやプレゼンを

準備しなければならないことが多い。そのため、このワークショップで英語のライティングや発表の能力を高めたい。(3-3. 理系・修士, バングラデシュ)

- ・昨年スウェーデンで国際学会に参加し、外国の科学者と交流してとても楽しかったが、自分の研究を他人に向けて発表する方法を学ばなければと痛感した。(3-5. 理系・修士, 日本)
- ・今年2月筑波大学からUCバークリーへ派遣され、フォンヘーネ、ソラッコ両先生のTA研修会を見学する機会を得た。将来の大学教員をめざす大学院生として、教育のやり方を学ぶすばらしい機会だった。このワークショップで自分の能力をさらに高めたい。(4-2. 文系・博士, 日本)
- ・私は企業から大学に戻った博士課程学生で、企業が学生に期待することと、学生が大学で身につけることの間にギャップを感じている。専門の知識は出発点に過ぎず、企業は卒業生にコミュニケーション、創造的思考、批判的思考、問題解決型思考など、別のスキルを求めている。これらは通常、学生のきわめて受動的な経験とはかけ離れた、自律的な思考様式からのみ生まれる。このギャップを埋めるために、私は専門的な教育の分析ツール、思考様式、倫理を活用する方法を身につけたい。(5-3. 工学系・博士, 日本)
- ・この5月、韓国の学会に参加して、発表能力の重要性を強く感じた。教えるのが上手な人は発表も上手だと思う。そのほか、別の部局、別の国の人々と知り合い、新しい友人を作ることも期待している。(6-1. 医・博士, 台湾)
- ・私は栄養士養成専門学校の教師になりたい。栄養士資格のための高度な専門教育はあるが、教師になるには、それだけでは不十分で、ライティングや発表、教育の能力など教養(リベラルアーツ)も身につけなければならない。(6-5. スポーツ栄養学・修士, 日本)
- ・私はタイで学士課程の教師を5年やっていた。英語での教育経験はないが、このワークショップで学ぶことはタイでも応用できると思う。また、北大の学生として、英語で発表したり、論文を書いたりする必要があり、そのためにも役に立つ。(H-4. 水産・博士, タイ)

2010年度

- ・博士課程を終えたら、専門領域の研究に加えて、ケニアの大学で教職に就きたい。私は教育に情熱をもっているが、これまで正規の教育トレーニングを受けたことはない。そこで、講師として成功するために必要なスキルを身につけたい。(1-5. 獣医・博士, ケニア)
- ・私は米国の大学院を修了したが、学術論文の書き方をもっと学ばなければならない。もっと効果的な教育方法を考察したい。(2-1. 文系・修士, 日本)
- ・まず学術英語の能力を改善したい。法学でもっと業績を上げるために英語の能力はきわめて重要。学問に志のある学生と知り合って自分を励まし、人間関係のネットワークを作りたい。(3-2. 文系・修士, 中国)
- ・英語の作文能力の向上だけでなく、もっと論理的に考え、もっと明確に自分の意見や考えを他人に英語で表現できるようになりたい。(3-5. 文系・修士, 台湾)
- ・博士課程を終えたら、大学の教職で働くことに興味がある(助教に応募したい)。しかし今のところ私は教育のスキルはない。これはいつも私の心配で、このワークショップでそれが得られることを期待する。(4-3. 工学系・博士, チュニジア)
- ・修士・博士課程を終えたら、主に英語を使うインターナショナルコースのある大学で教職に就きたい。このワークショップは論文を書く能力の向上と、教師としての経験不足を克服するヒントを与えてくれる。(6-3. 工学系・修士, ブラジル)

3-3. 事後評価

(本書 26~38, 55~67, 79~103 ページ)

上記のとおり、評価の数値はきわめて高い。以下、記述式の評価をいくつか引用する。

2011年度

- ・中国人学生として、アメリカの先生の授業を受けるのははじめてだった。その授業方法は中国や日本の先生とはまったく違った。もっとも重要な印象は、グループの他の学生とたくさん討論ができたこと。他の学生とのコミュニケーションにより、より多くの知識が得られた。(1-1)

3. 参加者アンケートにみる PFF 講座の評価

- ・ 教師には学生との関係を円滑にする人間的能力がとても大事なことを学んだ。リンダ先生とサブリーナ先生が学生の意見や考えに対応するやり方に感銘を受けた。私も将来同じようにできたらと思う。ワークショップの前は、大学教員になる自信どころか、考えもしなかったが、今はもっと準備ができたと感じ、大学教員になりたいと思うようになった。それはこのワークショップが、私たちが直面する問題にどう対処したらいいか、知識とスキルを与えてくれたからだ。(1-2. 文系・修士, 日本)
- ・ ワークショップの国際的な雰囲気ワクワクした。書くことは教えること、という言葉がもっとも印象的だった。サブリーナ先生が最後に、このワークショップの質はバークリーに劣らないと言ったので、自信がわいた。(2-2. 工学系・博士, 日本)
- ・ ティーチングとライティングについてたくさん学んだ。自分の大学における大人数授業の問題に気づき、本当にこれを改善したいと思う。自分の大学に能動的学習を広めたい。(5-2. 理系・博士, カンボジア)
- ・ もっとも価値があったのは、舞台に上がる前に、リンダ先生とサブリーナ先生のように、個々の知識だけでなく、学生に対する忍耐、敬意、愛、信頼、信用をもち、楽譜に沿ってアドリブを交える最上の質のパフォーマンスを身につける必要があると学んだこと。本当に成熟した人がどのように行動するか学んだ。(5-3)
- ・ 大学教員に期待されることについて見通しが得られた。ワークショップを終えて、産業の研究職よりも、教育職について真剣に考えるようになった。(6-2. 医・博士, ジャマイカ)

2010 年度

(1. 全般的印象)

- ・ ワークショップは間違いなく目標を達成した! テーマはたいへん包括的で、細部までよく議論されている。講師とスタッフはすべての学生に対してとても親切で助力を惜しまなかった。(1-3. 理系・博士, フィリピン)
- ・ すばらしいセミナーだった。最初は授業についていけるか心配だったが、先生の助言に従ってセミナーを楽しむようにした。授業を終えて、達成感に満たされている。たくさんのことを学べてうれしい。心から感謝。(2-2. 理系, 修士, 日本)
- ・ ワークショップは大成功だった。授業のやり方、討論のやり方が楽しかった。将来大学教員になるためにどんな準備が必要か、多くを学んだ。(3-1. 文系・博士, エジプト)
- ・ 先生たちはワークショップの完璧な導き手で、この仕事の本物の実例だ。(4-1. 工学系・修士, コロンビア)
- ・ ワークショップはすばらしく、洗練されて、よく組織されていた。日本ではこんな授業に参加したことはない。偉大な先生たちと献身的な TA がこの授業をすばらしい感動的なものにしている。受講生の士気も高い。おかげで私もやる気が出て、すべてに影響を受けた。(5-4. 医・博士, 日本)
- ・ すばらしい。国に帰ったら自分の大学でもやってみたい。(6-1. 工学系・修士, バングラデシュ)
- ・ 博士課程のはじめにこのワークショップをとっていただければよかった。この授業はティーチングとライティングのスキルだけでなく、研究と学習のスキルを教えてくれる。(6-6. 工学系・博士, インドネシア)

(3. 習ったことで価値の高いこと)

- ・ すべての部分が貴重。私がフォンヘーネ、ソラッコ両先生のようなよい教師だったら、エコーワークショップを行って、習ったことを仲間の学生に伝えたい。ティーチングを学生・教師双方の立場から理解したことが特に有益。(1-3)
- ・ シラバスや評価基準の作り方だけでなく、講師の態度を学んだ。講師は学生に何かを与え、目標を達成するためにベストを尽くすことができると、改めて気づいた。これはおそらく教育の本質だろうが、多くの講師は忘れている。(2-2)
- ・ 現代の教育哲学、大人数講義の運営、授業のなかで起こるさまざまな倫理問題への対応、中身の濃いシラバスの書き方などを学んだ。(3-1)
- ・ グループ作業がとても貴重。最終プロジェクトは、自分の考えをまとめ、専門の違う他人に向けて発表する点で貴重。(3-5)

- ・ 組織的に働くこと、明確・公正であること、学生のニーズを考えること、教育システムが変化し、学習過程は教師から学生への一方通行ではなく逆の方向も考慮しなければならないことを学んだ。(4-1)

(4.大学教員になるために役に立ったか?)

- ・ この授業のおかげで、大学の教職に応募する自信がついた。将来優れた教師になるため、ここを出発点として自分のやり方を作りたい。(1-5)
- ・ 大学教員の仕事の難しさが分かった。教育能力を向上させ、能動的な学習プロセスを作る手法を学んだ。聴衆について考えること、明確な目標を設定して授業を設計することの重要性を学んだ。(4-1)
- ・ どちらかといえば役に立った。大学教員に求められる能力は米国と日本で少し異なるように思う。しかしそれも将来は変わるだろう。この授業で、どんな能力を身につけるべきか、気づくことができた。(5-4)

(5.特に役に立つ部分)

- ・ 授業中の活動がとても役立った。他の学生の意見を聞き、自分の考えを十分に表現するのはとてもたいへんだったが、勇気を出して、間違いを恐れず英語を話すようになった。多くの国の学生と話せて幸せ。(2-2)
- ・ 最終プロジェクトがすばらしかった。それは本物の大学生活のシミュレーションだった(他人の仕事にコメントし、他人の批判に答える)。(3-1)
- ・ 宿題がとても役に立った。自分の考えをまとめるためワークショップで学んだすべての概念を利用した。(4-1)
- ・ ティーチングでもライティングでも、まず聴衆について考えるべきことを学んだ。これはとても役に立つ。(4-2. 工学系・博士, 中国)
- ・ 授業中の活動が特に役に立った。私は初めのうちは発言せず、討論に積極的に参加しなかったが、最後には喜んで討論に参加し、より多くの経験ができた。(5-2. 理系・博士, 中国)
- ・ 授業中の活動が特に有益。授業中のグループ作業の重要性に気づいた。講師は授業運営にやや苦勞していたが、グループ作業の学習効果は講義よりも明らかに大きい。(5-4)
- ・ 発展途上国の大学教員を招いてこのプログラムに参加させてほしい。(6-1)

(6.改善できる点)

- ・ お昼を食べながら討論する(ワーキングランチ)のもいいかもしれない。(1-3)
- ・ 参加者の数を増やし、できるだけ多くの学生が恩恵を受けられるようにしてほしい。単位つきになったのはいい考え。(1-5)
- ・ 期間を7日にするか、1日4コマにして、もっとたくさん授業を受けたい。(2-1)
- ・ 日程にもう少し余裕がほしい。宿題は貴重だが、他の授業もあつて夜は2~3時間しか眠れなかった。(2-2)
- ・ 授業中の私語にはもっと厳しく対応したほうがよい。(3-1)
- ・ 文系と応用科学を別にしたほうがよい。(3-1)
- ・ ティーチングの部分は大学教員になりたいと思う博士課程の学生にとって(英語が不得手でも)とても重要なので、日本語の授業も行うべきだと思う。(3-3. 理系・博士, 日本)
- ・ ティーチングとライティングを別の授業にしたほうがよい。(3-4. 文系・修士, イラン)
- ・ 授業全体をビデオに撮って、復習に使えるようにしてもらえたら役に立つだろう。(4-2)
- ・ 授業の一部でも、学期中にしてもらえたらありがたい。(4-3)
- ・ グループを途中で変えたり、違った専門分野のメンバーを入れたりすると、分野を越えた意見交換でインスピレーションが得られて役に立つ。(5-2)
- ・ TAの教え方が人によってかなり違うので、グループ間でTAが交代するとさまざまなタイプの教え方を経験できて役に立つ。(5-4)
- ・ チュートリアルを減らして授業を増やしたほうがよい。(6-2. 工学系・修士, ブラジル)
- ・ 日本人学生がもっと応募するといい。自分は前回参加した友人から聞いた。私の教授はこのワークショップについて知らなかった。(6-4. 工学系・博士, 日本)

3. 参加者アンケートにみる PFF 講座の評価

(7.その他)

- ・ 過去のPFF参加者を組織化し、ティーチングとライティングについて新しい資料をメールで送るとよい。ときどき1日の集まりを行い、その後大学でどのように貢献しているか、経験を共有したい。(1-1. 水産・修士, ガイアナ)
- ・ 学習のユニバーサルデザインについて追加するとよい。(1-3)
- ・ 他大学の学生にもこの貴重な機会を与えていただいて感謝。それも無料とは驚き。(2-1)
- ・ このワークショップは留学生たちにコミュニケーションと意見交換のプラットフォームを提供した。これは北海道大学の国際化の推進に役立つ。(3-2)
- ・ 受講生の半数は日本人にしたほうがよい。(5-4)

2009 年度

(1.習ったことで価値の高いこと)

- ・ 教育から学習への焦点の移動。(1)
- ・ シラバスや評価基準の作り方, 倫理問題, 大人数授業のやり方, 学会発表への申し込み, 要約, カバーレターなど。(2, 3, 6, 7, 8, 9, 13, 14)
- ・ グループ作業で共に働き, 互いの関係を作るやり方。(4)
- ・ 授業設計では学生の学びの向上, ライティングでは読み手への配慮が重要なこと。(5)
- ・ ワークショップ型の授業のやり方。(11)
- ・ Chickering と Gamson の学士課程教育におけるよい取組の七つの原則。(14, 15)
- ・ 多文化的, 開放的, 双方向的, 建設的な小グループ作業。(16, 17)
- ・ 心の広い, 励ましてくれる, 建設的な, 学生のあらゆる質問に答えてくれて自分の考えを押し付けることのない先生から学べたこと。(16)
- ・ 将来の教員は, 他の研究者の行っていることに心を開き, 関心をもち, 敬意をいだき, 自分の考えを多様な聴衆, 広範な読者に伝えられなければならないこと。(16)
- ・ 教師の熱意, 学生との間の双方向的なコミュニケーション。(18)

(2.大学教員になるために役に立ったか?)

- ・ アカデミックライティングがきわめて重要。(1)
- ・ これまでは学術論文を書くことと, 学問的知識を学生に伝えることばかり考えていたが, 今回, 学生や TA, 同僚教員とのコミュニケーションがとても重要なこと, 同僚のサポートが得られる学術共同体がきわめて重要で, 私は一人ではないし, ティーチングもライティングも一人ではできないことを学んだ。(3)
- ・ Chickering と Gamson の学士課程教育におけるよい取組の七つの原則と Bloom の教育目標分類表がとても役に立つ。(4)
- ・ 国によって異なる教育環境, その課題と解決策について討論したこと。(14)
- ・ このプログラムで自信がついた。先生が自分も教えながら学んでいると言うのを聞いて, 私も学問の世界ではただ完成を待つのでなく, 失敗を恐れずにトライしようと考えようになった。将来の教員には, 他の分野の人と知り合い視野を広めることが必要だと思う。(16)
- ・ 私はまだ修士課程なので, 大学教員職ははるか彼方と感じていたが, 開会式での教員研修や国際化の話を聞いたりして, すこし具体的に考えられるようになった。(18)

(3.特に役に立つ部分)

- ・ すべてが役に立つ。各部分が支えあって, 授業の到達目標が達成されるようになっている。(1, 7, 8, 9, 12, 13, 16, 18)
- ・ 授業中の活動 (ペア/グループ討論)。グループ討論のおかげで, コメントしたり, 自分の意見を言ったりするのに自信がついた。先生が上手に私たちに発言を促し, 一人ひとりの考えを引き出してくれたこと, 先生の言葉が長年の経験に裏打ちされていることに感動した。授業中のグループ作業は, 学生の授業への

参加を促し、プレゼンテーションやコミュニケーション能力を育ててくれる。短時間で考えをまとめて討論するのは効果的。(2, 3, 4, 5, 7, 8, 11, 12, 15, 16, 17)

- 最後のプロジェクト(授業とライティングについての発表)。習った知識を応用するよい機会だった。この活動を通して学習成果を自分で分析することができた。シラバスの作成には、提出の前日午前3時までかかったが、とても面白かった。最後のプロジェクトでは、ピアレビューを通してアイデアを磨くことができた。(2, 3, 4, 6, 8, 10, 13, 14, 15, 16, 17, 18)
- ピアレビューはとても役に立つ。自分がよく知らない分野の人とのコミュニケーションは特に重要。(5)
- ハンドアウト。(6, 8, 14, 15, 18)
- 宿題。(8, 14, 18)
- シラバスの作成。(11, 16)
- Bloomの教育目標分類表。(13, 16)
- 評価基準(rubrics)。(16)

(4.改善できる点)

- 履歴書(CV)、研究補助金申請書なども扱ってほしい。(1)
- レベルがやや高すぎる。もう少し基本的なところから教えてほしい。(2)
- 教室が小さい。スクリーンが見にくい。頻繁に教室が変わるのは困る。会場がJR札幌駅から遠い。休み中は食堂が閉まっている。他大学の人もいるので、きめ細かな情報提供が必要。(3)
- 講義よりも、もっと実習中心の授業にしたほうが魅力的。(4)
- 昼食時間をもう30分長くしてもらえたら、習ったことを考えたり、仲間の学生と討論したりできる。(5)
- パワーポイントの資料をコピーさせてほしい。(6)
- 最後のプロジェクトは、先生のコメントをつけて返してほしい。(7, 14)
- 毎朝30分ほど使って、学生の代表が昨日習ったことをまとめて復習したらいい。(8)
- もっと長く、2週間のプログラムにしてほしい。(9)
- ライティングをもっと強調して、詳しく指導してほしい。(10, 11)
- ティーチングとライティングを別のクラスにしてほしい。(12)
- オブザーバーにもっと配慮したほうがいい。グループ討論に参加してもらったらいい。(13)
- すべての受講者がこのワークショップでの体験に満足していると思うが、なかには、新しい授業法を現在の教員にも指導してもらわないと、教員が新しい授業法に脅威を感じて、指導教官との関係がうまくいかないのではないかと心配する者もいる。(13)
- グループ分けを固定せず、2日目以降組替えをして、専門別の討論の前に、他の分野の人と話す機会を増やしてもいいのではないかと。(16)
- 最後のプロジェクトの課題内容が明確でなく、何をしたらいいのかよく分からなかった。課題を明確に指示してほしい。(17)
- ハンドアウトに目次をつけてほしい。(18)
- テーブルをもう少し大きくしてほしい。(18)
- ワークショップの期間をもう少し長くしてほしい。そうすれば、授業時間のなかでの練習を増やし、もっとじっくり考えることができる。(18)

(6.その他)

- 期間をもう少し長くしてほしい。(2, 15)
- 特にハラスメントなど授業の倫理についてもっと深く触れてほしい。(2)
- 良好な学習環境のため、プリンター、パソコン、コピー機などを初日からきちんと揃えてほしい。教室が頻繁に変わるのに、エレベーターがない／少ないため、階段の昇り降りがたいへんだった。どうしてこんな建物、こんな教室で授業をするのか理解に苦しむ。(3)
- リンダ先生、ソラッコ先生、北大の担当者に感謝。(4, 5)

3. 参加者アンケートにみる PFF 講座の評価

- ・ 専攻分野，文化的背景，国籍の違うさまざまな参加者と共に学べたのはよかった。(5)
- ・ 次回は筑波大学で行うなど，いろいろな場所で開催できたら素晴らしい。(8)
- ・ ライティングの部は，修士課程の早い時期から必要なこと，授業設計については，もっとあと，大学教員になることを真剣に考えるようになって必要なことだと思う。(9)
- ・ ライティング能力についてもっと強調したほうがいい。教育は偉大な，聖なる仕事だという理念をもっと強調するべきだと思う。(10)
- ・ 先生は熱意があり，教材や授業もよく準備されている。体系的なティーチングとライティングの方法に感銘を受けた。とても重要な内容なので，北大のすべての大学院生に必修にするべきだと思う。(11)
- ・ リンダ先生，サブリーナ先生が我々に合わせて毎日授業内容を微調整し，新しい教材を加えてくださったことに感謝。(13)
- ・ リンダ先生，サブリーナ先生に習ったこと，修了式でのお話しなどを繰り返し考えている。バークリーの大学院生を招いてチューターとして働いてもらったり，サマーカレッジの体験を話してもらえたらいいと思う。テレビ会議でもいい。(13)
- ・ 我々の英語能力は十分だ，必要なのはロジカルシンキングだという話があったが，納得できない。(16)
- ・ リンダ先生，サブリーナ先生が授業の最初から私の名前を覚えていて，親身になって相談に乗ってくださったのに感激。両先生，スタッフのみなさん，仲間の学生のみなさん，すべてに感謝。(18)

3-4. チューター(TA)の成長

1 回目，2 回目の受講生のなかから 2 回目，3 回目のチューター(TA)が育つというサイクルが，ある程度実現できたことは，この取組の大きな成果といえる。

1 回目にはチューターのなかから，自分は何をすればよいのか，もっと明確に指示してほしいという声が上がった。また，1 回目のチューターは HAWL(v ページ参照)と兼任が多く，HAWL で強調されていたロジカルシンキングの取り扱いについて，若干の混乱もみられた。これに対して，2 回目以降，チューターの仕事をまとめた文書を用意し，ワークショップ最初の打ち合わせを入念に行うなどして，理解の共有を図った結果，2 回目以降チューターの仕事ぶりは格段に改善された。詳細は，各回のチューターの評価を参照されたい。

3 回目には，ルーティン化の弊か，怠慢なチューターがいるとの指摘が参加者から出た。適切なチューターの訓練は本取組のもっとも重要な課題で，今後も工夫が必要である。

バークリーの大学院生を招いてチューターとして働いてもらったり，サマーカレッジの体験を話してもらえたらいいという提案も，検討の価値がある。

3-5. 今後の課題

留学生のなかには，ワークショップのあと帰国して大学教員になっている者もいる。PFF ワークショップの効果・影響についての 2 年後，3 年後の調査も，今後の課題である。

(安藤 厚)

Preparing Future Faculty:
An Introduction to Teaching and Writing for Graduate Students
 By lecturers from the University of California, Berkeley

4. Statistics on the PFF Workshops 2009, 2010 & 2011 統計資料

4-1. Participants' Profile (2009~2011) 参加者の内訳

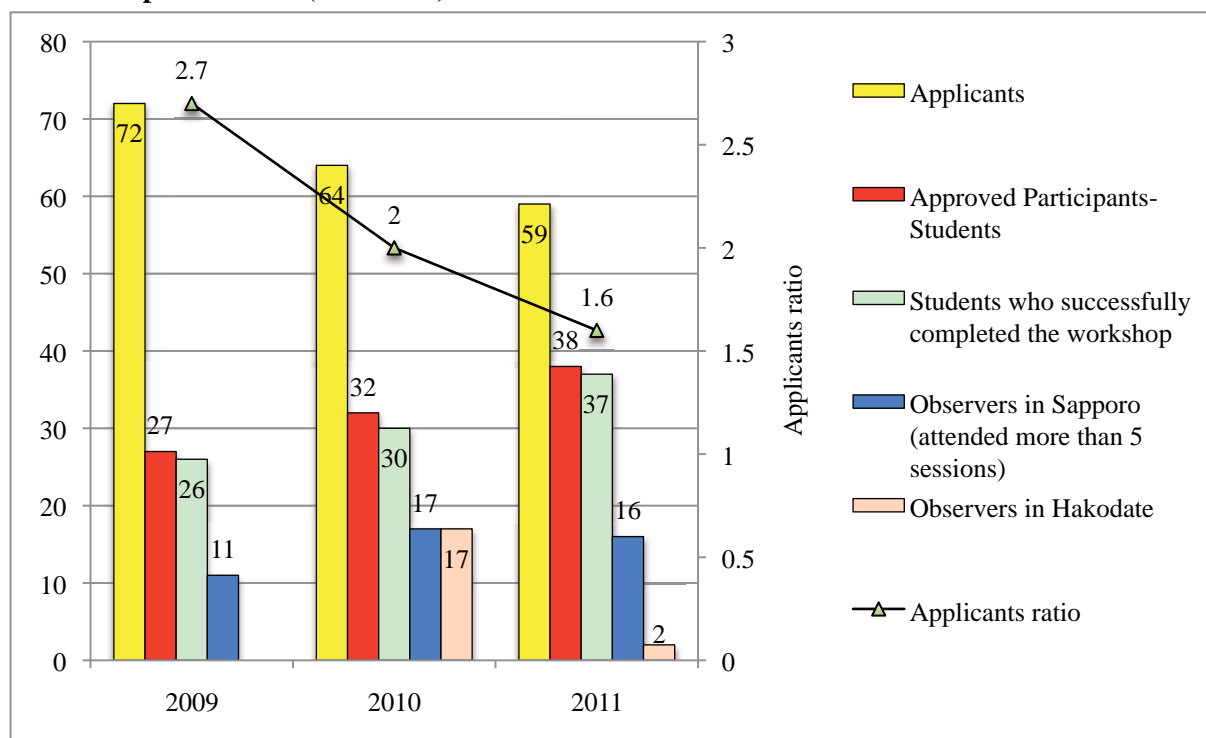


Figure 1. Students & Observers 受講学生・見学者数

(受講申込, 受講許可, 修了, 見学 (札幌) 出席 5 回以上, 見学 (函館), 受講申込倍率)

* Data of 2011 include 4 Students in Hakodate. 2011 年度は函館の受講学生 4 人を含む

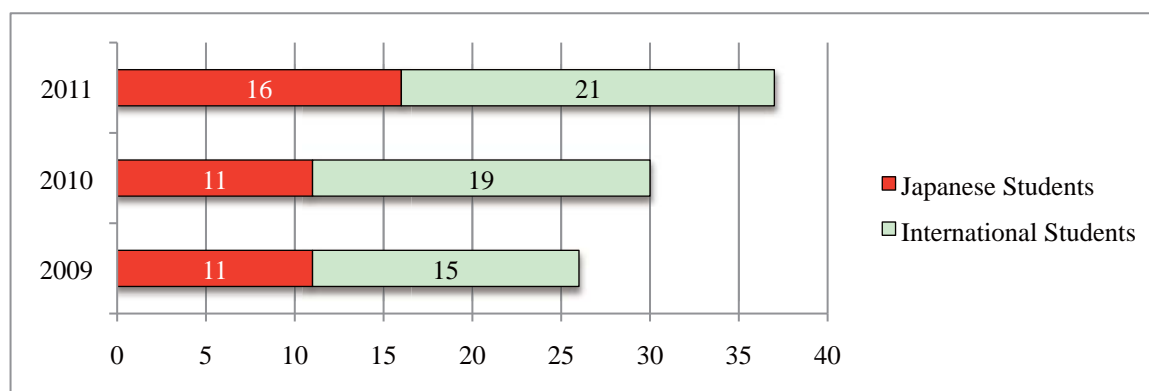


Figure 2a. Nationality 国別 (日本人/留学生数)

4. Statistics

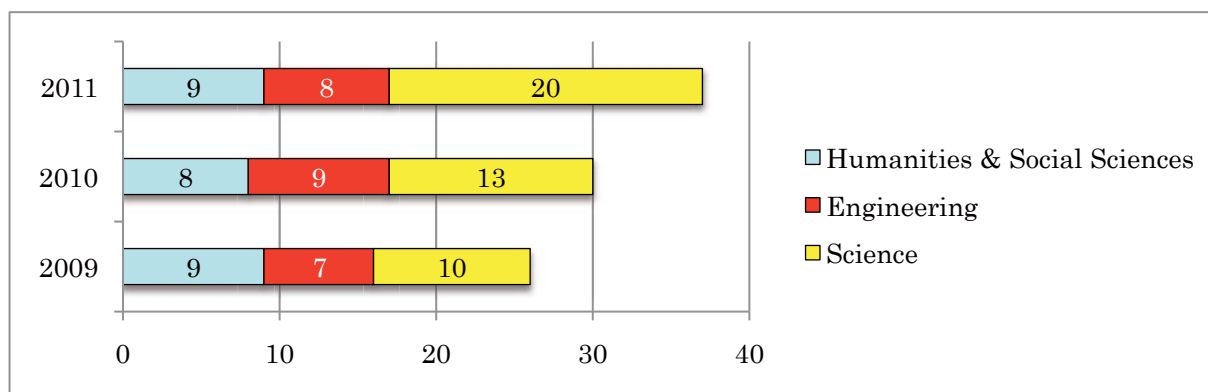


Figure 2b. Field of Study 専攻分野別（文系/工学系/理系）

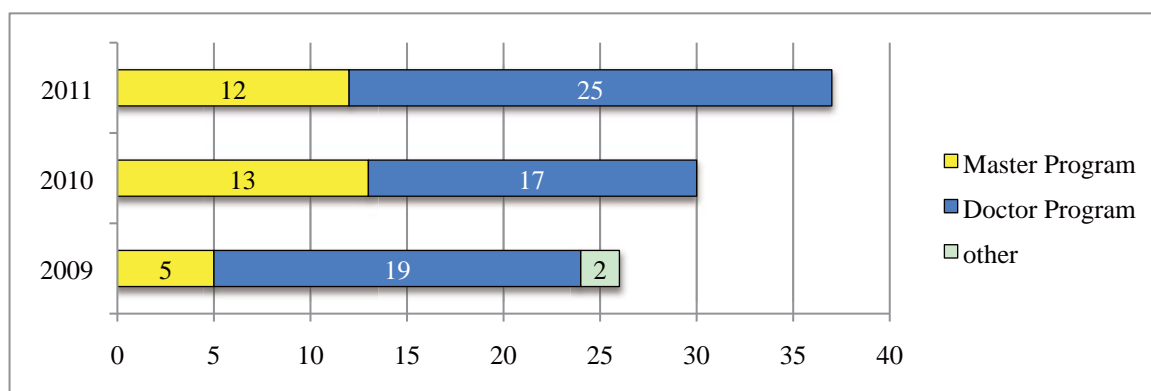


Figure 2c. Affiliation 所属別（修士/博士/その他）

4-2. Entry Survey (from the Application Form) 事前アンケート（受講申込より）

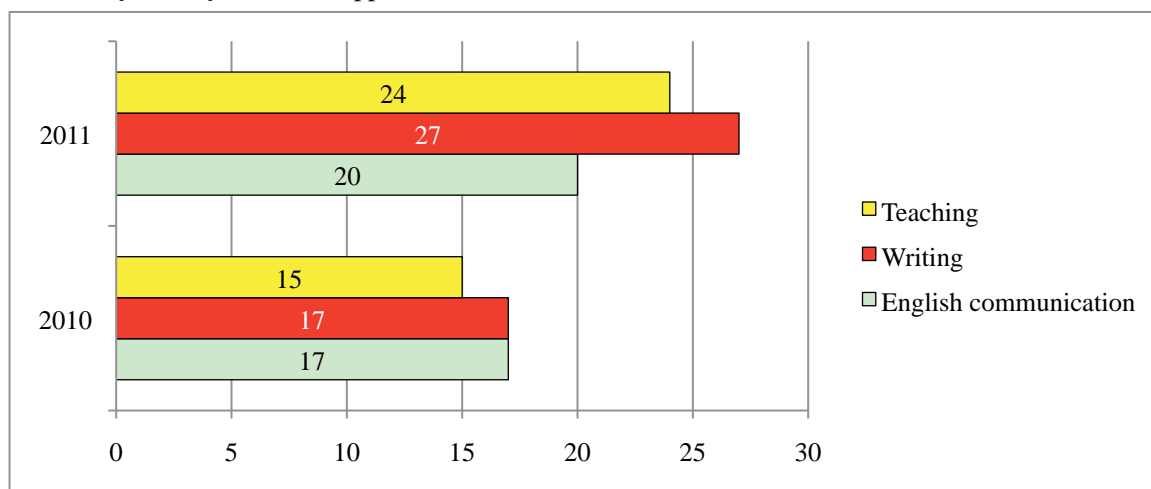


Figure 3. Q 13: What do you expect to obtain at the Workshop? 応募の動機（ワークショップへの期待）
（ティーチング/ライティング/英語コミュニケーション）

4-3. Attendance, Grades & Work Hours

Table 1. Attendance 出席回数ごとの人数 (%)

	2011	2010
15 sessions	28 (75.7%)	23 (76.7%)
14 sessions	4 (10.8%)	3 (10.0%)
13 sessions	2 (5.4%)	2 (6.7%)
less than 13 sessions	3 (8.1%)	2 (6.7%)
average attendance	96.6%	96.2%

Table 2. Grades 成績分布・GPA

Grades	2011		2010	
	students	registered *	students	registered *
4: Excellent 秀	31 (83.8%)	25 (83.3%)	25 (89.3%)	21 (95.5%)
3: Very Good 優	5 (13.5%)	4 (13.3%)	1 (3.6%)	0 (0.0%)
2: Good 良	1 (2.7%)	1 (3.3%)	2 (7.1%)	1 (4.5%)
1: Fair 可	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
0: Failure 不可	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Grade 評価せず			2	
class GPA	3.81	3.80	3.82	3.91

* registered as a graduate course 大学院共通授業履修者

Table 3. 授業外の学習時間

	Average 平均	Largest 最大	Smallest 最小
Q2b: Total Hours for Homework (2011)	28.4	120	3

4-4. Exit Survey (from the Evaluation Form) 事後評価アンケートより

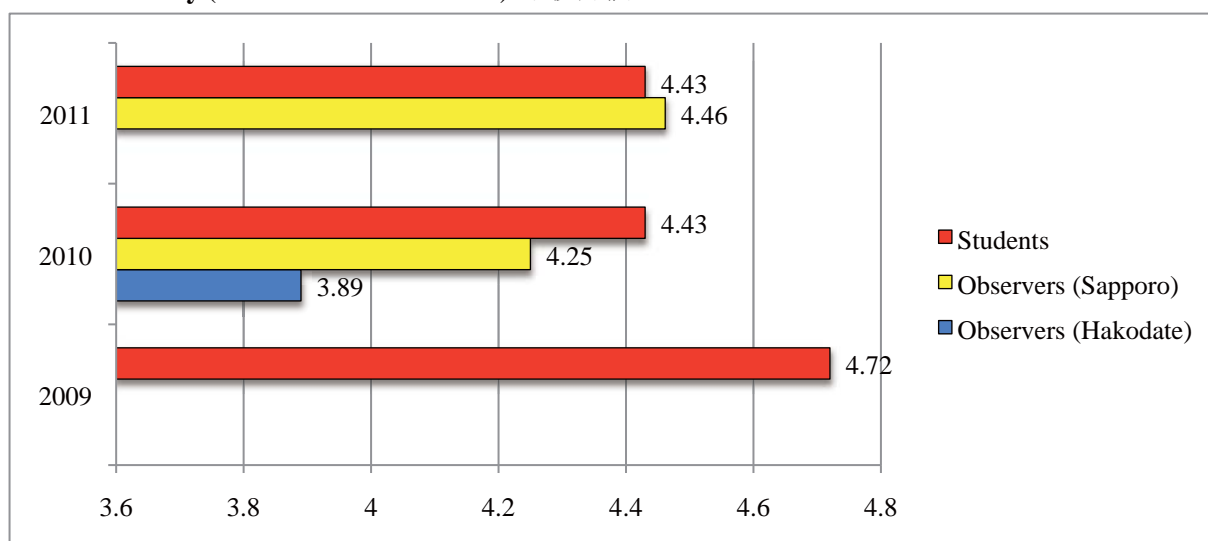


Figure 4(1). Q 2: Overall Rating of the Workshop 総合評価 (学生, 見学: 札幌/函館)

* lowest: 1.0~highest: 5.0 (最低 1~最高 5)

4. Statistics

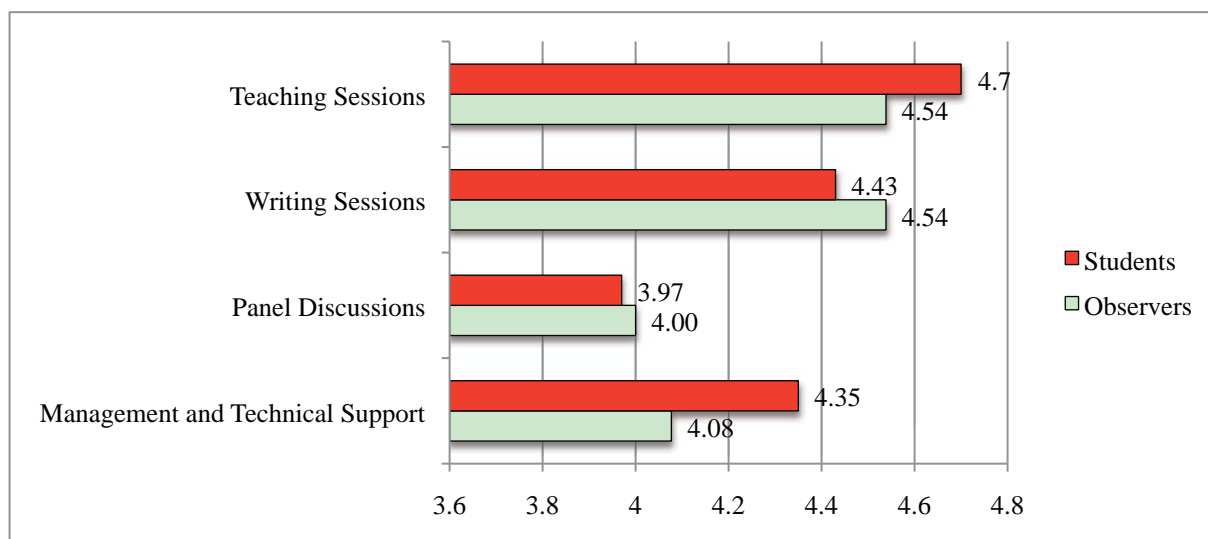


Figure 4(2). Q 2: Rating of the Program Elements (2011) 要素別の評価

(ティーチング/ライティング/パネル討論/運営と技術支援)

(学生/見学者)

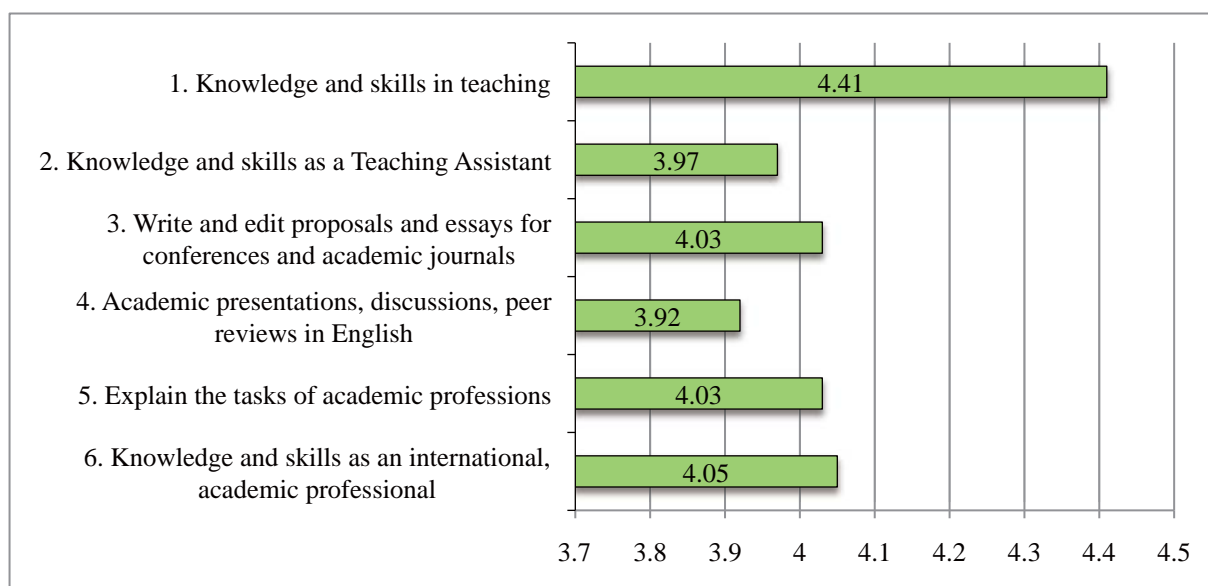


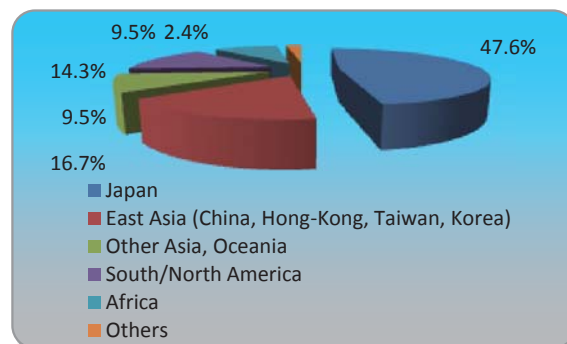
Figure 4(3). Q 2a: Students' Rating of their Learning Outcomes (2011) 学習成果の自己評価

1. 教育の知識と技能
2. TA の知識と技能
3. 学会発表申込・学術雑誌論文の作文
4. 英語による発表・討論・ピアレビュー
5. アカデミックな専門職の仕事の説明
6. 国際的アカデミックな専門職の知識と技能

Participants' response to the questionnaires at the Opening session of the PFF Workshop in July 2010
("Participants" include Students, Tutors and Observers of the Workshop)

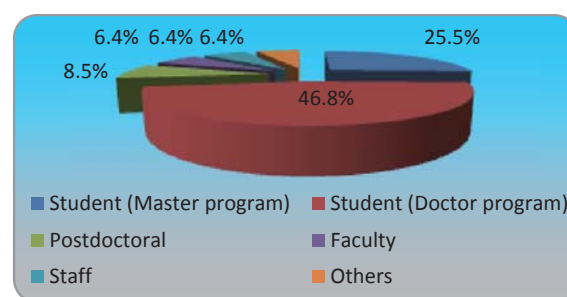
1.) Nationality

Japan	20	47.6%
East Asia (China, Hong-Kong, Taiwan, Korea)	7	16.7%
Other Asia, Oceania	4	9.5%
South/North America	6	14.3%
Africa	4	9.5%
Others	1	2.4%



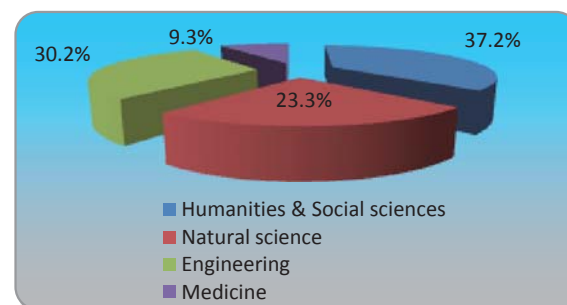
2.) Affiliation

Student (Master program)	12	25.5%
Student (Doctor program)	22	46.8%
Postdoctoral	4	8.5%
Faculty	3	6.4%
Staff	3	6.4%
Others	3	6.4%



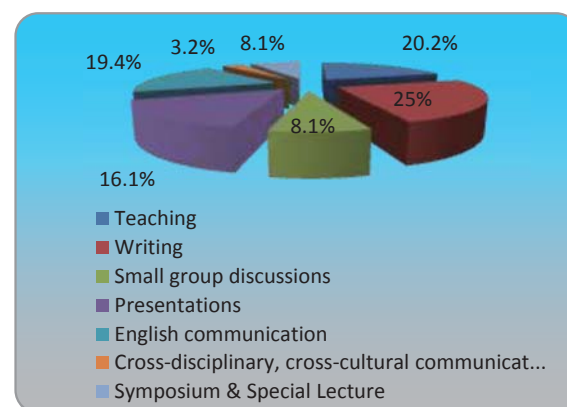
3.) Field of study

Humanities & Social sciences	16	37.2%
Natural science	10	23.3%
Engineering	13	30.2%
Medicine	4	9.3%



4.) Which aspects/parts of the Workshop interest you more? (Select not more than 3 items)

Teaching	25	20.2%
Writing	31	25.0%
Small group discussions	10	8.1%
Presentations	20	16.1%
English communication	24	19.4%
Cross-disciplinary, cross-cultural	4	3.2%
Symposium & Special Lecture	10	8.1%

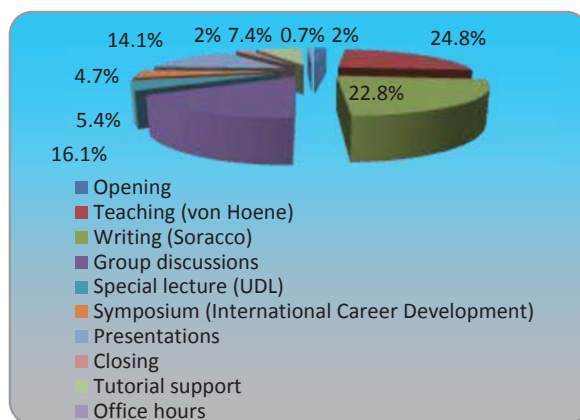


4–5. Clicker Questionnaires at the PFF Workshop 2010

Participants' response to the questionnaires at the Closing session of the PFF Workshop in July 2010 ("Participants" include Students, Tutors and Observers of the Workshop)

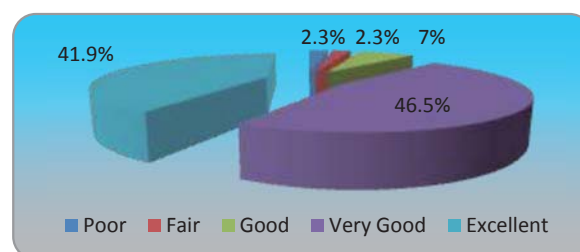
1.) Which sessions were more useful/interesting for you? (Select not more than 4 items)

Opening	3	2.0%
Teaching (von Hoene)	37	24.8%
Writing (Soracco)	34	22.8%
Group discussions	24	16.1%
Special lecture (UDL)	8	5.4%
Symposium (International Career Development)	7	4.7%
Presentations	21	14.1%
Closing	3	2.0%
Tutorial support	11	7.4%
Office hours	1	0.7%



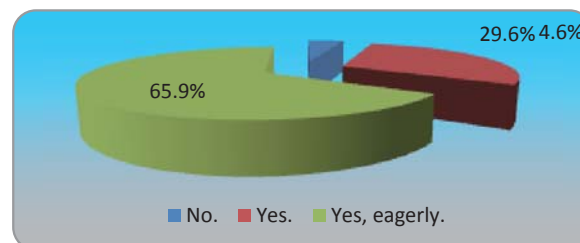
2.) Overall rating of the program

Poor	1	2.3%
Fair	1	2.3%
Good	3	7.0%
Very Good	20	46.5%
Excellent	18	41.9%



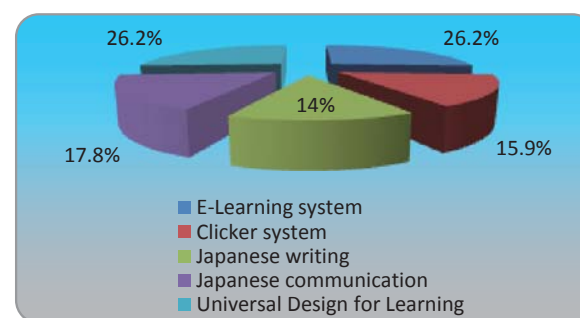
3.) If there will be same workshop, will you encourage other students to join the workshop?

No.	2	4.6%
Yes.	13	29.6%
Yes, eagerly.	29	65.9%



4.) Do you want to join other types of programs such as...? (Select all that apply)

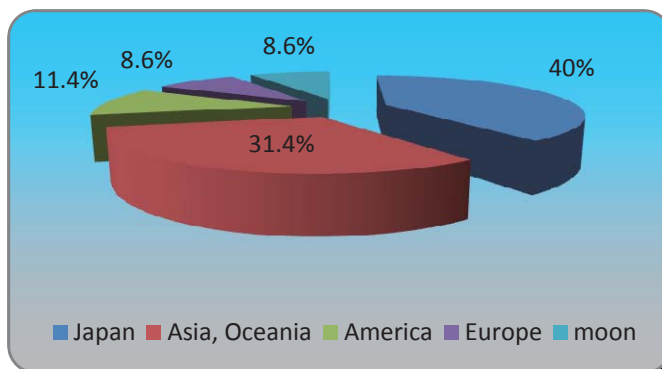
E-Learning system	28	26.2%
Clicker system	17	15.9%
Japanese writing	15	14.0%
Japanese communication	19	17.8%
Universal Design for Learning	28	26.2%



Participants' response to the questionnaire on the PFF Workshop in March

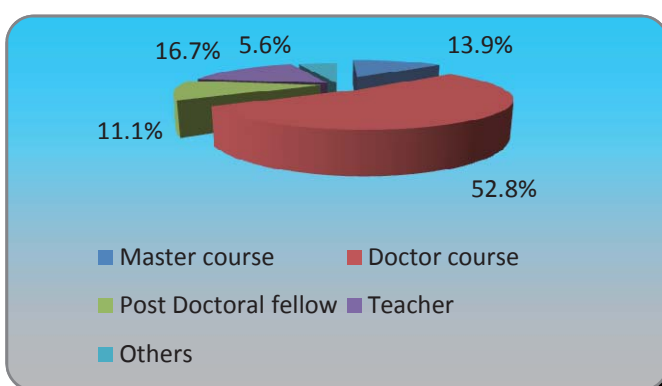
1.) Nationality

Japan	14	40%
Asia, Oceania	11	31.43%
America	4	11.43%
Europe	3	8.57%
moon	3	8.57%



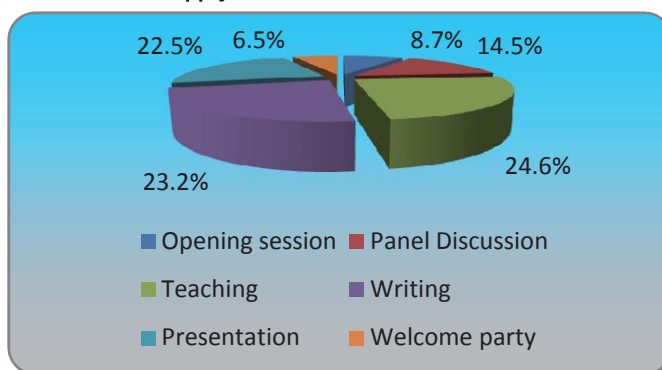
2.) Affiliation

Master course	5	13.89%
Doctor course	19	52.78%
Post Doctoral fellow	4	11.11%
Teacher	6	16.67%
Others	2	5.56%



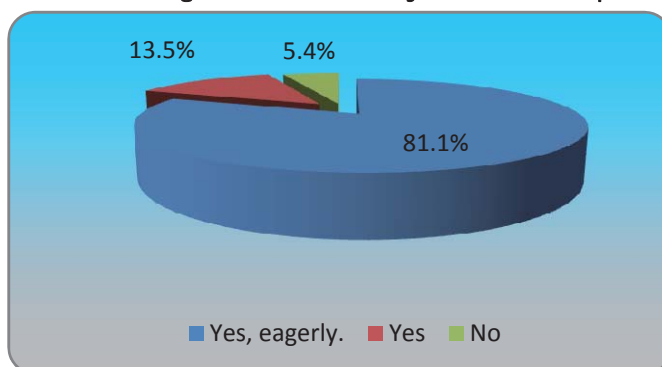
3.) Which lecture was the useful for you? (select all that apply)

Opening session	12	8.70%
Panel Discussion	20	14.49%
Teaching	34	24.64%
Writing	32	23.19%
Presentation	31	22.46%
Welcome party	9	6.52%



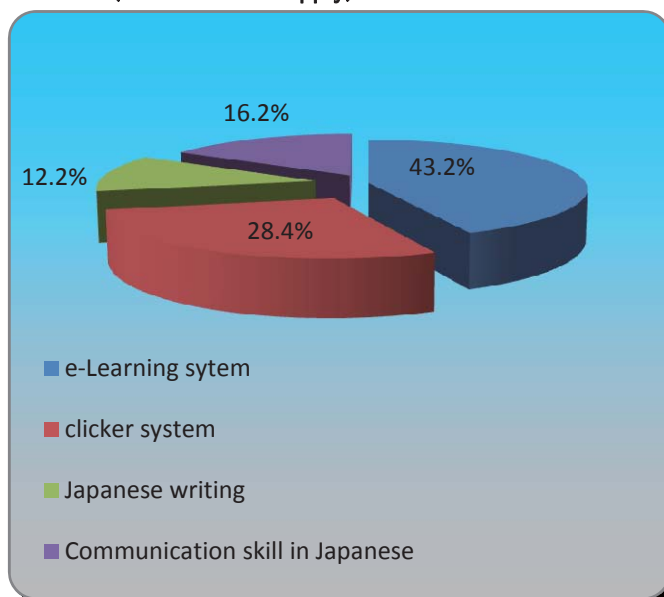
4.) If there will be same workshop, do you want to encourage other student to join the workshop?

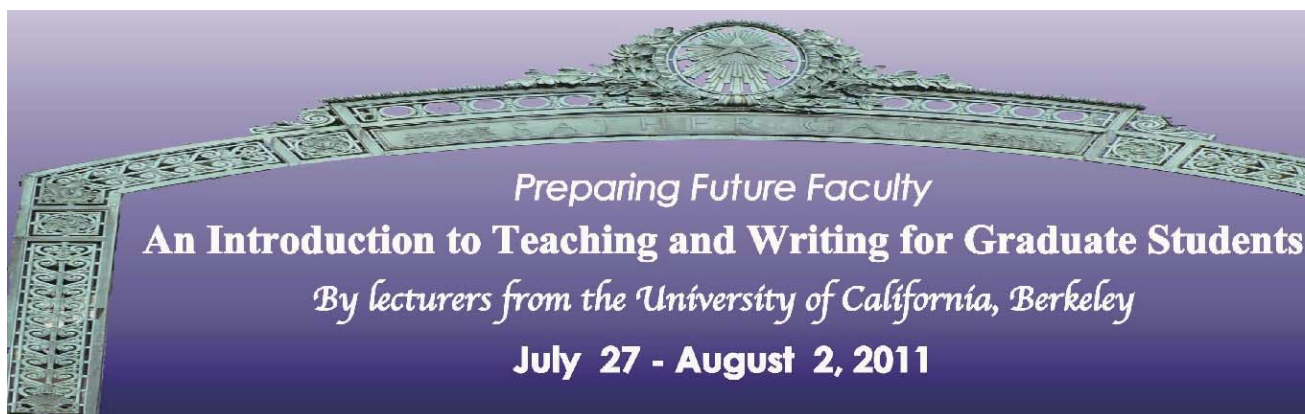
Yes, eagerly.	30	81.08%
Yes	5	13.51%
No	2	5.41%



5.) Do you want to join other programs such as...? (select all that apply)

e-Learning sytem	32	43.24%
clicker system	21	28.38%
Japanese writing	9	12.16%
Communication skill in	12	16.22%





(Revised, 30/09/2011)

5-1. 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](#); [Faculty of Fisheries Sciences](#), HU;
[Organization of Liberal Education](#), University of Tsukuba
[Center for the Advancement of Higher Education](#) (CAHE), Tohoku University



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

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[Rooms](#)
[WelcomeParty](#)
[Floor Maps](#)

5. PFF Workshop 2011

Application

Preliminary application for the workshop: ~ Monday, June 27, 2011 (finished in Sapporo)

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

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

Requirements

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.

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.

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 Monday, August 1, 2011, 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 Monday, August 1, 2011, 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 Monday, August 1, 2011, 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 Monday, August 1, 2011, 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 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	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. 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: 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	<p>TOEFL 500+ is advised.</p> <p>30 participants (graduate students) and 10 observers (students, postdoctoral, faculty or staff) will be accepted for the workshop.</p> <p>Affiliation with Hokkaido University is not a prerequisite.</p> <p>Preliminary application for the workshop: Wednesday, June 1 ~ Monday, June 27, 2011</p> <p>Online Application & information: http://ws.high.hokudai.ac.jp/</p> <p>Participants will be chosen by lottery if the number exceeds the limit (30).</p> <p>The approval of participation will be reported individually by Friday, July 1.</p> <p>* For the HU graduate students this is a credit course in all disciplines (Interdisciplinary courses for graduate students: <i>Daigakuin Kyotsu Jugyo</i>). 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.</p> <p>* IAHE will issue a certificate of completion to those who successfully complete the workshop (HU & non-HU students, observers and tutors).</p> <p>Contact us: ando@high.hokudai.ac.jp</p>
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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.

Symposium

Session 12. Symposium: A Roadmap to International Career Development 2011

Eijun Senaha, Ph.D., Graduate School of Letters "HU Career Development Program for Graduate Students"

Front Office for Human Resource Education and Development (FOHRED) was founded in 2009 for the HU graduate students in order to help them build career after receiving postgraduate degrees. In this symposium, I would like to introduce the program's visions and activities, which are now expanding its task and focus from science students to every graduate student on HU campus.

Takako Nabeshima, Ph.D., Research Faculty of Media and Communication "How to Do a Field Work: Training the Social Scientific Point of View to Understand and Analyze a Local Situation"

Training the scientific point of view is important to look for what is the reason for the problems in the local societies. I explain my experiences of field works in Africa. Field survey brings us an argument to verify a hypothesis. I hope that students will be honest and scientific professionals for finding the solutions to their country's or the international society's problems.

Harue Ishii, Ph.D., Office of International Affairs "My Career Path: Whatever Will Be, Will Be (Que Sera, Sera)"

A career path is determined by many factors, including the person's childhood environment, interests, aptitudes, values, personality, life events, job market and coincidence. In search of my career, I have had many jobs including a tenure-track faculty at a U.S. university. I would like to share what I learned from my job search processes, teaching experience, tenure evaluation and living in two different cultures.

Q & A will follow.

This Session is open to the public.

Cost: None. Preliminary Application is not necessary.

Date & Time: **Monday, August 1, 2011; 15:00-16:25**

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

Room: **Multimedia Education Building, 3rd floor, Auditorium**

Welcome Party: July 27, Wed. 18:00-20:00
Building E, 1st floor, E120

Cost: 500 yen from the students

1,000 yen from the faculty, staff and guests
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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 Soracco
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, N234, N243, N244, N245 , Building E, 1st floor, E101 (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.

Floor MapsCampus Map**Live teleconferencing with Hakodate & Indonesia**

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

Room:

Place 2: Faculty of Agriculture, University of Palangka Raya (Unpar), Indonesia

Room: International Sharing Lecture Room

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

Deadline: Thursday, July 21, 2011 (finished)

Contact address. (Sapporo) E-mail: ando@high.hokudai.ac.jp; FAX: 011-706-7521

(Hakodate) E-mail: takagi@fish.hokudai.ac.jp, TEL/FAX: 0138-40-5550

**Participants: (Sapporo) 33 Students, 7 Tutors & 1 Coordinator in 7 groups;
(Hakodate) 4 Students & 1 Tutor in 1 group**

T: Tutor; H: Hakodate

Group	Full name, University, Graduate School, Position, Field of Study, Gender, Nationality
1-1	Huichao Wen , HU, Education, Doctor Program, international multiculture education, female, Chinese
1-2	Minako Nishiura , U of Tsukuba, Library, Information and Media Studies, Master Program, library and information science, female, Japanese
1-3	Roghayyeh Afroundeh , HU, Education, Doctor Program, physical education, female, Iran
1-4	Sakura Nakasuji , HU, Medicine, Master Program, hospice care, female, Japanese
1-5	Zhenjiu Fu , HU, Education, (Nankai U, China,) Master Program, career education, male, Chinese
1-T	Victoria Kupchin , HU, Education, Doctor Program, sociology of education, female, Israeli
2-1	Cheng See Yuan , HU, Engineering, Doctor Program, computational fluid dynamics, male, Malaysia
2-2	Hiroshi Oka , HU, Engineering, Doctor Program, material science, male, Japanese
2-3	Mugume Rodgers Bangi , HU, Engineering, Doctor Program, civil engineering, male, Ugandan
2-4	Nina Yulianti , HU, Engineering, Doctor Program, fire science and weather data, female, Indonesia
2-5	Yoshito Sugino , HU, Engineering, Doctor Program, material science, male, Japanese
2-T	Guizani Mokhtar , HU, CENSUS, Postdoctoral, water, sustainability, male, Tunisian
3-1	Himawan Sutanto , HU, Science, Master Program, geochemistry, male, Indonesia
3-2	Masaki Nagane , HU, Veterinary Medicine, Doctor Program, radiation biology, male, Japanese
3-3	Md. Ashique Hossain , HU, Science, Master Program, organic, geochemistry, male, Bangladeshi
3-4	Yu Sun , HU, Science, Doctor Program, physical chemistry, female, Chinese
3-5	Yuuki Kozakai , HU, Chemical Science and Engineering, Master Program, biological chemistry, female, Japanese
3-T	Fayna M Garcia-Martin , HU, Life Science, Faculty, biological chemistry, female, Spanish
4-1	Kazi Farzana Akter , Premier University, Bangladesh, Master Program, English literature, female, Bangladeshi
4-2	Kimiko Hiranuma , U of Tsukuba, Humanities and Social Sciences, Doctor Program, American literature, contemporary African American literature, female, Japanese
4-3	Kyoko Yamada , HU, Letters, Master Program, European art history, female, Japanese
4-4	Takuya Niikawa , HU, Letters, Doctor Program, philosophy, male, Japanese
4-5	Yohei Oseki , HU, International Media, Communication, and Tourism Studies, Master Program, theoretical linguistics, male, Japanese
4-T	Shohei Saito , HU, Letters, SRC, Doctor Program, Russian history of ideas, male, Japanese
5-1	Fumiya Shibukawa , HU, Information Science and Technology, Doctor Program, robotics, male, Japanese
5-2	Hem Ramrav , HU, Environmental Engineering, Doctor Program, hydrogeology and solid waste management, male, Cambodia
5-3	Kazushi Yamasaki , HU, Information Science and Technology, Doctor Program, bio informatics, male, Japanese
5-4	Vali Rasooli Sharabian , HU, Agriculture, Doctor Program, vehicle robotics, male, Iran
5-T	Yoshia Morishita , HU, Letters, Doctor Program, sociology, male, Japanese
6-1	Ellen Toyonaga , HU, Medicine, Doctor Program, dermatology, female, Taiwan
6-2	Kerise Alecia Lyttle , HU, Medicine, Doctor Program, neuropharmacology, female, Jamaican
6-3	Sameh Elmorsy , HU, Medicine, Doctor Program, orthopedic surgery, male, Egypt
6-4	Shanshan Liang , HU, Medicine, Doctor Program, cancer research, female, Chinese
6-5	Yuya Kakutani , U of Tsukuba, Comprehensive Human Science, Master Program, sports nutrition, male, Japanese
6-T	Anton Lennikov , HU, Medicine, Doctor Program, ophthalmology, male, Russian
7-1	Chunmao Zhu , HU, Environmental Science, Doctor Program, atmospheric chemistry, male, Chinese
7-2	Mao Qiaozhi , HU, Agriculture, Doctor Program, silviculture, female, Chinese
7-3	Masato Eitaki , HU, Veterinary Medicine, Doctor Program, radiation biology, male, Japanese

5. PFF Workshop 2011

7-4	Tahmina Sultana , HU, Life Science, Doctor Program, molecular biology, female, Bangladeshi
7-T	Chinyere Nwafor-Okoli , HU, Medicine, other position, epidemiology, female, Nigeria
Coordinator	Azania Mufundirwa , HU, Engineering, Doctor Program, rock mechanics, male, Zimbabwean
H-1	Atsushi Matsuo , HU, Fisheries Sciences, Master Program, certification of food process, marketing, Japan fishery management, male, Japanese
H-2	Emmanuel Andrew Sweke , HU, Fisheries Sciences, Master Program, marine bioresource science, male, Tanzania
H-3	Kohei Matsuno , HU, Fisheries Sciences, Doctor Program, marine biology, plankton, male, Japanese
H-4	Thitima Jantakoson , HU, Fisheries Sciences, Doctor Program, marine life science, female, Thai
H-T	Devon Ronald Dublin , HU, Fisheries Sciences, Master Program, marine life sciences, male, Guyanese



Closing. (Front row from the left) 2 Nishimori, 3 Yamaguchi, 4 Soracco, 5 von Hoene, 6 Hosokawa, 7 Ando, 9 Senaha

5–2. Evaluation of the PFF Workshop 2011 (July 27-August 2, 2011, HU)

1. Entry Survey (from the Application Form)

Q 13. Reason for Participation (What do you expect to obtain at the workshop?) If you select “Tutor,” you must write an English essay on “Role of Tutors in the Teaching & Writing Workshop.”

Student 1–1.

First, I hope to be a Japanese teacher in China in future, so I am wishing to obtain skills in teaching. Second, I love English, I hope to have chance to obtain knowledge for about English.

Student 1–2.

I am interested in how the lecturers at University of California, Berkeley teach the future faculty candidates to become competent teachers, and how it is different from the methods in Japan. And I also see this workshop as such a wonderful opportunity to experience one of the most advanced educational classes in the world without getting on a plane bound for the United States! What I expect to obtain from the workshop are the skills or the techniques to teach the students and get the full attention from them, and furthermore, to be able to write and speak properly not only as a teacher but also as a researcher, a librarian and myself.

Student 1–3.

I would like to get information about methods of writing paper and my thesis in PhD course. Moreover I need to know what is the best ways to teach in university as lecturer, also it is necessary for me to learn something about preparing for presentation in some conferences.

Student 1–4.

Dear PFF All, I will be honored to be with so greatest professor, staff and students in this “Prepare Future Faculty, if it’s permitting to participate. My purpose is for getting to academic English to teaching and writing in PFE, and I hope that I could make clarify English to every people at global work for my future. And also, Hospice care of my research is that focuses on the palliation of a terminally ill patient’s symptoms. Hospice care has concerned what is further clarify and discuss life for the surviving family and friends of the deceased and what messages we can offer to help them death and the process. I think I would like to study as an international comparative research within United Kingdom, United States of America and Japan. That is why I apply now for Prepare Future Faculty. I am looking forward to meeting us in PFF. Sincerely,

Student 1–5.

As a Chinese National scholarship student, I’ll return to China and be a university teacher in the future. Therefore, this course is quite significant for me and I hope I can master the academic method as well as the qualities by taking this course.

Tutor 1. Victoria Kupchin

The role of the tutors in the Teaching & Writing Workshop is first of all to be the messenger, ‘The Go Between’ between the participants in the workshop and the instructors. While the leaders of the workshop are the instructors, the tutors have several duties;

1. To play the role of mediators between the instructors and the students.
2. To contribute to student’s knowledge from previous experience in the workshop.
3. To create a successful and positive working environment in the group in order to provide positive results in the workshop.

Working in small groups during the workshop, this factor helps making the learning process more enjoyable and more effective. Students that participating in the current workshop, are coming from different cultural backgrounds and various English language levels. While working in small groups the students are getting to know more about us as tutors, and we, more about their needs and abilities. Working in small groups helps the participants in the group no to fear expressing their ideas in front of large groups, while being able to hear everyone’s ideas.

While we all know English in different levels it’s important to give each one of the students the encouragement in using this language even if he/she is afraid in doing so, or feeling insecure in his/her level. It’s important to point on student’s mistakes while not judging them and pointing them to the right direction.

It’s important that each one of the participants will take part in every aspect of work, and try to include everyone while not giving the leading part only to one specific participant. It’s important to know how to receive and give criticism, criticism first of all has to be a constructive criticism, as we all know, learning from mistakes and opinions of others is very important. Setting an example of polite communication is one of the roles of the tutor. The tutors help the students understanding the course content, helping creating tutoring plans and materials, encouraging the students expressing their ideas, through the presentations during the

workshop and writing assignment such as articles, helping the students find the appropriate materials for the oral/written presentations. The tutor has to know how to distribute the work among the students so the weaker students will work together with the stronger one, in order to try and bring everyone to one level of material understanding and production.

Student 2-1.

As I am an instructor of a teaching institution, I believe improving my English writing skill not only is important for me to write a better paper, but also to guide my students on how to do it.

Student 2-2.

I'm a doctor course student now and I want to become a researcher in the future. Writing skills are important for me because a good researcher needs to express his ideas logically and clearly for people or academic papers. Additionally, researchers' work is mainly evaluated by the quality of papers. Teaching skills are also important because the work of researchers includes education of students or younger employees, especially in the case of university. I think that my skills are not enough and can be improved. Because of the above reasons, I want to strength my own writing and teaching skills in this workshop.

Student 2-3.

I would like to improve my writing skills and be able to communicate more effectively when writing and presenting papers for conferences and journals as well as project proposals. I also plan to pursue an academic profession in future and expect to learn a lot from the workshop.

Student 2-4.

I really would like to increase my English writing ability for publication International due to my first manuscript was rejected by one International journal. However, my graduate examiner will require two journals at least. Regarding to meet their requirement, I must have good writing skill.

Student 2-5.

I think I want to be good at presentation and speaking about my major study using English. So, I will attend this lecture.

Tutor 2. Guizani Mokhtar

Dear Sir/Dear Mme; I submit my application for the PFF 2011 as I am/and will be involved in education. Currently, I am a post-doctor in the sustainability center and I am involved in an educational program for sustainability Leaders and Meisters for graduate students. I contribute as coordinator with students and facilitator during discussions. Moreover, I give lectures for undergraduate students in sustainability science. My future career will be most probably in education sector in Tunisian Universities. I have participated in PFF 2010 and I found the program worthy to acquire experience and hints for education and improve the teaching skills. Hence, I am motivated and fully prepared to participate in the PFF 2011 as tutor to develop further my teaching abilities.

Having started developing some experience in assistant-ship in CENSUS, I believe I can contribute during this workshop as a tutor. As part of tutoring duties, I believe that a tutor should assist participants during discussions and give feedback on their written assignments. In addition a tutor facilitates the oral presentations by keeping time and moderating question and answer period subsequent of oral presentations. Tutoring is not just about intellectual exchange but also involves intense personal interaction. Personal interaction is integral to small-group teaching; it makes teaching more enjoyable and more effective. In his relationship with participants, a tutor must maintain professional relationship and treat all members equally and must be respectful and fair. The professional relationship between tutors and lecturers can be very rewarding. Once again, this is a professional relationship, in which both tutors and lecturers have rights and responsibilities. A tutor can also help in insuring the success of an interactive course in both small classes and/or larges classes. I look forward to have the chance to be a tutor during PFF2011. Sincerely,

Student 3-1.

I hope after join this program my writing skill will be better.

Student 3-2.

I'm interest in the Preparing Future Faculty 2011. There are two reasons for my hoping to join PFF 2011. First, at collaborative research with foreign students, we must communicate in English. I am sure that good communications make good results. Now, I have two projects with foreign students and teach and advise them in English. Second, I will propose to study abroad as my educational career, poor English become a major obstacle for my path obviously. In addition, I will report my research on international conference. So I must obtain basic skills and knowledge to manage education and research through effective English communication skill. Therefore, I would like to attend at PFF 2011. If I joined this program, I might go through these works.

Student 3-3.

First of all I think it's a great opportunity to improve myself in English. Now I am a master course student of Hokkaido University and studying Organic Geochemistry belongs to Earth & Planetary System Science Division, Natural History Science Department. Often we have to prepare presentations and reports regarding our research and courses and finally we have to submit one thesis paper and have to prepare final presentation. Not only for this, in Bangladesh I am serving as a Geologist in the National Oil and Gas Exploration and Production Company, where we have to prepare some reports and presentations. This is why, I am very much interested to participate at workshop. I hope that, if I can participate at the workshop my capability in writing and to present something in English as a main presenter will be developed.

Student 3-4.

I am D3 student in Physical chemistry major, I am going to graduate soon, therefore, I wish I could join this workshop and obtain basic skills for thesis writing, and I hope this work shop will also bring benefit to my future Scientific work. Thanks very much.

Student 3-5.

Scientists should be skilled at communicating with international scientists, doing presentation and writing scientific papers in English. Even for students, we have opportunities to do presentation or write scientific article in English. All goals of this workshop are suitable for scientists and future scientists. Speaking from my experience, I attended science conference in Sweden last year. It was very exciting to communicate with international scientists but I also thought I had to learn how to present my research to the others. In the future, I would like to be a scientist abroad after getting Ph.D. and have a lot of new ideas from the other scientists, and then to find the cure of breast cancer, so I am one of scientists who really need the skills. Besides, I might be a professor or leader of science group in company, so I think I also need to require teaching skills. This workshop will be definitely helpful to acquire the skills to be a worldwide scientist for me.

Tutor 3. Fayna M Garcia-Martin

According to my previous research work, writing scientific papers and teaching experiences, I have the expectative to get the position of Tutor at the Workshop 2011. I have my great interest on joining this workshop to learn while assisting students. Actually I have the position of Adjunct Assistant Professor and my main objective is to prepare students for their professional future in research field and providing them useful skills while understanding the importance of the internalization. My teaching experience is multidisciplinary, as I provide lesson of Organic Chemistry at the Graduate School of Life Science. Also, I give lessons to students of all the faculties about how to do Oral Presentations and become good communicators.

In this workshop, I think that the main tutor's attributes are to practice professional abilities as organizer and adviser of the students as well as guiding, leading, motivating and making them feel confident communicating in English. Using my previous teaching experience I will provide the tools to permit them to think logically and understand the different subjects and its division in the tutorial session. It means that I am able to clarify and guide the group discussion without interfering. In case a deviation of the task or discussion occurs, I will be able to manage the situation and reorient the discussion to the subject of interest. In all cases, students will work personally and include their own experiences and perception. This workshop is divided into two main subjects. In the first one about Teaching, my role as tutor will be based on assisting and answering questions to students about the tasks. For example, one of the tasks is to design a course, its goals and outcomes. The syllabus is the card presentation of teacher's course, so it may be well written and appealing. My task will be to answer their questions and guide them to get a concise, understandable and attractive syllabus. In the second part of the workshop about Academic Writing, my task will be addressed to assist them in how to write a paper. As students may be from any field, I will manage to do it the most general and focus on preparing clear and easy to follow papers. During the final project and presentation, students will figure out how the investing time will generate bigger profits for the academic life. I will be involved on making them to get the best of the workshop and knowing the main points to become good communicators for their professional future. With the opportunity to be tutor in the Workshop, I will be able to assist students while acquiring skills on teaching, which will be very useful for my actual professional life and help to improve teaching at Hokkaido University. Lastly, I would like to express my feeling about this type of programs, which are very important to boost Hokkaido University in the educational and research viewpoints. I am open to provide any further information. Sincerely, Fayna Garcia-Martin

Student 4-1.

I think, this course exists to provide help with, and instruction on, these very things and the responsibility of the teacher. This course is particularly helpful for students who are looking to relocate to, or spend a prolonged period of time in a teaching profession. This course concentrates on teaching grammar, writing and

language structures emphasize the development of writing skills in students who are preparing for graduate work in faculty administration; or it might promote the development of spoken skills in students who are studying English in order to become a teacher. This training should recognize the ways in which teaching skills can be adapted for the teaching of English for Specific Purposes. Moreover, it will do to look for content specialists for help in designing appropriate lessons in the subject matter field of teaching. It may be asked to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate students progress. For this, I want to participate in preparing future faculty 2011 course.

Student 4-2.

My objective in participating the workshop is to obtain the skills of a professional teaching and writing. There had been a very small opportunity to learn pedagogy in Japanese Universities when you are not in Field of Education. Yet University of Tsukuba has been providing more windows for those who are in search for pedagogy class with other Universities including Hokkaido University. As one of University of Tsukuba delegation, I had visited UC Berkeley to observe both Dr. von Hoene and Dir. Soracco's GSI training this February, and it was a great opportunity to actually learn how to teach as a graduate student/future faculty. I would like to develop my skills better at this workshop.

Student 4-3.

Thank you for informing us that you will hold an attractive workshop. In this course, especially I'd like to learn academic writing skill and improve my presentation skill because I will attend the international conferences and have opportunities for the presentation of my study in the future. I look forward to participating in this workshop. Yours sincerely,

Student 4-4.

I hope that I will teach philosophy in university. Therefore, I would like to get teaching skills to give enough understanding to students, in particular, in English. I think that this course is very good opportunity for me to get these skills. That is reason why I try to participate in this course.

Student 4-5.

My dream is to become a linguist. So I'd like to go to the doctoral program, specifically MIT at US. For making my dream come true, I spend much time to write abstracts, academic papers, or proposals for international conferences. Including skills for these writings, I also expect to get high-level teaching skills and English proficiency. (My TOEFL IBT score is 68.)

Tutor 4. Shohei Saito

The basic aims of tutorials, which can include * deepening knowledge; * problem-solving; * facilitating open-ended exploration of themes and issues; * developing skills in argumentation and communication. When it comes to taking the tutorial, tutors have a responsibility for what happens 'in the classroom.' This means that they are responsible for identifying the purpose of a tutorial and for their own style in fulfilling that purpose. They are responsible for leading the group, and for managing group interaction, to achieve this end. But they cannot dictate what the quality of that interaction will be, and their teaching skills are only one factor in influencing the outcome of any tutorial. All teaching staff find that, even when the topic, the method and the tutor are the same, no two tutorial groups are alike because each teaching and learning experience is the product of the interaction of the whole group, not just a reflection of the skills of the tutor. Important as tutors are, it is good to remember that they are not responsible for the students' learning: the students are responsible for that. In other words, the tutor's basic responsibility is to create a good learning environment for the students, not to try to do the students' learning for them. Organizers of the Workshop have some very basic expectations of how tutors will approach their teaching duties, but there is no template for what in detail they should do. This makes it both easier and harder for the tutor. On the one hand, there may be considerable freedom to develop one's own interests, impart one's own enthusiasms and cultivate one's own style. The other side of the coin is that the multiplicity of choice as to what to do and how to do it means there is no 'right' answer to some of the questions involved in teaching. Thank you very much for your consideration.

Student 5-1.

Firstly, I'm interested in teaching for the future and I have worked as teaching assistant since two years ago. Secondly, I think I have to learn English harder than the age of master course student.

Student 5-2.

I do expect to learn how to write a good paper for submitting to international journal and conference. Moreover, I also would like to know the basics of teaching and designing the course syllabus.

Student 5-3.

I expect to obtain at the workshop the systematic approach to assure quality of the trained students in a newly emerging scientific area. I am especially enthusiastic to learn teaching from the student's perception.

As a Ph.D. candidate coming back into academy from the industry, I feel a gap between the industrial expectancy for a student and what students graduate with. Having knowledge for a certain expertise is only the base line, the industry expects other output skills whose keywords include communication, creative thinking, critical thinking, and problem solving thinking. These come out only from an autonomous mindset which usually is far from what the students came through, making them quite passive. To fill this gap with professional quality, I would like to know how I could utilize the analytical tools, mindsets, and ethics of professional teaching. I feel very important to look into how the students see and be able to constructively influence their feelings. In total, this should assure quality of the students in my class. I have no trouble with English, as I have a TOEIC Score of 945. Also I have gone through a comprehensive teaching license course for junior and high school teaching.

Student 5-4.

I would like to get information about methods of writing paper and my thesis in PhD course. Moreover I need to know what is the best ways to teach in university as lecturer, also it is necessary for me to learn something about preparing for presentation in some conferences.

Tutor 5. Yoshia Morishita

I will describe roles of a tutor at the Teaching & Writing Workshop, in the hope that first-time participants will have some ideas of what tutors do and make the most out of both tutors and the workshop. Recalling my past tutoring and teaching experiences, I think there are three major roles which tutors play in increasing the benefit of the workshop for its participants. That is, tutors should be attentive facilitators in the group they lead, work as efficient communicators between participants and the instructors and organisers, and readily provide participants with tips on their assignments. I shall elaborate on each of these roles below. Throughout the workshop, international participants will have a number of opportunities for discussion in small groups, which is so invaluable a feature of it. Here, it is highly important for tutors to be attentive facilitators who ensure that every member contributes their ideas to discussions. Oftentimes some students are more fluent and confident than others are, but the whole point of any group discussion is to elicit ideas and opinions from everyone and share them in the group. When properly facilitated, there will be a great range of intellectually stimulating ideas expressed by participants who have different ways of thinking and perspectives. This facilitation will also help each group member to feel part of their group and thus encourage and motivate them throughout. Tutors should also guide group discussions towards reaching a consensus within the time allocated, as most discussions are followed by a short group presentation to the whole class. The class can greatly benefit from this short presentation if it is well prepared. Besides, tutors can help the workshop to be inclusive and responsive, by being efficient communicators between participants and the instructors and organisers. Participants who have general comments, suggestions, and/or requests during the workshop tend to speak to tutors first. This is perhaps because they are not sure whom to talk to about their concern, or because tutors are always present around them. Tutors either attend to participants' concerns by themselves, or consult other relevant members of the staff. Through informal conversations with participants, tutors may identify even one participant's valid concern which might otherwise remain unnoticed. Tutors and the staff communicate daily, so as to make the workshop as inclusive and responsive as possible. Any concern participants may have will be dealt with accordingly. Last but not least, tutors readily give participants advice on group work, homework assignments, oral presentations, and so forth. As the workshop is intensive, there is quite a little workload. Therefore, tutors clarify what participants are expected to do in class or at home, remind them of deadlines, and provide language support if requested. These are the major roles which tutors typically play. To sum up, tutors facilitate participation, encourage discussion, identify and sort out participants' concerns, communicate with the workshop staff team, and help participants to complete required tasks and assignments; in other words, tutors guide every participant through the workshop towards their successful completion.

Student 6-1.

I am very interested in this workshop which is held by the directors from the University of California, Berkeley and hope this might help me to improve my writing and presenting skills in English. As a Ph.D. student, I need to write academic papers, which is a hard word for not native English speakers. Moreover, this May, I attended a word congress in Korea, and keenly felt the importance of presenting skills. I think a person who is good at teaching will also make a good presenter. The main purport of this workshop just fit all of my needs. Besides, I am also so excited to meet people from different faculties and countries, and hope to make some new friends through this workshop.

Student 6-2.

As a graduate student it is essential to have excellent writing skills. This is necessary in the writing of proposals, abstracts for conferences and journal papers. I hope that by taking this course I will be able to

improve writing skills. I would also like to become more confident in making presentations. Additionally, I hope to become faculty and this course provides information on requirements and roles of being an academic professional.

Student 6-3.

As I am expecting to go back to my job in Egypt as a lecturer in my home university after finishing with my Doctor course in Japan. I am interested in increasing my teaching capabilities. I am expecting that my approach to introduce studying subject to both undergraduate and post-graduate will be more targeted and objective. Also I am aiming to obtain sufficient knowledge on the academic writing, course and syllabi design. Added to this, learning how to write proposals, abstracts, and articles to international journals is an important goal from this workshop.

Student 6-4.

I got to know the course when I am taking the TA (teaching assistant) course. I am interested in education, especially the international education that is why I choose to study in Japan now. I want to get the information and experience from other countries and in the further I want to dedicate myself to education.

Student 6-5.

I attended this workshop aims to improve various skills, including English. I am now studying at the master program. I will go to doctor program. After I get a degree, I want to be teachers in dietitian training school. I studied nutrition in college and became registered dietitians. Because registered dietitians are required highly specialized knowledge and skill, the classes in college have been more important specialized courses than liberal arts. Therefore, I would like to have enhanced liberal arts such as writing and presentation skill in dietitian training school. To be able to responsible the liberal arts, I do my best to learn not only specialized knowledge but also teaching and writing in this workshop. I cannot speak English well, and I think that I got used to training so English.

Tutor 6. Anton Lennikov

It was quite interesting and mind opening experience during the last year so I'm happy to take my work as a tutor this year to help new participants to improve their scientific English ability.

Essay: Role of Tutors in English Writing Class In Japan, as far as English academic writing is concerned, the students' abilities to communicate adequately and possess a solid command of English grammar and vocabulary have always been and remain to be of a significant importance. The customary way of teaching English in Japan is usually one-way communication from teachers to students. In is an accustomed practice used for centuries in educational process. The concept of god like figure of teacher "sensei" and one or a group of silent, obedient pupils. Even now students in most cases maintain silence during the classes, usually felling shy to ask questions and engage in a discussion. In a traditional teaching process, knowledge is transferred from instructors to the students in a classroom.

However, due to the differences in social status, age, knowledge and many other aspects between teachers and students, there is a significant gap. The gap between them can be aggravated as well by rejection, prejudice or personal dislikes. This situation is not very healthy, for it hampers students' active participation in the learning process. However, although a two-way communication between teachers and students has proven to be effective in learning, this approach requires teachers to pay more attention to students than they actually can provide. This is where tutors can become indispensable. Because tutors are students themselves, therefore they understand better what the students need.

In addition, tutors can evaluate the submitted materials from the students' perspective and therefore can provide the teacher with an important feedback on how to convey difficult parts of the curriculum to the class. On the other hand, they help students by giving their own explanation or advice which can be easier to accept and understand for students. To the students, who in front of the teacher would rather refrain from asking questions and starting a discussion, tutors should also seem to be more encouraging environment for active participation. Depending on the class size, not one but several tutors can be employed, each of whom bringing an additional individuality and teaching flavour into the classroom.

Assistance of the tutors is priceless when physically or mentally challenged students are present in class, since such students require extra attention. But usually it's difficult and sometimes ethically inappropriate for the teacher to give special attention to challenged student.

Tutors also serve as role model for the students improving integration of study process. But if the tutors doesn't met this basic rules of conduct, i.e. they get late or not come to the sessions or doing personal business like using the phone or computer for personal purposes showing low interest to the class events, it may cause the loss of creditability of the tutors and the whole class itself. So although most tutors are students not every student can become a good tutor since this position requires strong punctuality and responsibility as well as patience. To summarize, it can be said that tutors play a very important role in the learning process in general

and in the Academic Writing Class.
Student 7-1. Improve skill of writing, presenting and teaching in English. Learn skills for effectively academic writing and teaching.
Student 7-2. I want to obtain some skills of writing and editing proposals and essays for academic journals and job applications. And I hope also learn some basic knowledge about teaching.
Student 7-3. Getting job at a foreign university is one of the ways I might choice in the near future. Additionally, since the globalization goes on, there will be more and more foreign students and researchers in Japan. Therefore, English skills will be required wherever I will work as a scientist. In order to improve my English skills, I have been studying by reading news, listening to radios and so on recently. But I have few chances to use English especially speaking in daily life, as the laboratory I belong to has no foreign students. So it's difficult for me to improve teaching skills in English, and I don't know how to improve it. If I participated in this lecture, I could learn how to teach in academic things. Moreover, I would get to know how to study teaching in English through the lecture. If I got to know it and studied continuously, I could improve my ability of English to teach adequately. Therefore, I'd like to participate in the lecture for the near future.
Student 7-4. I am, Tahmina Sultana, PhD Student. I came from Bangladesh. Last year I attend one session of this workshop as an observer. After that I feel interest about this workshop. I found that this workshop would help me to write thesis, presentation and article related to my research in future. In future I want to be a teacher in our country, so I want to learn the tips of teaching too. This will be a great chance to know the education method in other countries. I want to improve my skills and also develop my English in all cases speaking, writing and reading. For these reasons I applied for this workshop.
Tutor 7. Chinyere Nwafor-Okoli I am applying as a returning tutor for this workshop. I have participated as a tutor for this workshop since its inception. I love this program and would love to be a part of it this time. "The tutors are like indispensable tools necessary from the smooth running of the Teaching and Writing Workshop" (Dr Linda von Hoene and Dr Sabrina Soracco) This is very true from every point of view. The tutors are practical facilitators of the workshop and are charged with the following duties: <ol style="list-style-type: none"> 1. Class organization and arrangements 2. Group Moderators during discussions 3. Resources for discussion of class work and assignments with participants who need such assistance. 4. Facilitators during presentation of projects by the participants. First, before each session of the workshop, tutors help to arrange the classroom to be used as there are possibilities of changing an allocated venue due to the fact that regular lectures are still going on in the faculty and class venues may change abruptly. Secondly, tutors are moderators during group discussions. Tutors are assigned to different groups which are chosen according to participants' disciplines. They act as moderators to the group ensuring that every participant has an equal opportunity to contribute to group discussion. Tutors also ensure that a presenter is selected from the group to present a summary of the group discussion to the entire class. More so, during Tutorial sessions, tutors help the participants who have peculiar problems regarding a particular session or the entire workshop. Sometimes, it is necessary that the tutor arranges for the participant, a close-talk with the either of the instructors. Finally, During the final session which involves presentation of projects by the participant, the tutors play a very important role of facilitation of the session. They are left alone with their group participants in an isolated classroom where they moderate the session while the observers come in silently to witness the oral presentation of each participant. At this point, the instructors become monitors to the event. They allocate equal time of presentation to each presenter and ensure equal contribution of ideas from each member of the group to the presenter.
Coordinator. Azania Mufundirwa Experience: Tutor in 2009 and 2010. Reason for Participation (What do you want to obtain from the Workshop?): Presently, I am a PhD student and have a need to publish international papers, so I believe that attending the workshop is vital to sharpen my skills of academic writing and teaching for my future job as a faculty member. Role of Tutors in English Writing Class Firstly, as a tutor, I act as a mediator between students and teachers/presenters (Linda and Sabrina). This involves helping students to understand concepts/key issues, discussions, and giving feedback about important problems amongst students so that the

teachers can put more effort on those key areas. More importantly, tutors also evaluate student's problems/weakness, and help to make them improve their work. This is done through complementing or adding to the contents the students learn in class. In times of discouragement and misunderstanding, tutors are supportive and help increase student's confidence through nurturing. Furthermore, as tutor, I also help in checking progress amongst students, by checking homework. Fortunately, I previously took some Academic writing courses by Paul; this has really helped me to assist students in academic writing. Lastly, tutors have to foster cooperation and teamwork amongst students to make sure everyone is involved (active participation).

Student H-1.

When I went to the Thailand for study, I cannot write and use English fluently. That time I cannot help writing report for our team. Very regrettable..., so I really hope to improve my writing ability.

Student H-2.

Being a graduate student and young researcher by career, the course "Preparing Future Faculty 2011" is very relevant and rewarding. Undoubtedly, its contents promise to cover what I think I am lacking in academic writing as well as in my career. Firstly, it is my expectation that at the end of the course I will be able to write sound proposals and thesis. Secondly, it will acquire me with the necessary skills and knowledge for presentation, preparing excellent papers and selection of appropriate journals to publish my research findings. In addition, after my studies and back to my home country and working institution it is my expectation to share the skills and knowledge to attain with others particularly young researchers and academicians to enhance their career. I hope my application will be considered with merits.

Student H-3.

I have two purposes to attempt to participate in the Preparing Future Faculty workshop. Firstly, my purpose is to improve on my ability for discussion in English. When I gave a presentation in international conferences twice, I could not speak smoothly and answer the questions from participants because I could not listen and understand everything they said. Then, I felt disappointed, and I decided to try to touch up on my English as much as possible. Secondly, when I become a teacher, I'd like to teach students to read and write correctly in English. If I would teach students to write wrong English, I think it is not good for them in their education, because in Japan the opportunities of reading and writing in English are much more available than those of listening and speaking. And now, I'd like to be a marine biological scientist who would need to write a paper in English. If I can teach correct English to students, I will enable them to develop into good scientists.

Student H-4.

Children today will become adults in the future, this Thai proverb shows the importance of teachers. It cannot be denied that teachers are the most important in the educational system. Students that have the opportunity to have professional teachers stand a chance of being excellent professionals in the future because they serve as good role models as well. However to be an academic is not easy. I have taught undergraduates in Thailand for 5 years, however this was done in the Thai language and I never gave a class in English before. Nevertheless, I believe this course will help me to learn techniques of teaching that I can apply in Thai as well. Also as a student at Hokkaido University, I would be required to give presentations in English at international conferences and write manuscripts for publication as well. Attending this workshop can help me learn how to improve my writing skills and become more confident to make presentations in English.

Tutor H. Devon Ronald Dublin

First of all based on my experience with teaching in the past in Guyana, I would say that although it is indeed fulfilling, on the other hand, it can be very tiring at times and more so when the intended program is an intensive one. Therefore, the facilitators of the workshop would indeed find the tutors useful in that regard.

On a personal note from participating in the 2010 Preparing Future Faculty workshop in Sapporo, I took note of some participants who were obviously timid, shy or just afraid to speak up, simply because English was not their mother tongue and as a result they did not feel confident or fluent enough to express themselves openly. However, as time went by these same individuals notably developed and expressed more courage in the smaller group discussions which were facilitated by the tutors in the company of their fellow members with whom they would have developed certain camaraderie.

This is an invaluable role of the tutors in the workshop, as an icebreaker. They are capable of identifying the ones who are not prone to being participative and happen to be somewhat passive and prompt them into commenting and expressing their ideas and individual opinions.

The other role that comes to mind is that of an elder sibling taking care and looking out for the younger ones, it is on a similar premise that the relationship between the participants and tutors are built since from the first day an affinity is established with the tutor and it tends to last throughout the duration of the encounter and sometimes even extends beyond the life of the workshop. This is further reflected in the tutor's willingness to be readily available and willing to help after the hours of the workshop and on the weekend if

and when the time permits. Whenever assignments are given they can have a look at it prior to its submission and suggest ways in which the participants in their care can improve their work. On the other hand they can further explain or expound on a particular point that was made by the instructor in the lecture which they may not have understood quite clearly.

They are the mediators between the participants and the facilitators as well which gives the instructors extra pairs of hands, eyes and ears which are useful especially during the times of the lectures when the entire group of participants is together. A very important aspect of the extended reach of the instructors via the tutors is the fact that they can observe hurdles that may impede efficiency and effectiveness which may have gone unnoticed by all in sundry and point them out thus resulting in a more rewarding and meaningful encounter in which the participant's environment is as conducive to learning as possible.

Finally, I see the tutor's role as a personal enhancement as well, where they demonstrate the usefulness of the workshop by practically having an opportunity to function as an actual faculty member.

2. Exit Survey (from the Evaluation Form)

2-1. Evaluation Form

1) Evaluation Form for the Participants-Students

Full Name

Q 1: Your overall impressions of the Workshop.

Q 2: What rating would you give the program? (Select one.) 1. Poor 2. Fair 3. Good 4. Very Good 5.

Excellent

Teaching Sessions

Writing Sessions

Panel Discussions

Management and Technical Support

Overall Rating

Q 2a: What rating would you give your learning outcomes according to the course syllabus? (Select one.) 1.

Poor 2. Fair 3. Good 4. Very Good 5. Excellent

1. Obtain knowledge and skills in teaching.

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.

Q 2b: How many hours did you use for the homework? (Total hours including the hours for the Pre Essay and Evaluation)

Q 3: What have you learned in the program that is of value to you as you consider an academic career as a future faculty member?

Q 4: Did the program help you feel more prepared to take on a faculty position? If so, in what ways?

Q 5: What activities (e.g., handouts, homework assignments, in-class activities, final project) were particularly useful to you and in what way?

Q 6: What recommendations would you make to improve the program for the next time it is offered?

Q 7: Any additional comments you would like to make?

2) Evaluation Form for the Tutors

Q 1. What was the role of tutors? Was it explicitly mentioned before the workshop started?

Q 2. What did you do as a tutor in a) tutorial session, b) class, and c) other opportunities to support participants?

Q 3. What were the most frequently asked questions and opinions in tutorial sessions?

Q 4. What do you think were positive outcome of tutorial support for participants?

Q 5. What is the overall impression(s) of the instructors (Drs. von Hoene and Soracco) as your boss?

Q 6. What is the overall impression(s) of participants as your students?

Q 7. How do you evaluate yourself as a tutor in this particular workshop?

Q 8. Do you have any suggestion to improve this type of workshop in the future?

Q 9. Any other comment?

3) Evaluation Form for the Observers

Full Name

Question 1: Your overall impressions of the Workshop.

Question 2: What rating would you give the program? (Select one.) 1. Poor 2. Fair 3. Good 4. Very Good 5.

Excellent

Teaching Sessions

Writing Sessions

Panel discussions

Management and Technical Support

Overall Rating

Question 3: What have you found in the program that is of value to you (or students of your university) as you consider an academic career as a future faculty member?

Question 4: In what ways the program help you (or students of your university) feel more prepared to take on a faculty position?

Question 5: What activities (e.g., handouts, homework assignments, in-class activities, final project) are particularly useful to you (or students of your university) and in what way?

Question 6: What recommendations would you make to improve the program for the next time it is offered? (To the persons from other universities)

Question 7: What parts or aspects of the Workshop do you consider are useful for your university?

2-2. Feedback from the Students, Tutors and a Coordinator

Student 1-1.

Q 1: As a student from China, this was the first time that I had a course taught by American teachers. I feel the skills of teaching the teachers used was so different from our Chinese teachers, even though the Japanese teachers. The most important impression was that I had lots of chances to discuss with the other students of my group. By communicating with others, I can obtain more knowledge.

Q 3: As I will be a Japanese teacher in a university in China, the knowledge on the skills of teaching is very helpful for me, especially the knowledge about how to design a syllabus.

Q 4: Yes, in the skills of teaching.

Q 5: Handouts, homework assignments, and the examples teachers showed me at the classes.

Q 6: I hope teachers will have more time to join in our discussion. For example, when we are discussing, teachers can go around each groups and listen to something, then join with us sometimes.

Q 7: I love the course. I hope more students have chance to take the course. Thank you very much for everybody who worked hard on preparing for the course. Thank you!

Student 1-2.

Q 1: My overall impressions of the Workshop were excellent, worthwhile, and valuable. I hope more Japanese students will participate in this workshop in 2013.

Q 3: 1. I've learned how to behave as a faculty member in terms of the relationship between the teachers and students.

2. I've learned the importance of syllabi not only for providing the students with information on the class but also for saving time for the teachers. (Efficiency is important!)

3. I've learned how to write a cover letter and abstract for submitting an article to an academic journal. The most important thing is to know the editors' point of view!

4. I've learned it is crucial for the teachers to have good people skills to lubricate the relationship between the students and teachers. I was very impressed with how the teachers, Linda and Sabrina, responded to the students' opinions and ideas. I hope I will be able to do the same in the future!

Q 4: Yes, very much so. I didn't have any confidence in, or even didn't think of taking on a faculty position before the workshop, but now I feel more prepared to become a university faculty, and think positively that I'd like to take on a faculty position. I believe that's because the workshop has provided us with enough knowledge and skills to handle with what we will be facing.

Q 5: Every activity was useful to me. But if I have to pick up one thing, being able to see Linda and Sabrina teaching before my eyes was particularly useful to learn how to teach. If this program had been provided via e-learning system, I would not have been able to learn the people skills, the teachers' instant reactions to the students with their facial expression or body expression, which were very very important for real learning.

Q 6: About the groups that we should work on the final project, it would be more interesting if they were consisted of various disciplines, instead of picking up the students in similar disciplines.

Q 7: I really appreciate to be given such a wonderful opportunity to participate in PFF Workshop. It was one of the most precious experiences I've ever had, and I am sure that I'll be benefited from what I've learned from it. Thank you from the bottom of my heart.

Student 1-3.

Q 1: It was good but I liked to receive feedback from teachers about my final projects.

<p><i>Q 3:</i> writing syllabus for teaching subjects</p> <p><i>Q 4:</i> Yes, I think by planning subjects during semester we will be more successful. I learned something about writing papers and submitting to Journals, so I can teach these skills for my students also.</p> <p><i>Q 5:</i> In class activities I could learn more from other students' ideas about teaching. I also found out that some of my thoughts were wrong by getting reasons from teachers and students.</p> <p><i>Q 6:</i> Time was very short, therefore I think it is need longer time for improving program. If teachers can give feedback to students one by one, it would be more awesome.</p>
<p>Student 1-4.</p> <p><i>Q 1:</i> Thank you for everything. I really appreciate like this opportunity to professors, staff, tutors and friends. This course was not easy and I think that is quality of so high. I could improve to my knowledge and skill as a teaching and writing in English but also with something useful other opportunity in English. Thank you so much. Sincerely, Sakura</p> <p><i>Q 3:</i> I could learn to see things from student and professor points of view.</p> <p><i>Q 4:</i> PFF program help us to become to be professor in our future.</p> <p><i>Q 5:</i> Final project, group discussion, assignments were particularly useful for me.</p> <p><i>Q 6:</i> Maybe we will improve to as sum writing essay more.</p> <p><i>Q 7:</i> Thank you so much for coming to Hokkaido University! I was very fascinated and enjoyed with your workshop. I would like to go to also your university for study abroad someday.</p> <p>Thank you very much for everything. I hope I'll be able to come back and see you again. Hope PFF program continue always. I will remember this PFF workshop. From bottom of my heart, I thank you, everyone. Sincerely,</p>
<p>Student 1-5.</p> <p><i>Q 1:</i> It was a really great workshop not only from the organization and the schedule as well.</p> <p><i>Q 3:</i> The skill to prepare and write academic papers and how to be a well-qualified teacher.</p> <p><i>Q 4:</i> Yes. I was hoping to be a teacher in the future, but to be honest, I didn't really know how to be. So this workshop gave me a clear overall view of the academic.</p> <p><i>Q 5:</i> group discussions it can arouse my potential ability to be the best.</p> <p><i>Q 6:</i> I'd like to do the final presentation to every participants and I also want to hear others' projects as well, although I know that it is difficult...</p>
<p>Tutor 1. Victoria Kupchin</p> <p><i>Q 1.</i> The role of tutors was, to be the 'go between' the students-participants and the teachers.</p> <p><i>Q 2.</i> I was helping the students to arrange their thoughts in order to answer a certain question, to work on the projects. I was in every day contact with them if they had any questions.</p> <p><i>Q 3.</i> Everyone loved the sessions, mostly they were worried about their spelling in English.</p> <p><i>Q 4.</i> Participants could come to us with questions, because we know what is expected from them in the Japanese educational system, we could advise them.</p> <p><i>Q 5.</i> They are great instructors, and I wish they could come and make this workshop every year.</p> <p><i>Q 6.</i> We had great students this year; we all managed to become friends while learning from each other.</p> <p><i>Q 7.</i> I felt learning more while being a tutor than when I was a participant.</p> <p><i>Q 8.</i> This workshop is very short, I wish it was a little bit longer and had a session on teaching strategies in it. For example: in the past I used to teach a troubled class, where nobody was listening to me at first. I wish I could know that time how to make the children except me and make them understand that 'learning' is an interesting world.</p>
<p>Student 2-1.</p> <p><i>Q 1:</i> Very useful for participants new to student-centre-teaching approach and publication.</p> <p><i>Q 3:</i> Conference proposal is new thing to me. I am glad to learn about it during this workshop. I also learn about Lanham's Paramedic method, which I believe will be very useful in guiding me how to write a more effective article.</p> <p><i>Q 4:</i> Not so much. I have attended workshop similar to this one before. Thus, this workshop only added up two new things (as mentioned in question 6) to me.</p> <p><i>Q 5:</i> Group discussion is particularly useful in the way that it lets me understand how other members think about a given problem/scenario, which is quite different than my point of view sometime.</p> <p><i>Q 6:</i> Provide lesser elaborations on simple facts such as "don't submit article to the wrong journal." Or else it will be boring. Spend those time to something really needed elaborations instead. Use more images in PowerPoint slides, not "very" long sentences. However, the most challenging one is to replace the lecturing environment into experiential learning environment. It may not be possible for courses like this, but if it is doable, then it certainly helps to improve the effectiveness of the workshop a big deal.</p>

Student 2–2.

Q 1: It was interesting for me. Firstly, this was a great opportunity to meet students come from all around the world. Especially for the engineering faculty student, like me, it's easy to find students from China. However, students coming from, for example, Africa or Middle East can be found in this workshop. International atmosphere of this workshop was very exciting.

Secondly, learning outcomes of the workshop are so beneficial, and that is bigger than what I expected. Although it was really hard to follow their speaking speed, I was able to continue the workshop because the outcome was big. The most impressive thing is the word of "writing = teaching." I recognize the importance of both teaching skill and writing skill by the word.

Furthermore, as Sabrina said at last, the quality of the workshop is as same as that in Berkeley. That gives me confidence.

Finally, I hard and speak a lot of English during the workshop. That was really valuable.

Q 3: What I learned in the workshop is how to design the course and how to use effective techniques such as Bloom's taxonomy or rubrics. That's necessary for the faculty members I guess.

Q 4: Yes. That's because I realize the importance of teaching skills as a faculty member, and writing skills as well. I will practice and prepare teaching skills for my future career thorough everyday coaching for junior fellows of my laboratory.

Q 5: In-class activities, group working, were useful because it was taking place several times during class and was helpful for keeping concentration for the class. It was slightly different from discussion I usually attend. Everyone in my group express their opinion actively. That's really interesting for me.

Q 6: My recommendation is to give students directly feedback from Linda and Sabrina. Perhaps it is difficult for Linda and Sabrina to make feedback reports or something like that for every student during a week. There must be some other way about feedback means.

Student 2–3.

Q 1: The workshop was very good. I was able to improve on my writing skills and learn new teaching skills which I hope will be very useful for my future career. I was also able to meet new friends and work in a group. The Lecturers were excellent. Thank you very much.

Q 3: I have learned how to make a syllabus which greatly improved my teaching skills as well as evaluating other researchers' work and improving on my writing skills.

Q 4: Yes, I can be able to organize effective classes and lectures as well as fairly dealing with all students according to their strengths and weakness without bias.

Q 5: Final project of writing a syllabus and Journal paper was very useful since I learned the challenges of effectively communicating to potential students of what will be taught and also the comments and questions from the group members helped to improve my projects.

Q 6: To increase on the time of the final project presentation and discussions and may be have one session where all the participants in workshop are together for the presentations so that we can get different views from members outside the research field.

Q 7: Thank you very much for this learning opportunity you offered me.

Student 2–4.

Q 1: I think, this program improved my English skill a lot as well as gave chance to have friends from different background. I am personally so enjoy with the teachers, too.

Q 3: Actually, I already become faculty member in my country, so this program made me more loving my job because it is interesting and inspiring job.

Q 4: In teaching and research publication.

Q 5: I think all ways are useful for me.

Q 6: I hope this program will provide additional teacher and extent program duration.

Q 7: No, thanks.

Student 2–5.

Q 1: I thought that this Workshop is grate for the graduate student and I talked with other faculty students for the first time. It was amazing experience.

Q 3: I learned the teaching for the student of university, especially assignment, and how to write the creative article.

Q 4: Yes, it did. Because there is no lecture like this, the students have to have the chance of teaching and writing the lecture.

Q 5: First, the handouts helped me understand to more lecture in the class. Homework assignments, and final project let me active learning.

Q 6: I think that the shorter the period of homework, lectures better.

<p><i>Q 7:</i> Thank you for your teaching and a lot of advice.</p>
<p>Tutor 2. Guizani Mokhtar</p> <p><i>Q 1:</i> The role of tutors is to assist the instructors run the classes. It includes observing what instructors cannot see and reported it to instructors to take care of it. It is what was mentioned before the start of the workshop.</p> <p><i>Q 2:</i> In explained to students what the instructors want from the students in the projects (how to prepare the projects). I report what I have observed in the tutorial session to instructors and I controlled and managed the time during presentation.</p> <p><i>Q 3:</i> What shall we prepare for the projects? More explanation is required to avoid the confusion.</p> <p><i>Q 4:</i> It is a good step for us to learn how to teach.</p> <p><i>Q 5:</i> They are happy and satisfied with our support.</p> <p><i>Q 6:</i> They got what they need as support and direction.</p> <p><i>Q 7:</i> I performed my task in proper way.</p> <p><i>Q 8:</i> Some tutors are not doing well and not focusing on their job during tutorial session and later they come and report something they were not well aware about. Tutors should have more ethics. Selection of tutors could play a role.</p>
<p>Student 3–1.</p> <p><i>Q 1:</i> I like it very much.</p> <p><i>Q 3:</i> so many things</p> <p><i>Q 4:</i> Yes.</p> <p><i>Q 5:</i> handouts</p> <p><i>Q 6:</i> It's good.</p>
<p>Student 3–2.</p> <p><i>Q 1:</i> I had a good time. If I would participate again, I do.</p> <p><i>Q 3:</i> A general knowledge of the teaching basics</p> <p><i>Q 4:</i> Yes, but lecture is too short to learn.</p> <p><i>Q 5:</i> Final project is.</p> <p><i>Q 6:</i> Take more time for group work, assignments, and final projects.</p>
<p>Student 3–3.</p> <p><i>Q 1:</i> I think I am lucky as I could attain the PFF workshop 2011. From this workshop I learned many things those I did not know especially for the future faculty member, and about the academic journal.</p> <p><i>Q 3:</i> Many things I learned regarding academic career as a future faculty member. I think the workshop became very helpful for the future faculty member in all respect i.e. teaching system, teaching plan, course designing, evaluation etc.</p> <p><i>Q 4:</i> Yes, this workshop helped me to think about faculty position.</p> <p><i>Q 5:</i> For me, in-class activities and final projects were very useful.</p> <p><i>Q 6:</i> To increase the participants before the workshop special step can be taken.</p> <p><i>Q 7:</i> I would like to thanks to the authority of Hokkaido University for arranging that workshop, also I would like to thanks to the Instructors and tutors.</p>
<p>Student 3–4.</p> <p><i>Q 1:</i> impressive, international</p> <p><i>Q 3:</i> Confidence, basic teaching skills, basic writing skills, and now, I decide to write every day.</p> <p><i>Q 4:</i> Yes, I learnt in advance, and I am not afraid of being a teacher anymore. I learnt the do-and-don't for basic academic writing, I am very happy with this.</p> <p><i>Q 5:</i> Final project: we used a lot time learning everything, and finally use it for final usage. According to the final project, we learnt a lot about other discipline knowledge and enhanced our confidence to be a teacher or researcher.</p> <p><i>Q 6:</i> It is already good.</p>
<p>Student 3–5.</p> <p><i>Q 1:</i> The contents of class are really amazing because I've never taken this type of class or I guess we don't have teaching or writing class.</p> <p><i>Q 3:</i> How to write paper of journal.</p> <p><i>Q 4:</i> Yes, I could use the technique of PFF to do presentation.</p> <p><i>Q 5:</i> final projects, especially teaching</p> <p><i>Q 6:</i> PPT handouts. I wanted to hear the advice from Hokkaido University's teachers whether they can include the contents to real lecture.</p> <p><i>Q 7:</i> This class was really helpful in the meaning of teaching, writing, and English. Thank you for all</p>

teachers, staff, TAs, and members.
<p>Tutor 3. Fayna M Garcia-Martin</p> <p><i>Q 1.</i> Being the intermediate between students and instructors. Follow the interests and work of the students. Moderate discussions</p> <p><i>Q 2.</i> a) Feedback with the instructors and other tutors. Ask questions and doubts. Report problems. b) Follow the assistance. Moderate discussions and guide the homework. c) Motivate about the teaching part (as mostly all students were more interested on writing section). Giving advice for their professional career. Correct the homework</p> <p><i>Q 3.</i> Usually, to ensure they understood well what is the homework or task. Ask for details about the final project and the oral presentation. In our group, it was not clear the difference between conference proposal and conference abstract.</p> <p><i>Q 4.</i> A direct support for their learning process, especially as the teaching system was based on active learning in groups.</p> <p><i>Q 5.</i> The relationship with tutors was more like a relation between colleagues than TA-boss. They were always available and very patient with us.</p> <p><i>Q 6.</i> Generally, they were participative and very respectful with the other students. My impression is very positive, they did a great job.</p> <p><i>Q 7.</i> I was very involved in all the process of the tutorship, but always trying to learn in the class and during the student's tasks.</p> <p><i>Q 8.</i> —My impression is that some of the tutors were not totally involved during the class time, doing others than listening or participating. This behavior is a bad example for the students. —Tutors may not answer questions done by instructors during class time. —During Tutorial time, only few students or non-students came. I propose to do tutorial time with only one or two tutors per time.</p> <p><i>Q 9.</i> —If technology permitted, we could have more connections with Hakodate, and listen to their opinion during the tasks.</p>
<p>Student 4-1.</p> <p><i>Q 1:</i> This workshop is really fruitful for me for my future carrier.</p> <p><i>Q 3:</i> writing scientific papers and teaching large course</p> <p><i>Q 4:</i> Yes. I learned some important techniques regarding teaching and writing areas.</p> <p><i>Q 5:</i> Handouts and in class activities because these are more practical.</p> <p><i>Q 6:</i> Increase the days such minimum 15 days for fruitful workshop.</p> <p><i>Q 7:</i> Thank organizer for organized a practical workshop and hope in future it will be continued.</p>
<p>Student 4-2.</p> <p><i>Q 1:</i> It was very helpful for the graduate students in terms of teaching as well as writing.</p> <p><i>Q 3:</i> The way how we can connect pedagogy to our research.</p> <p><i>Q 4:</i> Yes. I come to have clearer vision on teaching.</p> <p><i>Q 5:</i> Final project finalized what we I have learned from the workshop.</p> <p><i>Q 6:</i> It would be nicer if we could communicate with Hakodate-campus.</p> <p><i>Q 7:</i> The workshop was really wonderful and I am very thankful for having the chance to participate.</p>
<p>Student 4-3.</p> <p><i>Q 1:</i> It was my first attending to such workshop. Sometimes I couldn't follow some lectures. But tutors and my colleagues helped me kindly I could understand largely. Both of courses (Teaching and Writing) were so beneficial.</p> <p><i>Q 3:</i> I realized the importance of the collaboration with other colleagues. I think this experience will be useful to undertake the joint study in my future.</p> <p><i>Q 4:</i> Yes, it is. Writing article for journal course was useful and stimulated me to keep making effort. Before beginning this course I did not understand academic skills and I did not know how I should practice to write papers. So this course gave me good motivation.</p> <p><i>Q 5:</i> Final project is good experience. Creating course and preparing my presentation were so hard at the beginning. But these works provided me a great motivation to continue my study and to become a good teacher.</p> <p><i>Q 6:</i> I felt Sabrina's speaking speed was fast and reading handouts and thinking time were short for me. (But I think it is because of shortage of my ability to grasp.)</p> <p><i>Q 7:</i> Thank you for such a precious and beneficial opportunity!!</p>
<p>Student 4-4.</p> <p><i>Q 1:</i> It is very interesting! And it is useful for me.</p> <p><i>Q 3:</i> Adding to contents of lecture, I learned teaching skills through demonstration of Linda and Sabrina.</p>

<p>They are very good examples of faculty.</p> <p><i>Q 4:</i> Yes, I did. I am not good at speaking and listening English, then I noticed that I must improve my English skills so that I will be good Faculty member. In particular, it is very hard for me to catch up a native English speaker's fast speaking. I will train my English skills in the near future.</p> <p><i>Q 5:</i> Class activity is most useful for me. Because through discussion about teaching, writing, and ethics as faculty, I learn that there are a lot of perspectives and opinions about them, so my vision has been widened.</p> <p><i>Q 6:</i> For Japanese students, we should help them in listening English. In this lecture, they need to listen to a lot of talking. It is very hard for Japanese students who are not familiar with English.</p> <p><i>Q 7:</i> I want to join it once more!</p>
<p>Student 4-5.</p> <p><i>Q 1:</i> The workshop is well organized and each class is systematically connected in this content. Excellent! In my personal feeling, the workshop is like official conference or symposium with audience (observers in this case). Furthermore, I feel as if we attend the course in a foreign country because participants, staffs, and also lecturers are multinational!!</p> <p><i>Q 3:</i> Two final projects are very practical. Since these projects are considered to be 'real' opportunities to teach at the university level or write proposals or articles for academia, we can seriously try the same work as faculty members as if we were faculty member.</p> <p><i>Q 4:</i> As I mentioned above, through two final projects, we can prepare academic skills for our carrier. Furthermore, discussions with distinguished teachers or colleague inspired me to become an academic professional.</p> <p><i>Q 5:</i> Group discussions and final projects are useful for me. In these activities, we can enhance not only academic abilities (syllabus making or proposals) but also language performance in English (accuracy and proficiency).</p> <p><i>Q 6:</i> I have just one recommendation. The workshop becomes better if instructions of assignments and final projects (e.g. whether we should submit homework or not, by when, to whom) are made clear.</p> <p><i>Q 7:</i> I would like to attend also the next workshop! Thank you very much.</p>
<p>Tutor 5. Shohei Saito</p> <p><i>Q 1.</i> To promote and assist student's participation and learning.</p> <p><i>Q 2.</i> A, B, C. to reply to students' questions on Final Project by e-mail and so on.</p> <p><i>Q 3.</i> What is today's homework? What did teacher talk about in the class?</p> <p><i>Q 4.</i> We can give participants advices on Final Project, because we have done it before.</p> <p><i>Q 5.</i> Fantastic</p> <p><i>Q 6.</i> Excellent, they are smart and hard worker. I hope that more participants from the field of Humanity will attend such a project in the future.</p> <p><i>Q 7.</i> So-so. I could better than I estimated.</p> <p><i>Q 8.</i> I hope that more participants from the field of Humanity will attend such a project in the future.</p> <p><i>Q 9.</i> Thank you very much</p>
<p>Student 5-1.</p> <p><i>Q 1:</i> This workshop is very effective for me, and I feel my English skills so grow up. PFF give me many good friends and teachers, so I thank for this opportunity.</p> <p><i>Q 3:</i> I get some important point of view for a future faculty member, for example, in teaching, Bloom's Taxonomy and student's point of view is very important. In writing, editor's point of view and every member's opinion are helpful for my future work.</p> <p><i>Q 4:</i> Yes, it did. Because if this workshop not exist, we couldn't experience the make teaching plan and writing plan before actual opportunity. We can do well more and more through the experience.</p> <p><i>Q 5:</i> I think final project is the most helpful for me, because I think the experience is most important thing for study.</p> <p><i>Q 6:</i> I think it is well that each session becomes shorter, so we will be more continuing to concentrate sessions.</p> <p><i>Q 7:</i> Thank you for every colleague, staff and professors! I'm stepping up through this great experience.</p>
<p>Student 5-2.</p> <p><i>Q 1:</i> I really enjoyed the program and received a lot of good knowledge relating to the teaching and writing skills. I could apply this knowledge to create my paper's abstract and cover letter for submitting to journal. It enabled me to realize the problems in my university for teaching the large course and I really want to improve it. And also, I could develop the course syllabus for a course which I wish to teach at my university. Besides, this program brought me a lot of friends from different countries in the world.</p> <p><i>Q 3:</i> Since this is the end of my first year of my doctor course, I planning to publish my first paper of my</p>

research work. This program guide me a lot relating to the procedure of publication, how to prepare for publication, and I can use the writing final project for my research work directly by completing one abstract and the cover letter for the publication. Besides, I define the journal which I will need to publish my paper next year and I also learn the requirement for this paper submission. On the other hand, for teaching class, I learn a lot how to be a good teacher especially for the large class teaching. This always makes me thinking about what are the problems in the large class teaching and define the solutions to deal with this problem. In addition, I found that course syllabus is very necessary for students. And I can determine what items should be included into the course syllabus.

Q 4: Yes, It makes me realize the gaps of the system of my university has been doing till now and I feel really eagerly want to improve it. I would like to promote Active Learning Class there.

Q 5: I found all activities were very useful to me:

- Group discussion: it enables me to communicate with all the group members and know how to work in group. I think, it is a prove of Active Learning Class that we are learning from the program.
- Handout: there are many good theories together with samples. Beside their usefulness for this program for the final project but also for my future work such as publishing paper as well preparing for the university professional.
- Homework: it enabled students learn and read more their handout at home.
- Final project: it is very important for student to be able to apply what they had been learning to create their final project. I found that final project is useful for my real research work that I am going to publish soon. Especially, I could receive many good constructive comments from my group members.

Q 6: The program is very well prepared, however, I found the class is not large enough to let all students could see the slide presentation well. I noticed that some students could not face to the lecturer, so that it could fail the good interaction between students in teacher.

Student 5–3.

Q 1: The workshop was tightly compressed, just touching at the tip of the iceberg, yet provided me things that really matter in priority order. I am left with a live index and a whole course's worth of reference to decompress, as I need them.

Q 3: The most valuable learning were how well prepared I need to be to up on stage and in Linda's and Sabrina's shoes—not only the specific knowledge but also patience, respect, love, confidence, and belief for the students, together with the best qualities of performing arts, from the score and ad lib.

Q 4: Definitely, yes. Now I am with a 1st draft road map to a faculty position drawn backwards from actual teaching stage and hiring processes. How to prepare for what will be asked and shared in the interviews, the kind of specialty I need to build in my discipline.

Q 5: The best activity useful was, how Linda and Sabrina has planned the entire session and 'performed' — like great performers on stage during workshop. For example, to know the student before the workshop, design and divide timelines for the workshop, setting goals and how interactions were made during the workshop. I feel more confident in creating my class having learned some of the strategy and performance.

Q 6: The greatest difficulty and the pity of this program was that I felt some values were lost trying to squeeze too much in such a short time. Therefore, my recommendations are to disperse the contents.

- 1) Pre-reading session before workshop run by tutors where the participants read a portion of the text and present.
- 2) English support program in a form of a get together party, prior to workshop run by tutors.
- 3) If possible, have the program run in 2 weeks content.

Q 7: I have learned a lot, and the learning's will change my life. I appreciate the efforts made by all of the organizers, tutors, and the instructors. Not only I have learned the values, strategy, structure, and the art of teaching (at least a portion of it), I touched how a truly mature person acts like. The practical matters such as the hiring process and how it is actually like in class also are of great importance. Now I have a different life ahead, compared to what I had prior to the workshop. Arigatou-Gozaimashita, for Linda san and Sabrina san.

Student 5–4.

Q 1: It was useful in both teaching methods and writing skills.

Q 3: Teaching methods, such as how we can solve some problems when happen during the semester. Edit of writing, and covering letter...

Q 4: Actually I already decided to get position in faculty, but this program opened my mind to new things.

Q 5: All of these were excellent, but I got good experiences from the lecturers.

Q 6: In my opinion the time of this workshop is very short and intensive, if you can change it as a short course, for example one month; I think it will be more useful than now.

<p><i>Q 7:</i> I know that organization of workshop is very difficult and expensive, but as I said if it can change as a short course for graduate student, its effective will be more.</p>
<p>Tutor 5. Yoshia Morishita</p> <p><i>Q 1.</i> It was stated as follows. Tutors will 1) provide feedback on your (participants') 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.</p> <p><i>Q 2.</i> Facilitation during group discussions and presentations, getting feedback from students, meeting with the instructors, taking attendance, guiding students to designated rooms (e.g., conference hall, auditorium, N Building, and so on.</p> <p><i>Q 3.</i> How they prepare their final projects and what to do for homework. (Some told me the workshop was great so want it to be longer.)</p> <p><i>Q 4.</i> Clarification of tasks/homework. Ice breaking in the group.</p> <p><i>Q 5.</i> Very quick to respond to students' needs/requests, not 'bossy' and respect tutors, open to suggestions, disciplined, judgment based on what they see, very much capable of dealing with what they do.</p> <p><i>Q 6.</i> Having attended all the sessions throughout the workshop, I did feel they were quieter than last year's students (not only in the beginning, but apart from the final presentations). This however does not mean they were less committed.</p> <p><i>Q 7.</i> Generally good I suppose. Will probably have a Group 5 'reunion' over some drinks in the summer. As a Japanese tutor, I did also worked between the other tutors and the organizers so I think I was of some help at least.</p> <p><i>Q 8.</i> The symposium could include some other activities, like talks by international participants/young researchers, or exchange of ideas about internationalization of HU or more generally Japanese schools.</p> <p><i>Q 9.</i> Some participants say oral interviews in English should be done before participants are selected. This is because some participants' English is not as good as it should be to follow the instructions. I agree with this to some extent but I also think it is good for these participants with weak language skills as they may realize the need to improve their languages skills. Good to see more Japanese than before. However, I overheard several times other international participants talking about how hard their research life in Japan is, largely due to lack of communication and Japanese friends. Japanese students' language skills, international awareness, and constructive debate skills may need to be improved, I think.</p>
<p>Student 6-1.</p> <p><i>Q 1:</i> I think the workshop was very organized and well balanced. Both teaching and writing classes were easy to understand and very useful, too. I really learned a lot from this workshop and cherished this experiment. Thank you all so much for holding this workshop. And also thank all the tutors.</p> <p><i>Q 3:</i> 1. How to design a syllabus and how to teach a large class. 2. How to write cover letters and how to write good academic articles.</p> <p><i>Q 4:</i> Yes. Before the workshop, I had no idea of how to teach students. If someone pushed me to teach a group of students before the workshop, I think I might get panics. Now I have more confidence in teaching students. Besides, I learned how to write academic articles, which is also an important thing before and after taking on a faculty position. I feel more prepared to take on a faculty position now.</p> <p><i>Q 5:</i> The in-class activities, for example, discussing with the group members, helped me to understand and memorize the contents more easily. And the handouts were also very useful while doing the homework assignments. It is impossible to memorize 100% of the course's contents, but because of the handouts, I could review them after class or in the future.</p> <p><i>Q 6:</i> The attitude between the tutors was a little bit different. Most of them were willing to teach students, and made effort to help students to understand or catch up with the class. However, few tutors seemed that they do not like to teach. They always complained about how many syllabus, papers, and proposals they have to check, and how annoying it is. Sometimes, they did their own thing (chatting on the internet, emailing, and so on) during class and even during the discussion. Selection of tutors might is needed. If all of the tutors have common beliefs, I think the students will obtain much more from the workshop.</p>
<p>Student 6-2.</p> <p><i>Q 1:</i> The workshop was very good. Aptly titled "An Introduction to Teaching and Writing for Graduate Students," it provided all the essential information that was needed for both areas and that could be covered in the allotted days.</p> <p><i>Q 3:</i> I learnt about the importance of using various teaching methods which actively involve student, also the value of ethics in the relationship toward students and the great responsibility one has as a faculty member.</p> <p><i>Q 4:</i> Yes, the program made me feel more prepared to take on a faculty positions as I was given insight into</p>

the expectations for faculty.

Q 5: All activities were useful, particularly the handouts which were quite practical and comprehensive and which I can use throughout my career, whichever field I choose to take. In-class activities and homework assignments enabled application of information given in the discussions, and I was able to receive feedback.

Q 6: I think the workshop was quite effective considering time limitations so I do not have any specific recommendations, the tutors were very helpful and on hand to help if there was anything that was unclear.

Q 7: I am quite satisfied having completed this workshop; I now seriously consider a career in teaching rather than in industry research. I think this was particularly due to the assignment in which I had to design a course syllabus and how one had to make use of different learning methods to enable active learning.

Student 6-3.

Q 1: Very good.

Q 3: My vision towards academic teaching and syllabi designing completely changed as I acquired the potential knowledge to define tasks, objectives and learning outcomes and methods to achieve those objectives. Regarding the writing sessions, the benefits I got cannot be counted from the starting point of how to choose my proposal and journal ending with how to write good covering letter and do critical reading and act as reviewer.

Q 4: As I mentioned in the previous questions, my learning outcomes and the knowledge I had acquired during the sessions, discussions will help me to be more prepared for my future academic career. Methods for designing syllabi, grading rubrics were of essential importance to me. Adding to that of course the writing sessions were extremely helpful, as I got the chance to handle the writing tasks either for conference proposals, abstracts, and journal papers. Also the critical reading and how reviewer and editors read and do peer review helped me to catch important tips for my future writing tasks.

Q 5: Of course all activities were useful for me as during all of them I practiced the aims of this workshop on sound basis. But if I come to mention which ones I evaluate the most, then I have to say that the in-class activities and the final project were the most useful for me. As for the in-class activities I practiced most of the concepts which we learned during this course and I applied immediately what I learned and get feedback through discussions with colleagues, tutors and our great instructors. Coming to the final project, which allowed me to apply, process and formulate all what I learned and come out with my syllabus and paper outline.

Q 6: Frankly speaking I think that everything was almost perfect. Even though more than I have expected, especially when getting to the technical facilities which were just great.

Q 7: Thanks for everyone who shared in the organization of this event and my deepest gratitude to our instructors Linda and Sabrina.

Student 6-4.

Q 1: It was an exciting experience. I have got what I want to learn from the workshop; meanwhile I met a lot of friends in the class. Linda and Sabrina are two excellent teachers, not only the academic teaching but also personalities. Also teachers who prepared for the workshop are really kind and helpful. The workshop is scientifically designed and the lecture is actively delivered.

It is really a good experience for my study in Japan.

Thank you everyone.

Q 3: Design the syllabus for a course maybe I want to deliver in the future.

Co-work with others during study and academic communication.

Q 4: Yes, I get to know how to open a course and some defaults for large class. These make me more prepared to be a faculty.

Q 5: in-class activities

I communicated with others; some of them were from different field. During this process, I learnt how to deliver my thought to another person, how to express myself well and co-operation with others.

Q 6: I prefer that the PFF period to be longer. 5 day-course is a little short. Longer time can give students more time to think and digest the knowledge that also means better performance of the outcome.

Q 7: Thanks everyone. I enjoyed the workshop.

Student 6-5.

Q 1: I think that the program was a high level.

Q 3: I had learned about the important of communication skills.

Q 4: Yes, it did.

Q 5: Handouts. I was able to prepare and review because there were handouts.

Q 6: I think that the program need to more Japanese participants.

Tutor 6. Anton Lennikov

- Q 1.* Our role was to clarify tasks to students especially for the students who had difficulties with clear understanding of the task. We also were timekeepers and encourage students to active participation. In the office hours we dealt with students final projects. Since it was my 3rd time I was familiar with the tutors work.
- Q 2.* During the classes I tried to emphasize the task and rephrase it as simple as possible. During discussion I used the stopwatch to give every participant equal time to express them. I also selected the note keeper and speaker one by one in order to ensure everyone participation during the day.
- Q 3.* Most questions were regarding the final projects. People get a little bit confused regarding the teaching project and the way they are to be presented.
- Q 4.* The successful discussion during the final projects presentations and the new writing skills obtained by the participants.
- Q 5.* Very good! As always.
- Q 6.* They were very skillful maybe level of most students in my group has been a little bit higher than average. (Some of them already had the published papers) on the other hand the one of the students from the Tsukuba University was still in his master so the gap between him and the other was quite significant.
- Q 7.* Ok. The students liked the endnote presentation in Monday although it was not the actual part of the workshop.
- Q 8.* Emphasizes the prerequisites for the workshop more strictly especially regarding the English proficiency. Maybe it's reasonable to restrict master course participants to observers and increase the amount of 1st year Ph.D. students instead.
- Q 9.* Thank you very much for the very unique experience. Look forward to see you again next year someday.

Student 7-1.

- Q 1:* Excellent
- Q 3:* 1. Get to know the fundamentals of syllabus designing.
2. Get more aware the logistic of thinking and working in scientific research.
- Q 4:* Yes. The course inspired me to think around my career plan based on my skills and profession.
- Q 5:* In-class activities. Inspired me the fundamental proficiencies to be a college faculty.
- Q 6:* I encountered several times of others' retarded arrival in the group work. It could be more organized concerning the attendance promoting and grading systems.
- Q 7:* I experienced, and got to know the details of a way of teaching by actively inspiring students. It is fantastic to me.

Student 7-2.

- Q 1:* Very good!
- Q 3:* I got an expression of teaching, make syllabus, encourage students to do interactive works in the class and the skills of teaching a large class. In the class, students are most important and what they need should be focused on. I guess I will be a faculty worker in near future. I hope I can encourage a lot of excellent students.
- Q 4:* Yes. Before I attend this workshop, I just think about the assignments of students, do experiments, take part in conferences, and submit papers and so on. But now, I know why I should do this kind of work. My supervisors point out the way that I interested at, encourage me. And then I develop my own science by chasing their assignments. One day, I will work as what they did to me.
- Q 5:* Final project is a clear target for me to chasing. Usually I find other fun when I learning something, and get out of the original target. I was difficult to focus on one thing.
- Q 6:* The workshop's period is too short. 1 week is not enough.

Student 7-3.

- Q 3:* It was valuable to know how teaches can attract students to a course. Before this course, I didn't know that small group works, looking to students, and urging students to reflect by themselves made a course successful. I'd like refer to these things when I make a course actually.
- Q 4:* Yes, it did. I got to know how I should teach and write in academia. But I also felt that more and more preparation was necessary to be a teacher. Additionally, this course made me realize that I was not good at English. So I continue to improve English.
- Q 5:* I think the final project was very useful. It was interesting and valuable to discuss studies and syllabi about different field in English. I got to know that more detailed explanations were indispensable to students in other fields each other.
- Q 6:* We, graduate school students, are so busy for several tasks in our laboratory that we can't allocate much time to one thing in a short period. So if the program supplies the binder and assignments to students one

<p>month earlier, they would be able to prepare this course and assignments completely.</p> <p><i>Q 7:</i> Thank you for giving me such an unobtainable opportunity.</p>
<p>Student 7–4.</p> <p><i>Q 1:</i> Excellent.</p> <p><i>Q 3:</i> How to teach in large course?</p> <p><i>Q 4:</i> Yes. 1. Take sufficient preparation before going to class. 2. Make sure each student participate my class. 3. Evaluation of every student will be fair. 4. I need to learn more about the making syllabus, and so on.</p> <p><i>Q 5:</i> I think all type activities are useful in this workshop. I am trying to answer one by one: 1. Handouts: They used in class hour. I also kept them because in future I need them. Like when I will write abstract I will have a look of the rules of writing of abstract. So they will be useful in future too. 2. Home Work Assignment: It is one kind of practical task. From home works, I learn about myself more than other activities. 3. In-class activities: From class activities, I learn many things. But most important things I learn that is “How to be good Teacher (Like Linda and Sabrina).” 4. Final Project: After presentation of my final project I faced many questions from my group and tutor. In future I will be more care to present and making any Presentation. Overall, I learn many things from all activities. I will use my knowledge in my works and life.</p> <p><i>Q 6:</i> I am very satisfied with this workshop. I do not have any specific recommendation.</p> <p><i>Q 7:</i> I have two requests (not comments): 1. Increase the time of the workshop for that is not only 5 days. 2. Is it possible to offer it every year?</p>
<p>Tutor 7. Chinyere Nwafor-Okoli</p> <p><i>Q 1.</i> 1. Group moderator. 2. Time keeper. 3. Reviewing participant’s projects. 4. Keeping in touch with participants by e-mail. These roles were explicitly mentioned before the workshop.</p> <p><i>Q 2.</i> a) During tutorial session, I assisted participants with their writing and teaching projects. b) During classes, I moderated discussions in my group. c) I received phone calls from participants at night and clarified issues concerning the workshop and the project.</p> <p><i>Q 3.</i> Participants wanted to know how to polish their papers in order to make it publishable.</p> <p><i>Q 4.</i> Participants were much at ease when they got to know that the tutors are there for them.</p> <p><i>Q 5.</i> They did a wonderful job. This workshop was even better than the last one!</p> <p><i>Q 6.</i> They did very well. There was a fruitful teamwork and cooperation from all the group members.</p> <p><i>Q 7.</i> I think I did my best. I gave my team an excellent tutorial support.</p> <p><i>Q 8.</i> There was an improvement on the type of participants included this year. Japanese participants especially, were on a record high therefore their participation and inclusion should be continuously encouraged.</p> <p><i>Q 9.</i> This workshop should be organized again.</p>
<p>Coordinator. Azania Mufundirwa</p> <p><i>Q 1.</i> The role of tutors was to facilitate the workshop by acting as a mediator between Instructors and participants. The role was clearly explained during the first meeting between tutors and Instructors.</p> <p><i>Q 2.</i> Assist participants with further explanations and recommendations. In class, more like facilitating group discussions and assure progress in the right direction. Small chat with participants to create team spirit.</p> <p><i>Q 3.</i> How to write a quality paper to submit to a journal, and how to do the assignments well.</p> <p><i>Q 4.</i> Some students don’t clearly understand Instructors, so they turn to tutors for further understanding.</p> <p><i>Q 5.</i> They are working hard most of the times and always try to listen to our feedback. They don’t normally take office hours seriously.</p> <p><i>Q 6.</i> 10 % of the participants were active, most were a silent majority, passive and not really asking questions. It was one-way learning from Instructors to participants mostly.</p> <p><i>Q 7.</i> I did my best, but I was not impressed with tutorial attendance. Most students only want to come for tutorials when assignments/projects are given.</p> <p><i>Q 8.</i> Participants should attend the welcome party, it’s very important as an ice-breaker. Continue to increase the number of Japanese participants.</p>

<p><i>Q 9:</i> The workshop is a good foundation, but I would appreciate if Hokkaido University starts implementing graduate teaching and writing courses.</p>
<p>Student H-1.</p> <p><i>Q 1:</i> The content itself is good, but my ability for listening and speaking is not enough.</p> <p><i>Q 3:</i> I think that this program is a good chance to be used to surrounding speaking English.</p> <p><i>Q 4:</i> Now it is difficult to judge the effect, but I hope so. Especially, teaching skill.</p> <p><i>Q 5:</i> Hand out is too much, and almost no time to read. Class activity is the best way.</p> <p><i>Q 6:</i> Teacher exercise to make more pointed and short power point and text.</p> <p><i>Q 7:</i> Sorry to answer in question 8 and 9. The class itself is very interesting! Thank you for the good course.</p>
<p>Student H-2.</p> <p><i>Q 1:</i> Good</p> <p><i>Q 3:</i> The most important is how to prepare a syllabus and manage the class.</p> <p><i>Q 4:</i> Yes. With all the skills and knowledge I feel more confident to take my responsibilities as a faculty member.</p> <p><i>Q 5:</i> Handouts, assignments, discussion and final projects were very useful.</p> <p><i>Q 6:</i> It will be much better to extend the course duration from at 5 days to at least 2 weeks if possible or advanced course should be introduced.</p> <p><i>Q 7:</i> Participants from Hakodate missed interaction with facilitators such as asking questions, interaction with participants from Sapporo and office hours. I propose that one office hour session should be reserved for participants from Hakodate. Also, the course should be announced/advertised right from orientation (i.e. from April). Furthermore, all the teaching materials should be made available on time to Hakodate participants (some were missing).</p>
<p>Student H-3.</p> <p><i>Q 1:</i> In lecture, I'm impressed that teachers frequently make students discussion. I have never done the interesting and inspiring lecture. I enjoyed lectures. Thank you so much for teachers.</p> <p><i>Q 3:</i> I learned the way to evaluate students; syllabi and rubric. I believe this technique will help me in future.</p> <p><i>Q 4:</i> I feel a lack of the technique of teaching. In this workshop, we did not do lesson only discussion. So, I think I need to more study how to teach students.</p> <p><i>Q 5:</i> I think in-class activities and final project are useful for me. Because in-class activities is inspiring for me, and final project is good training. Especially, I feel the final project is so interesting since the editing for the first time.</p> <p><i>Q 6:</i> I think the all contents in this workshop are recommendation because students in the workshop will be some stages (ex. have/not a paper). Especially, I recommend Ph.D. students this workshop.</p>
<p>Student H-4.</p> <p><i>Q 1:</i> This course was very nice. Personally, I really appreciate this workshop. Not only the instructors, Linda and Sarbrina, were very kind, but also they taught how to teach and write step by step and made sure we completely understood by using active learning techniques.</p> <p><i>Q 3:</i> Course syllabi, rubric grading system, ethics and academic writing.</p> <p><i>Q 4:</i> Yes, I know how to write articles, design course syllabi, grade conscientiously and how to be a good teacher for my students.</p> <p><i>Q 5:</i> I think the article writing assignment was the most useful because Hokkaido University Ph.D. students need a published article for graduation. After I finished discussing with my colleagues, I collected the comments from them for improving my article and submitting to the journal finally.</p> <p><i>Q 6:</i> I think the workshop should up load PowerPoint files before teaching the class because it is very easy to follow instructors especially the student in Hakodate.</p>
<p>Tutor H. Devon Ronald Dublin</p> <p><i>Q 1:</i> Yes there was no doubt in the minds of potential tutors what was expected of them at all.</p> <p><i>Q 2:</i> In the tutorial sessions at lunch and in the evening, I reviewed the material taught and dealt with any doubts or questions participants may have had, the homework was explained again as well. In the tutorial session at the start of the day I met with individual participants if they so desired. I ensured that everyone was paying attention and I encouraged them to take notes. In addition, I gave guidance to those that may have had difficulties finding the relevant page or document to be used in the session. I also kept a constant discourse with the participants via email at nights and on the weekend.</p> <p><i>Q 3:</i> Most of the question received was in connection with the 2 projects that the participants were required to do. The opinions in general were excellent since there was an evident increased enthusiasm on the part of the participants.</p> <p><i>Q 4:</i> To answer this question, I prefer to look at the peculiar circumstance of Hakodate which the other tutors</p>

would not be able to talk about. To have the participants truly participate I conducted the discussions and class activities simultaneously with Linda and Sabrina and in that way they actually did what everyone else was doing in Sapporo. After the feedback was received while the speakers were muted, I made a note on their responses on the white board and then we listened in to Sapporo again and compared our responses with those of Sapporo. That was the most significant positive outcome of tutorial support to the participants in Hakodate.

- Q 5. Simply amazing and sensitive to our situation. The fact that they always remembered us in Hakodate had a profound impact on the participants here because they at no time felt isolated. My daily reports to them via email were always acknowledged promptly.
- Q 6. I am extremely humbled at the way they responded to what I was doing. They made me a better instructor and I challenged myself pretty well since there was not much of an age difference between us. I will have to rate them as excellent students who contributed to what I did a success. It was great to work with a group that was made up of more Japanese than foreigners.
- Q 7. Self-evaluation is always difficult for me but given the feedback from those under my care I will have to give myself an A. I nevertheless at no time doubted my capabilities so I guess I can pat myself on the back just a little bit.
- Q 8. I think the workshop is workable the way it is and is better because we have learnt from the past as well. My only suggestion would be to find a way to explain to the participants from the inception what a syllabus, rubric, article to a journal and conference proposal is all about so that very early participants can select which one of them they would like to do for their project and develop their projects progressively as they learn about them during the course of the workshop. For example, some people select syllabus as their project because they only learn about rubrics late in the workshop.

3. Feedback from the 13 Observers (Sapporo)

1. Shiori Hasegawa, U of Tsukuba, Humanities and Social Sciences, Doctor Program, film history, female, Japanese

- Q1. I had an impression it is difficult for some Japanese students to participate in discussion in English. But students discussed in a helpful manner, so most discussion was very interactive. Wonderful Workshop!
- Q3. Through PFF workshop, I could learn the importance to develop both academic and educational skill. PFF workshop is equally valuable for students who don't seek for an academic career. Student can understand what is diversity, international understanding, global society through discussion.
- Q4. I can shape several images what type of faculty I like to aim.
- Q5. Handouts are very useful for me. It includes valuable information for developing teaching skill.
- Q6. PFF workshop will be helpful for graduate students who have specialties related to Japan: Japanese literature, Japanese culture, and Japanese linguistics. Most Japanese student will hesitate to participate in the program in English. Some support for Japanese students who have difficulties in English will be needed.
- Q7. It is useful in that students who belong to different departments can share the same experience through workshop on teaching.

2. Shougo Koiguchi, HU, Economics and Business Administration, Accounting, Master Program, Accounting, male, Japanese

- Q1. It was a great course. Especially anyone has high motivation.

3. Hussein Zanaty Youssef, Kitami Board of Education, English supervision Dept.; Heidelberg U, USA, Instructor & Trainee, education, male, Egyptian

- Q1. Advantage: A lot!

I highly appreciate the hard work of organizers and instructors of PFF 2011. The course provided a great opportunity to all participants and observers. Myself, I would say that PFF was effectively enhanced my teaching and writing knowledge. As an observer, I could see the whole picture of this great workshop. A lot of useful techniques were applied at the course that for sure would be strong tools in our future career. I would like to thank our great instructors, Linda and Sabrina, for their extraordinary in providing many constructive ideas in development stages of academic writing and teaching.

I would also thank all Hokkaido university professors who managed perfectly to organize this amazing workshop. Thanks for providing me this opportunity and I would promise you to apply all what I have learnt at my future career.

Disadvantage: NONE

However I have a slight comment on one of the tutor. I was really shocked of his reaction during course. He spent the whole days accessing his iPhone and iPod. He never listens to other group speakers in order to facilitate to his group. I could notice his group member frustration on his bad behavior. I was

also so shocked when I heard that this is the third time for him to participate in the PFF!! When he was interviewed at the beginning of PFF course... he said “the reason to be here because I take money—I am paid”! He said that in front of all participants and instructors! How can new participants be motivated to this course and their tutor’s behavior like that!

Q3. A lot of class management techniques including group work, think pair share, norming session, buzz group and one minute paper feedback. I also was interested in open discussion and giving opportunity to participants individually to take part in discussion and final presentation.

I would say that the above techniques will lead my future career to the best instructor.

Q4. The PFF 2011 flourished my teaching and writing skills. Workshop provided a lot of clues to improve my syllabi and class management. It also empowered me with useful technique to work with large classes. The PFF enlarged my vision on teaching at university level and I feel that I am well prepared to apply for a faculty position and help undergraduate and graduate students to improve their education career.

Q5. I was an observer, but I worked hard on the all assignments. I would say that the rule of TA and tutors had a great role in this workshop. Handouts designed well with a lot of references and practice cases. Final project was a useful experience for all participants to apply what they have gained through the course. Some students were nervous but all did well.

Q6. —More participants of Japanese students.

—Pre instruction sheet in English to be handed in to Japanese students who have a problem with English level before workshop in order to be familiar with course English instruction.

—Observers take opportunity to share discussion session.

—Once a year if it is possible!

Q7. I have taken an academic writhing course at another university during my MA degree. I would see the high level of the PFF instructors in delivering the course materials and goals to participants.

4. Yuko Okamatsu, HU, Veterinary Medicine, Faculty, metabolism, female, Japanese

Q1. I found this course very fruitful and productive. This program would encourage graduate students to prepare for future faculty, and allow them to know what they have to learn by then. And also it was a great experience for me to know how students are educated in UCB, because I did not have a chance to participate in a program like PFF when I was a graduate student.

Q3. As a faculty member, I have never been taught how to teach or how to give a lecture. The ability to give effective and attractive lecture is indispensable skill for faculty, but this sometimes fails to be considered enough. Dr. Hoene answered our questions clearly and helped us to solve the problems. I’m sure this course enables us to make better presentation and lecture.

Q4. Dr. Hoene and Dr. Soracco taught us the tips which we can apply to practical use immediately. They also fed us with the basic ideas, for example, why we need syllabus, how different academic writing and others. This improved our problem-solving skills in the various situations we may encounter in the future.

Q5. In-class activities were particularly useful for me. When I teach large course, it is always very hard to keep attention of students throughout the class. Now, I understand the importance of group- or pair-work.

Q6. I suppose the two courses of this program, teaching course and writing course, are set towards the students of different grades or positions. Teaching class is suited for the students who would be to give a lecture in the near future, such as graduate students ready to graduate, post-doctoral fellows, and young faculties. On the other hand, writing course would more useful for the younger students who are not much experienced in preparing for the conference or the submission of manuscript. This gap may be due to the different situation in U.S. and Japan, because graduate students are doing academic writing occasionally, but will not have much chance to give a lecture if they get a job at faculty position. I am not able to provide a specific idea; however, taking into account this difference would make this course more suitable for Japanese students.

5. Moritsugu Sakamoto, HU, Graduate School of Engineering, Master Program, applied physics, male, Japanese

Q1. My impression of the Workshop is so activity. All participants communicated and discussed actively. I thought that these attitudes required for academic situation.

Q3. I think that teaching skill is most important to become a future faculty member, but I couldn’t presence at the program of teaching this time.

6. Miho Funamori, U of Tokyo, Evaluation Support Office, Faculty, higher education, management, female, Japanese

Q1. Excellent! Full of information, very well constructed and managed, very impressive.

Q3. I never had the chance to see the skills for academic writing and teaching in such a structured way. It enabled me to feel more organized and being able to develop it further by myself.

<p><i>Q4.</i> Learning how to prepare for a course semester long was useful.</p> <p><i>Q5.</i> The in-class activities, especially the group work, seemed to help much to get aware with the specific issues.</p> <p><i>Q6.</i> Hmm..., difficult to answer. It was perfect. Though, you may just make a list on what has to be taken into consideration at, for instance, teaching large classes. There are usually a good portion of people who don't like to take the time to do all the group discussions and all the in-class activities.</p> <p><i>Q7.</i> Academic writing for sure; this is something that everyone is aware of its need. Though, teaching interested me much more and it seemed to be more valuable to our university. But it will be difficult to implement because neither student nor faculty member will attend such workshops. Maybe, we could work out a program for newly appointed faculty members. Thank you for everything!</p>
<p>7. Shingo Tanaka, HU, Center for Sustainability Science (CENSUS), Postdoctoral, ecology, education, male, Japanese</p> <p><i>Q1.</i> Totally said, contents are quite useful for master and PhD course students. Lecturers are good at teach using much amount of useful example. I want to attend the workshop if they plan to a similar one for young faculty.</p> <p><i>Q3.</i> How to make syllabus and grading rubrics are useful for young faculties. It gives me an inspiration about new course. I wish I discussed the idea with other participants at that time.</p> <p><i>Q5.</i> Amount of homework is quite much, but the quality is good and practical. So, I hope we could get handouts before lecture to read it once.</p> <p>Themes of class activities are also neat. Member of a group changed every day, and it may affect well because participants have a much chance to discuss with a various participants and tutors. But in some case, members of groups should not be changed because of continuous activities.</p> <p>For much amount of handouts in small binder, it was difficult to open the pages. More larger binder is convenient for me.</p> <p><i>Q6.</i> I hope observers could participate in the group works during the course. The group work should be different from normal participants.</p> <p>We'd better to exploit internet conference system to discuss with participants in other campus.</p> <p><i>Q7.</i> Writing and submitting conference proposal is useful for Hokudai students. Because students rarely get chance to learn such skills at universities in Japan.</p>
<p>8. Machi Sato, Tohoku U, Center for Professional Development, Faculty, higher education, female, Japanese</p> <p><i>Q1.</i> The workshop was very efficiently organized. Although it was quite intensive, participants seemed to enjoy learning new concepts and meeting other students from various studies. (Please note that I only joined first three days so I won't be able to evaluate the latter part of the workshop.)</p> <p><i>Q3.</i> The way Linda explained about her own behavior while running the session was excellent. Also I think participants must have benefitted a lot from tutors.</p> <p><i>Q4.</i> Learning to look at one's own writing from reader's perspective must have benefitted participants. Also understanding how a design of a course affect students' learning must have made participants to be less fearful about teaching.</p> <p><i>Q5.</i> I only attended the first three days so it is difficult to answer this question...</p> <p><i>Q6.</i> I wonder if Hokkaido university is planning to organize this kind of workshop on their own in the future. If you are thinking about running the workshop the same way as this year, it would be better to train tutors a bit more so that they would play a very critical role of mediating Berkeley context to Hokkaido context.</p> <p><i>Q7.</i> This is a difficult question... it was great to see the commitments tutors showed during the workshop, which shows the importance of continuity of the program over years. We also need to think about the way to sustainably run PFFP.</p>
<p>9. Mohammad Nazrul Islam Bhuiyan, HU, Agriculture, Master Program, chemical biology, male, Bangladeshi</p> <p><i>Q1.</i> This is very impressive workshop for me. I learnt a more from this workshop especially written up research articles.</p> <p><i>Q3.</i> Management systems, teaching and writing techniques.</p> <p><i>Q4.</i> Teaching and writing</p> <p><i>Q5.</i> In-class activities.</p> <p><i>Q6.</i> May be extend duration of training at least 10-15 days.</p> <p><i>Q7.</i> All sessions.</p>
<p>10. Eiko Tsuchida, HU, Media and Communication, Faculty, American studies, female, Japanese (According to the Evaluation Form for the Participants-Students)</p>

<p>Q 1: The workshop offered truly an international (or transnational) learning experience to Hokudai graduate students.</p> <p>Q 3: As a faculty member, the sessions gave me some hints on how to run my own classes. The reading materials are informative; I would like to come back and consult them from time to time. Ideas on writing syllabus were particularly helpful.</p> <p>Q 4: As I feel Japanese universities getting more and more “Americanized” in many ways, the ideas and skills introduced in the sessions and reading materials made me feel more secure and confident to write up the syllabus and grade student works.</p> <p>Q 5: Unfortunately, I wasn’t able to sit in much of the actual sessions, to the handouts turned out to be the most helpful, as I have mentioned above.</p> <p>Q 6: Compared with the teaching sessions, writing sessions seemed rather difficult for our graduate students (non-native speakers of English). In the revising and editing session, I could tell the students had difficulty just understanding what the sample paragraphs were saying. I would recommend developing writing sessions geared specifically to non-native speakers.</p> <p>Q 7: Thank you very much for organizing this workshop for Hokudai students.</p>
<p>11. Mamoru Fukamizu, HU, Center for Sustainability Science (CENSUS), Faculty, ethics, political philosophy, male, Japanese</p> <p>Q 1. オブザーバーもグループワークに参加できる仕組みにした方がよかったと思います。</p>
<p>12. Rie Goto, HU, Front Office for Human Resource Education and Development, Faculty, biology of reproduction, female, Japanese</p> <p>Q 1. 今回、すべてのセッションではありませんが、参加させていただいてとても勉強になりました。特に、グループでの討論や作業は、積極的な学生だけでなくすべての学生が発言したり、発表したりできていたのでよかったと思います。残念だったのは、函館キャンパスやインドネシアで中継していたのが、札幌キャンパスからの一方的な配信になってしまっていたことです。時間的にも、技術的にも難しいのかもしれませんが、せっかくなので発言できる機会があっても良かったかもしれません。</p> <p>チューターを各グループに配置することは、とても効果的だったと感じました。少し英語に自信がない学生でも、チューターにサポートしてもらいながらも、ワークショップに参加して勉強してもらいたいと感じました。</p> <p>Q 3. すべてのプログラムに参加したわけではありませんが、シラバスの組み立て方と研究費や学会などの要旨の書き方がとても勉強になりました。とくにシラバスの組み立て方はいくつかのサンプルを提示した中で、どのようなものが良くて、どのようなものがわかりにくいというような形だったので、授業を持つような教育に携わったことのない教員や学生にとっては分かりやすかったと思います。また、要旨の書き方などは研究室で徹底的に指導を受ける機会のある学生は良いのですが、そうでない学生にとってはとても良い勉強になります。また教員や研究者が感覚的に覚え実践しているようなことをワークショップでは再確認できたということが良かったです。</p> <p>Q 4. 大学教員は研究者と教育者という両面を持っています。現在の日本の評価システムでは研究者としての評価が主となっていると思いますが、実際に教員になると教育に専念することが求められます。良い研究者イコール良い教育者というわけではありませんし、教員になってから教育者として自己を確立していくのは時間的にも困難な面もあります。学生のうちに、良いメンターと出会い、異分野の人との交流をし、そして教員になるために必要なことなどを知る機会をもつことが大切であると思います。学生のうちは、自身の研究のために、研究室に閉じこもりがちで、指導教員とのつながりしかないということがままあります。今回のようなワークショップにより多くの学生が参加してくれること、英語だけでなく日本語のワークショップの機会もあると良いと思います。</p> <p>Q 5. オブザーバーにとっては、実際に参加できるクラスでの活動が一番ためになりました。</p> <p>Q 6. 特にありません。とても勉強になりましたし、また是非開催してほしいと思っています。</p>
<p>13. Nobuyuki Takahashi, Waseda U, Technology Management Division, Staff, mechanical engineering, male, Japanese</p> <p>Q 1. Think-Pair-Share を存分に使うことによるディスカッションに重きを置き、学生からアイデア・意見を引きださせるラーニングを常に意識を持っている印象を受けた。また、学生からの意見も活発であった。</p> <p>Q 5. Think-Pair-Share を用いた手法を用いたグループディスカッションに有効であると感じた。</p> <p>Q 6. 一定の英語不得手の日本人学生が取り残されている印象を受けた。幅広く受講してもらうために、英語レベルを考慮したグループ分け、もしくは、英語レベルごとにクラスを分けることも必要ではないかと感じた。</p> <p>Q 7. 本学では未だ受動的な授業である為、まずは演習・実験授業でのディスカッションで Think-Pair-Share を用いた方法を徐々に取り入れていきたい。また、それを運用するに当たり、Basics of Teaching, Teaching Large Courses は非常に参考になった。</p>



(Revised, 30/08/2010)

6-1. PFF Workshop 2010

Sponsor: [Center for Research and Development in Higher Education](#)

Joint-sponsors: [International Education Collaboration Support Team](#),
[Faculty of Fisheries Sciences](#), Hokkaido University;
[Organization of Liberal Education](#), University of Tsukuba

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

Period: July 21 (Wed.)-23 (Fri.), 26 (Mon.)-27 (Tues.), 2010

Place: Center for Research and Development in Higher Education, Hokkaido University (HU)

Program: See the syllabus.

Language: English

Cost: None

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 workshop will enable 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.

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



Dr. Linda von Hoene



Dir. Sabrina Soracco

30 participants (students) and 10 observers (students, postdoctoral, faculty or staff) will be accepted for the workshop. Affiliation with Hokkaido University is not a prerequisite.

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. Then students who successfully complete the workshop will receive a grade of 2 credits.

The Center for Research and Development in Higher Education will issue a certificate of completion to those who successfully complete the workshop (HU & non-HU students, observers and tutors).

Persons interested in participating should fill out the online **Application Form** by the deadline (finished).

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

Contact address. (Sapporo) E-mail: ando@high.hokudai.ac.jp; FAX: 011-706-7521

Deadline for preliminary application at the Sapporo campus: Monday, June 21, 2010 (finished)

- The students who registered this course through the HU Registration System in April should complete online application by the deadline: Monday, June 21, 2010 (finished).
- Persons who will attend only a part (several sessions) of the workshop are accepted not as “participants” (students), but as “observers,” because all the 15 sessions are tightly connected.

We will practice the live teleconferencing with the Hakodate campus.

Persons interested in joining the live teleconferencing in Hakodate should fill out the online **Application Form** by the deadline: Wednesday, July 14, 2010 (finished).

Live teleconferencing with Hakodate campus

Place; Room: Faculty of Fisheries Sciences (Hakodate, Minato-cho 3-1-1); Conference Room

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

Contact address. (Hakodate) E-mail: takagi@fish.hokudai.ac.jp, TEL/FAX: 0138-40-5550

Deadline for application (as observers): Wednesday, July 14, 2010 (finished)

Participants (students) will be chosen by lottery if the number exceeds the limit (30). Only those who are approved by this are allowed to officially register to this course.

All official participants (students, not observers) of the workshop are required to write a short Pre Essay (about 700 words in English). The essay is a self-introductory one that includes information of your personal background, academic discipline, and your analysis of writing skills both in English and your native language.

New information and materials (handouts etc.) will be uploaded in our website. Please check it regularly.

<http://ws.high.hokudai.ac.jp/>

Syllabus:

Key Words	Teaching Assistant, Syllabi, Grading Rubrics, Academic Writing
Course Title & Subtitle	<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, Center for Research and Development in 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
Date	July 21 (Wed.)-23 (Fri.), 26 (Mon.)-27 (Tues.), 2010
Place	Center for Research and Development in Higher Education, HU
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 academic journals and job applications. 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. Symposium & Special Lecture 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	<p>Your grade for this course will be based on the following:</p> <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	<p>About the PFF Program at UCB:</p> <p>International Symposium on Professional Development in Higher Education 2009, HU & University of Tsukuba</p> <p>First PFF Workshop, HU, March 2010</p> <p>GSI Professional Standards and Ethics Online Course, UCB</p>
Additional Information	<p>TOEFL 500+ is advised.</p> <p>Number of students to be accepted is 30.</p>

Course Requirements (See PFF 2011)

Role of Tutors (See PFF 2011)

Instructor Office Hours (See PFF 2011)

FINAL PROJECTS (See PFF 2011)

I. Teaching (choose one of the following):

Option 1: (See PFF 2011)

On Monday, July 26, 2010, hand in the syllabus.

Option 2: (See PFF 2011)

On Monday, July 26, 2010, 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: (See PFF 2011)

On Monday, July 26, 2010, hand in the call for proposals, the proposal, and the abstract you have written.

Option 2: (See PFF 2011)

On Monday, July 26, 2010, 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 Tuesday, July 27, 2010**. In preparation for the presentations, each participant will distribute their final written projects to group members on Monday, July 26, 2010 (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.

● Session 1. Opening: Keynote Speech and Introduction

[Eijun Senaha](#), Associate Professor, Graduate School of Letters, HU

[Toshiyuki Hosokawa](#), Professor, Center for Research and Development in Higher Education, HU

Linda von Hoene, Director, [Graduate Student Instructor Teaching and Resource Center](#), [UCB](#)

Sabrina Soracco, Director, Graduate Division Academic Services, [UCB](#)

● Welcome Party: July 21, Wed. 18:00-20:00, Building E, 1st floor, E120

Cost: 500 Yen from the students, 1000 yen from the faculty, staffs & guests

● Workshops

● Linda von Hoene (See PFF 2011)

Session 2. Basics of Teaching

Session 4. Designing Course Syllabi and Learning Objectives

Session 7. Creating and Using Grading Rubrics

Session 8. Teaching Large Courses

Session 10. Professional Standards and Ethics in Teaching

● Sabrina Soracco (See PFF 2011)

Session 3. Basics of Academic Writing

Session 5. Writing and Submitting Conference Proposals

Session 6. Submitting Articles to International Journals

Session 9. Writing Abstracts

Session 11. Editing and Revising Writing

● Session 12. Symposium & Special Lecture

Facilitator: [Toshiyuki Hosokawa](#), Professor, CRDHE, HU

1. Symposium: A Roadmap to International Career Development

Panelists:

[Makoto Demura](#), Professor, Graduate School of Advanced Life Science; FOHRED, HU:

Career Development Education System for HU Graduate Students

Front Office for Human Resource Education and Development (FOHRED) was founded in 2009 for the HU graduate students in order to help them build career after receiving postgraduate degrees. In this symposium, I would like to introduce the program's visions and activities, which are now expanding its task and focus from science students to every graduate student on HU campus.

Werawan Manakul, Lecturer, Graduate School of Engineering, HU:

About me, a Thai who cannot write proper Thai

The words "international" and "internationalization" have been floating around HU campus since I joined the university a decade ago and are still floating. What makes it difficult for those two words to sink in? I am going to talk about myself whose life span of over half a century includes a large portion living away from my homeland. I hope that my experiences will help you find correct answers.

Facilitator: [Eijun Senaha](#), Associate Professor, Graduate School of Letters, HU

2. Vice President's Address: Minoru Wakita

3. Special Lecture: Universal Design for Learning in Higher Education; [Emiliano Ayala](#), Associate Professor, School of Education, [Sonoma State University](#), California State University

Given the central role of teaching to our professional lives, faculty need concrete ways to enhance their effectiveness in the classroom in support of greater student achievement. Have you ever asked yourself, “How can I meet the needs of students who struggle to learn without compromising the rigorous standards of my course?” Implementing Universal Design for Learning (UDL) principles enables you to effectively design and teach your course in a way that makes learning accessible to a wider range of students. UDL is a proactive approach to designing course instruction, materials, and content to benefit students of all learning styles.

Facilitator: Takuo Utagawa, Professor, Hokkaido University of Education, Hakodate

This Session is open to the public. Cost: None. Preliminary Application is not necessary.

Date & Time: **Monday, July 26, 2010; 15:15-17:00**

Place: Center for Research and Development in Higher Education, HU (Sapporo, N17W8)

Room: **Multimedia Education Building, 3rd floor, Auditorium**

Joint-sponsors: [Research and Clinical Center for Child Development](#),
[Front Office for Human Resource Education and Development](#), HU

● **Session 15. Closing: Summary and Closing Address**

List of the Handouts, Slides & Other Materials

Participants-students’ Pre Essays for the PFF Workshop (28 pages)

Tutors’ Essays on “Role of Tutors in English Writing Class” (5 pages)

Workshop (Handouts)

Teaching: Linda von Hoene

Session 2. Basics of Teaching (3 pages)

Session 4. Designing Course Syllabi and Learning Objectives (28 pages)

Session 7. Creating and Using Grading Rubrics (40 pages)

Session 8. Teaching Large Courses (3 pages)

APPENDIX: Sample Syllabi (21 pages)

Writing: Sabrina Soracco

Session 3. Basics of Academic Writing (88 pages)

Session 5. Writing and Submitting Conference Proposals (41 pages)

Session 6. Submitting Articles to International Journals (83 pages)

Session 9. Writing Abstracts (26 pages)

Session 11. Editing and Revising Writing (9 pages)

Keynote Speech and Introduction

TA Training and PFF Program at Hokkaido University (Toshiyuki Hosokawa) (29 slides)

HU Strategies & English (Eijun Senaha) (17 slides)

Keynote and Introduction (von Hoene & Soracco) (12 slides)

Supplemental Information Sheet (Instructor Contact Information, Course Requirements, Course Grade, Role of Tutors, Instructor Office Hours) (1 page)

Final Projects & Presentations (1 page)

2. **Basics of Teaching** (von Hoene) (19 slides)

3. **Basics of Academic Writing** (Soracco) (22 slides)

4. **Designing Course Syllabi and Learning Objectives** (von Hoene) (10 slides)
Verbs for Bloom’s Taxonomy (1 page)

5. **Writing and Submitting Conference Proposals** (Soracco) (13 slides)

6. **Submitting Articles to International Journals** (Soracco) (17 slides)

Conference Proposal (1 page)

Conference Reviewers Comments Blank (1 page)

Conference Reviewers Comments (3 pages)

7. **Creating and Using Grading Rubrics** (von Hoene) (11 slides)

8. **Teaching Large Courses** (von Hoene) (18 slides)

9. **Writing Abstracts** (Soracco) (16 slides)

Improving the Abstract (5 pages)

10. **Professional Standards and Ethics in Teaching** (von Hoene) (9 slides)

Homework for Monday Night in Preparation for Final Project Presentations on Tuesday, Instructions for Presentations on Tuesday, July 27, 2010 & Handouts (3 pages)
11. Editing and Revising Writing (Soracco) (52 slides) Handouts (5 pages)
Symposium & Special Lecture Career Development Education System for HU Graduate Students (Makoto Demura) (16 slides) Universal Design for Learning in Higher Education (Emiliano Ayala) (28 slides)

● Post Questionnaires!

All students and observers are required to answer the Post Questionnaires after finishing the Workshop.
Please download the file of the Post Questionnaires from our course, select the page (1. For participants-students in Sapporo & observers in Hakodate) or (2. For observers in Sapporo), write your answers and submit it to our course: <http://ws.high.hokudai.ac.jp/> (on the page UCB Workshop)

Deadline: Friday, August 6 (finished)

Schedule & Rooms in Detail:

July	9:30-10:30		10:30-12:00	12:00-12:30		13:30-15:00		15:15-16:45	17:00-18:00
21Wed.		1	Opening	Tutorial	2	H1	3	S1	T Office Hour
22Thu.	Tutorial	4	H2	Tutorial	5	S2	6	S3	T Office Hour
23Fri.	Tutorial	7	H3	Tutorial	8	H4	9	S4	T Office Hour
24Sat.									
25Sun.									
26Mon.	Tutorial	10	H5	Tutorial	11	S5	12	Symposium	T Office Hour
27Tue.	Tutorial	13	Presentation1	Tutorial	14	Presentation2	15	Closing	

All

H von Hoene

S Soracco

Office Hours & Tutorial Support (You can talk with the instructors & tutors personally.)

T Tutorial Support (You can talk with the tutors personally.)

Place: Center for Research and Development in Higher Education, HU (Sapporo, N17W8)

Rooms:

Building E, 1st floor, **Conference Hall** (Opening)

Building E, 1st floor, **E101, E120** (Workshop)

Building E, 2nd floor, **E208** (Workshop)

Building E, 3rd floor, **E308** (Workshop)

Building N, 2nd floor, **N283** (Workshop)

Multimedia Education Building, 3rd floor, **Auditorium** (Symposium & Special Lecture)

Building N, 2nd floor, **N232, N233, N243, N244, N245, N270** (Presentations)

Building N, 2nd floor, **N302** (Closing)

July	9:30-10:30		10:30-12:00	12:00-12:30		13:30-15:00		15:15-16:45	17:00-18:00
21Wed.		1	Conference Hall		2	E101	3	E101	
22Thu.	E101	4	E101		5	E208	6	E208	
23Fri.	E101	7	E101		8	E101	9	E101	
24Sat.									
25Sun.									
26Mon.	E308	10	E308		11	N283	12	Auditorium	
27Tue.	N232, etc.	13	N232, etc.		14	N232, etc.	15	N302	

* 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** (on July 27, **N271**).

* 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.

[Access MAP](#)

1. Participants: 30 Students, 6 Tutors & 1 Coordinator in 6 groups (Sapporo)

T: Tutor

Group	Full name, University, Graduate School, Field of Study, Position, Gender, Nationality
1-1	Devon Ronald Dublin , HU, Fisheries Studies, marine life sciences, Master Program, male, Guyanese
1-2	Longsheng Fu , HU, Agriculture, crop production engineering, Doctor Program, male, Chinese
1-3	Lotis Mopera , HU, Agriculture, applied microbiology, Doctor Program, female, Filipino
1-4	Minami Okuyama , HU, Veterinary Medicine, wildlife biology, Doctor Program, female, Japanese
1-5	Naftaly Wang'ombe Githaka , HU, Veterinary Medicine, infectious diseases, Doctor Program, male, Kenyan
1-T	Anton Lennikov , HU, Medicine, ophthalmology, Doctor Program, male, Russian
2-1	Chie Ito , Hokkaido College of Education, Education, TESOL, Master Program, female, Japanese
2-2	Mako Numasaki , HU, Science, museology, medical history, Master Program, female, Japanese
2-3	Shouhei Saito , HU, Letters, history, Doctor Program, male, Japanese
2-4	Sota Akama , HU, Letters, American literature, Doctor Program, male, Japanese
2-5	Victoria Kupchin , HU, Education, sociology of education, Doctor Program, female, Israeli
2-T	Mami Kawachi (Mami) , U of Tsukuba, Comprehensive Human Sciences, education, Doctor Program, female, Japanese
3-1	Ahmed Abd Rabou , HU, Law, political science, Doctor Program, male, Egyptian
3-2	Chen Zhao , HU, Law, civil law, Master Program, female, Chinese
3-3	Chiharu Mizuki , HU, Environmental Science, human geography, Doctor Program, female, Japanese
3-4	Helen Kardan , HU, Economics and Business Administration, political economy, Master Program, female, Iran
3-5	Yang Ti-ken , HU, Law, civil law, Master Program, male, Taiwan
3-T	Yoshia Morishita (Yoshia) , HU, Letters, sociology, Doctor Program, male, Japanese
4-1	Carolina Mateus-Sanchez , HU, Engineering, human environmental systems, Master Program, female, Colombia
4-2	Huai Li , HU, Engineering, environment system engineering, Doctor Program, female, Chinese
4-3	Mokhtar Guizani , HU, Engineering, wastewater reclamation and reuse, water management, Doctor Program, male, Tunisian
4-4	Takeshi Seto , HU, Environmental Science, catalyst, Master Program, male, Japanese
4-5	Tatsuru Sato , HU, Environmental Science, cryosphere science, Doctor Program, male, Japanese
4-T	Azania Mufundirwa , HU, Engineering, rock mechanics, Doctor Program, male, Zimbabwean
5-1	Haiyan Yin , HU, Science, life science, Master Program, female, Chinese
5-2	Jianfang Liu , HU, Science, infectious disease, molecular biology, Doctor Program, female, Chinese
5-3	Seiko Otokozawa , Sapporo Medical U, medicine, public health, Doctor Program, female, Japanese
5-4	Takashi Inomata , HU, Medicine, respiratory medicine, Doctor Program, male, Japanese
5-T	Chi chi Nwafor-Okoli (Chi chi) , HU, Medicine, global health and epidemiology, Doctor Program, female, Nigerian
6-1	Abu Shadat Muhammad Sayem , HU, Engineering, mechanical and intelligence systems, Master Program, male, Bangladesh
6-2	Adriano Coutinho de Lima , HU, Engineering, field engineering for environment, Master Program, male, Brazil
6-3	Andre Rosendo , HU, Information Science, robotics, Master Program, male, Brazil
6-4	Keita Ohwaki , HU, Engineering, architecture, Doctor Program, male, Japanese
6-5	Prasanjit Das , HU, Engineering, computational fluid mechanics, Master Program, male, Bangladesh
6-6	Surya Kencana , HU, Engineering, materials science and engineering, Doctor Program, male, Indonesia
6-T	Juan Andrés Oviedo A. , HU, Engineering, structural engineering, Doctor Program, male, Colombian
Coordinator	Wai Ling Lai (Paul) , Sussex U, cognitive and computing sciences, Visiting Fellow, male, Hong Kong and British

2. Organizers

	Full name, Position, Institute, University, Gender, Nationality
1	Atsushi Ando (Chief Organizer), Professor Emeritus, Affiliated Researcher, CRDHE, HU, male, Japan
2	Toshiyuki Hosokawa , Professor, CRDHE, HU, male, Japan
3	Toshiyuki Nishimori , Professor, CRDHE, HU, male, Japan
4	Kunimasa Yamada , Specially Appointed Associate Professor, CRDHE, HU, male, Japan
5	Eijun Senaha , Associate Professor, Graduate School of Letters, HU, male, Japan
6	Jun Saito , Academic Instructor, Academic Support Office, CRDHE, HU, male, Japan
7	Hiyoshi Daisuke , Academic Instructor, Academic Support Office, CRDHE, HU, male, Japan
8	Takeyama Kousaku , Academic Analyst, Academic Support Office, CRDHE, HU, male, Japan
9	Miyamoto Jun , Academic Analyst, Academic Support Office, CRDHE, HU, male, Japan
10	Okagaki Hirotaka , Assistant Academic Adviser, Academic Support Office, CRDHE, HU, male, Japan
11	Maeda Nobuki , Assistant Academic Adviser, Academic Support Office, CRDHE, HU, male, Japan
12	Minako Sato , Secretary, CRDHE, HU, female, Japan
13	Kikuko Sabanai , Program Coordinator, International Education Collaboration Support Team, HU, female, Japan
14	Takuo Utagawa , Professor, Hokkaido University of Education, Hakodate, male, Japan
15	Yasuaki Takagi , Professor, Graduate School of Fisheries Studies, HU, Hakodate, male, Japan



Closing. (Front row) Hosokawa, von Hoene, Ando, Soracco, Nishimori, Senaha

6-2. Evaluation of the PFF Workshop 2010 (July 21-27, 2010, HU)

1. Entry Survey (from the Application Form)

Q 13. Reason for Participation (What do you want to obtain from the Workshop?):

Q 14. If you select "Tutor," you must write an English essay of 500 words on "Role of Tutors in English Writing Class."

<p>Student 1-1.</p> <p>To obtain the relevant techniques and ideas that would enable me to be able to communicate and disseminate information that I am required to teach.</p>
<p>Student 1-2.</p> <p>I want to be a teacher at university level in the future, so I hope I can participate this workshop to obtain skills and knowledge to manage education through effective English communication skills. In addition, it is very important to obtain knowledge and skills for giving academic presentations, participating in discussion, and give peer reviews in English.</p>
<p>Student 1-3.</p> <p>I intend to improve my skills in technical writing and conducting lectures to university students. I expect to learn the behavioral science behind the art of teaching. I also hope to develop my ability in both written and oral presentations.</p>
<p>Student 1-4.</p> <p>I want to improve my English skill, in particular to present my thought and research. It's a golden chance to learn directly from native teachers.</p>
<p>Student 1-5.</p> <p>Upon the completion of my doctoral studies, I envisage taking up a teaching position at a university in Kenya besides conducting research in my area of expertise. I have a passion for teaching but have never had formal teaching training. I therefore hope to acquire skills necessary to becoming a successful lecturer, in addition to improving my written and spoken communication skills. In particular, I look forward to becoming a better science writer after attending this course, which will enable me communicate and publish my research findings effectively.</p>
<p>Tutor 1. Anton Lennikov</p> <p>I want to help other students to gain important writing skills just like I did myself in March.</p> <p><i>Q 14. Usual classes consist with knowledge transfer from teacher to pupil in the auditorium or lecture hall environment. However there is a significant gap between the teacher and the students in social position, age, knowledge and many other ways. Two different worlds of the teacher and the student always separated by the invisible wall of difference in knowledge, position, age, as well as rejection, denial or personal dislike. This small black hole of mutual misunderstanding, sucked tons of knowledge and good ideas.</i></p> <p>As long as English Writing concerned in Japan the speaking and communication abilities comes to the front. The traditional way of Japanese teaching where there is a monologue of the teacher, simply reading the text of the lecture and the silent auditorium of pupils. Such classes have neither place for questions, nor for discussion. Approach like this is unacceptable in English Writing class where logical thinking which is born throw discussion, practice and examples require far more personal attention for every student than any lecturer could ever provide especially in the silent room with no questions. That's the situations where Tutors becomes in handy.</p> <p>Tutors are usually students themselves therefore they are much closer to the auditorium than teacher ever could or should be. Also tutors usually have just the same average level of knowledge as other pupils so they could give and important advice to the teacher how to explain some complicated parts of the study to the pupils which otherwise may be unclear, if the tutors can't understand the lecture most of the pupils in auditorium will not be able to understand it ether. Beside that the tutors can give their own explanation of the problem which can be easier to accept and understand for the students.</p> <p>In the matter of asking questions, they offers much friendlier environment, So students would ask question to the tutors rather being silent before the professor's eyes. Tutors are also important during the office hours, since if there is only one teacher he can spend only few minutes for the concerns of every student, however if there are multiple Tutors, the support efficiency is improved significantly in the environment where easy questions and problems solved by the Tutors asking the teacher only in the diehard ones.</p>

Let's not forget about personal benefits for the tutors themselves beside the salary they get the deeper and better understanding of the topic they teach and obtain valuable teaching skills which they can use in the future.

Of course nothing is perfect and the Tutors system has its flaws like the quality of teaching and information provided by the tutors may be questioned. That's why it's so important for teacher to teach the good tutors first, than tutors will teach the others. Just like sales network expand the profit for the huge enterprises like Microsoft, tutors expands the knowledge further among the students. Therefore the Tutors play crucial role in study process of the modern English Writing Class. This practice should spread especially in Japan where significant remodeling of the study system and environment is apparently needed.

Student 2-1.

I want to learn how to write English essay fluently, how to make effective application documents for higher profession, teaching at a college level, and know about what it is like teaching at the university level classes. I graduated from the graduate school in US, though, I need to learn much more to write academic paper. I would like to reflect and consider the most effective way of teaching.

Student 2-2.

I decided to take this course because I think I can acquire basic skill of teaching systematically. I'm not good at taking measures to students' reaction suited to the situation. I often stumble over my words when I'm asked unexpected questions. This would blunt my teaching ability. But if I could learn teaching skills in systematic and specific way, which is good way for students like me, I could cover or remedy such difficulties by the skill.

Student 2-3.

I want to participate in this project, because I will write my dissertation and academic articles in English in the near future. I applied this program in last March, but my offer was refused. Won't you give me a second chance?

Student 2-4.

The reasons I hope to take this course are as follows: 1) to obtain knowledge and skills to teach at college as I am a would-be educator; 2) to learn the effective and convincing ways of giving academic presentations, participating in discussions, and writing essays for academic journals; and 3) to prepare myself to be an academic professional by taking this Preparing Future Faculty program by the renowned and international instructors.

Student 2-5.

I would like to gain skills of academic writing in order to publish articles in English and skills of teaching and making presentations.

Tutor 2. Mami Kawachi

I would like to learn attitudes and obtain skills for supporting students' learning as a tutor.

Q 14. A role of tutors in English writing class has three dimensions, which are interconnected to each other, namely, a reviewer, a facilitator, and a mediator. These are not something particularly required for tutors of writing classes and are basically common to tutors of any classes, although the reviewer dimension probably becomes more important in writing classes. I have never had an academic writing class either in English or in Japanese even as a student, except for the Preparing Future Faculty workshop at Hokkaido University held in last March. Therefore, my opinions here are based on the PFF workshop experience and support which I always wish to have when working on writings for my research.

Firstly, tutors are expected to work as a reviewer, by giving constructive criticisms on points and questions that students could work on to improve their writings. They can make feedback on two aspects: one is technical points that deal with grammar, word choices or sentence-level structure, and the other is about a framework of the writing. The latter involves a logical flow of the writing, clarity and coherence of main ideas, and the relationship between arguments and evidences presented. Which aspects for tutors to focus more depends on class objectives, a purpose of that writing, and what students want for their feedback.

Secondly, tutors play an important role on facilitating students' learning. The role of a reviewer as explained above is one of the ways to foster learning of students. Another way is by contributing toward creating the comfortable and positive learning environment in a class. In order to achieve this, tutors need to show willingness to communicate with students, first by remembering their names. In addition, tutors should help manage processes of learning activities and assignments of students both within and outside class periods. Here, office hours are helpful.

Lastly, the tutors' role has a mediator characteristic, bridging a gap between an instructor and students.

In other words, they coordinate what an instructor expects students to be able to do at the class, and what students want to obtain out of the class. These two elements do not often match completely, especially when there is diversity in purposes of taking the class, fields of study, and levels of writing skills among students.

The three roles—reviewing, facilitating and mediating—are not independent, but interconnected to and overlapping with each other in order to encourage students to improve their writings. The most important key for tutors' role to be effective is communication between an instructor and tutors. Understanding the instructor's aim and intention, and mutual agreement on tutors' responsibility and authority are crucial, for tutors play their role confidently in a consistent manner with the instructor's role, and therefore for fostering the students' learning to the fullest.

Student 3-1.

I did apply for this workshop in March but was not selected, I am keen to attend this lecture as I am going from Next year to be a full professor at my school (Cairo University) and I do need to practice and get knowledge on how to apply successful teaching methods.

Student 3-2.

1. To improve my English academic ability is the first goal appear in my mind. As a graduate student who wants to obtain more accomplishment in jurisprudence, English is a very important capability. 2. I want to meet more students who are ambitious at academic to encourage myself, also, to build my human relationship net.

Student 3-3.

I am interested in an advanced action of the University of California, Berkeley and I apply this course. I am writing a paper in English now. In addition, I want to participate actively at the conference in foreign countries. To me, it is so difficult to make presentation and write a paper scientifically in English. Till now, there was not an opportunity to study technically. I hope to learn from this course.

Student 3-4.

I'd like to improve my teaching skills as in the future I'd like to direct my career to teaching at academic level.

Student 3-5.

Having English as a second language, there might be some difficulties of expressing my own expression and ideas, especially through academic papers which need plenty of professional vocabularies and an excellent writing skill. Through PFF workshop, I am expecting to improve not only my English writing skill but also a more logical way of thinking and clearer expression of my own opinions and ideas to others in English.

Tutor 3. Yoshia Morishita

I participated in the PFF workshop back in March and greatly benefited from the intellectually stimulating, exciting and international atmosphere. I feel much more confident in my skills and really want other students to feel the same way. By attending the July workshop as a tutor (or as a kind of facilitator as I write below), I want to encourage and facilitate class/group activities so participants enjoy and learn lots of things. It will also be great if I can further improve my skills by helping others, as I am hoping to be a faculty member in the near future. To help others and facilitate the class, tutors must understand things well in advance, be responsive, responsible, attentive and encouraging. I am well aware of these and prepared to do all these. I am ready to use my full capacity, expertise and experiences that I have gained in Japan and a few other countries of the world.

Q 14. If one is asked to be in a situation with their roles unspecified, they will be there just for the sake of being there. To take advantage of their skills, experiences and knowledge, we should agree upon and be clear about their roles and let them have the authority to do what they are there to do. This applies when peer tutors or teaching assistants are hired. We must ask ourselves one simple question; why do we need them in the first place?

Here, I write about roles of tutors in English writing classes, and argue that they should be well-prepared facilitators of the class. Oftentimes tutors are learners themselves, but more importantly, they are expected to provide assistance for both teachers and students. I shall discuss this reflecting upon my own experiences as a teacher as well as a student.

In short, tutors are facilitators, and play very unique and important roles in class. They help teachers to communicate their points to students. In English writing classes, teachers talk about tips on writing and they tend to be general and thus useful to students from different backgrounds; very often students in English writing classes specialise in a wide variety of subjects. When this is the case, however, students sometimes want to learn more about how they can improve their writing skills in their areas of

specialisation. If the tutor is familiar with the area of study, they can give them appropriate advice based upon their experiences in writing. They could even let students know of model abstracts and papers in the subject area. Moreover, they can see whether or not students' writing can be considered coherent and logically valid in the field. This way, tutors contribute their expertise which teachers of English writing may not have, and students will benefit from lectures and acquire writing skills better than when there are no tutors available. Tutors' participation and contribution can make it more than just an English writing class.

In English writing classes, there are often tasks which students work on individually, such as paraphrasing, vocabulary exercises, and practice compositions. Teachers walk around the class to help students but it is not always possible for them to deal with every student. This is when tutors can make a difference by providing students with tips on the tasks, helping students who are unsure about what to do, and so on. It is important to ensure that no student is left confused or behind.

Furthermore, tutors should encourage students' participation. Some students are shyer than others when it comes to group activities/discussions. Tutors can listen to their ideas in small groups or individually and help them express their opinions during group or plenary activities. Once students have said their ideas, they feel more confident in repeating it to a larger audience.

These are just a few examples of tutors' roles. In any case tutors should facilitate students' learning by understanding lectures, and being responsive, attentive, and accessible to both teachers and students.

Student 4-1.

Nowadays, we live in a globalized world, technology is constantly being developed, relations and cooperation between people from different cultures and backgrounds are now possible because of the development of effective communication tools. By working in the scientific area, it is very important to develop skills that allow us to understand and actively participate in these continuous changes. Therefore, I would like to strengthen my English communication skills, especially in my research field. I believe that this workshop is an excellent opportunity to develop skills to express my ideas clearly and write correctly scientific documents in English. I am starting to write my Master Thesis, and I truly believe this course would be a valuable and useful tool in order to do it in a structured and clear way. I would also like to participate in international conferences presenting my research activities, hence this workshop will also help me to learn how to give clear academic presentations in English.

Student 4-2.

First of all, I want to have a progress in my English capacity, such as listening, speaking and writing. This is very important for a foreigner who only can use English as a way to communicate. Secondly As a doctor, I should have strong ability to give presentation, to give lecture, to write article and thesis. I think this is the very opportunity to learn this. Finally, after my graduate, I want to be a teacher, here, I think I can gain a lot for my future career here in the workshop.

Student 4-3.

After completion of doctoral studies, I am interested to work in the academic field as university teacher (I will apply for assistant professor position). However, so far I have no teaching skills. Having good teaching skills was always my worry. I am fortunate to receive the announcement of this workshop. I believe this program will help me to get some key skills and improve my teaching abilities.

Student 4-4.

I want to learn more English writing skills.

Student 4-5.

I would like to be a science researcher after the graduation. This course is quite attractive to learn what is needed to be that. It is also interesting that English is the language of the course. English is the important scientific communication language. The other important thing is there will be a chance to meet people who have the same vision. I would like to meet such people and make communication with them.

Tutor 4. Azania Mufundirwa

Presently, I am a PhD student and have a need to publish international papers, so I believe attending the workshop is vital. I also want to sharpen my skills for academic writing and teaching for my future research job.

Q 14. Firstly, I would like to appreciate the need to ask for tutors in this workshop. From my experience as a tutor in March workshop, I really enjoyed my work as a tutor. As a tutor, I helped as a mediator between students and teachers/presenters (Linda and Sabrina). I also helped students to understand concepts/key issues. Tutorship requires someone who has a better understanding of the course contents (problem-solving ability), because students come and ask questions during office hours and they expect some assistance.

Tutors also evaluate student's problems/weakness and help to make them improve their work. They also complement/add to the contents the students learn in class. In times of discouragement and misunderstanding, tutors are supportive and help increase student's confidence. As tutor, I also help in checking progress amongst students, by checking homework. Fortunately, I previously took some Academic writing courses by Paul Sensei, this has really helped me to assist students about academic writing.

Needless to mention, cooperation and team work are also very important, because you need to discuss and give feedback about important problems amongst students, so that the teachers can put more effort on those key areas. Lastly, I would like to say tutoring is not all about intellectual exchange, but personal interaction and group work, therefore compassion, respect and fairness amongst student are important virtues for the work to run smoothly.

Student 5-1.

After graduation, I plan to continue to do research at research institutes in the future. So I hope to participate this class and get the experience for my future development.

Student 5-2.

I want to learn something about writing and teaching tips as a teacher.

Student 5-3.

I want to obtain skills to write for academic journals and to knowledge and skills for academic presentation, attend in discussions for International Meeting and Conferences.

Student 5-4.

First, I want to learn how to teach residents and medical students efficiently at not only bedside but also medical conference. I have few opportunities to get information about academic teaching skills. Second, I have difficulty in writing a paper about my research. So I need to obtain knowledge and skills about academic writing. For the reason noted above, I'm sure that this course helps me get some kinds of solution about these problems. I'm looking forward to participating this course.

Tutor 5. Chinyere Nwafor-Okoli (Chi chi)

As a tutor, I will gain experience on how to manage students which is important in the preparation to becoming a future faculty member. As a participant, I will gain knowledge that will help improve my academic writing skill and also gain knowledge on how to prepare for future faculty e.g. preparing course materials like course syllabus.

Q 14. A Tutor is a graduate student or a member of the academic staff who is appointed to look after the general welfare and development of the students in his/her care. While a Tutor may be assigned to lecture some courses, the role of College Tutors is quite separate from the teaching role.

Generally, Tutors in English writing Class are a first point of contact and a source of support to the Participants and observers, both on arrival to the workshop and at any time during the duration of the workshop. They provide a confidential help and advice on personal as well as academic issues. They will also, if necessary, support and defend a participant's point of view in relations with the workshop.

The precise roles of tutors at specific sessions of the English Writing Class include;

1. Instructors' lecture Class: During the progress of the class, tutors should be able to help his/her group clear up confusions about the exact expectations of the instructors from them. When participants have some issues on assignment and methods of doing them, tutors are without doubt, a good resource for discussions. During group work, tutors should facilitate the group ensuring that each participant has equal opportunity to participate in-group discussions

2. Tutorial session: During this session, participants come with diverse type of problems ranging from academic issues related to the workshop, academic issues related to their faculties, personal problems etc. As much as possible, tutors should try to provide a solution to these problems and if necessary, solicit for or refer the participants to the instructors who might have a better solution to the problem.

3. Oral presentation and feedback session: Tutors are very useful in this session. The major role of the tutor here is to facilitate the group. The Tutor should be an appropriate timekeeper and a good moderator. He/She should ensure equal contribution from the participants during presentations of their choice projects and in giving a feedback to other participants after presentations.

Finally, tutors should help in ensuring the smooth running of the workshop by helping in other general affairs like helping in the arrangement of the lecture hall, directing students to the designated venue for subsequent classes, mediating between the participants and the instructors etc. Precisely, tutors are supposed to reduce the instructor's course workload, therefore tutors should be able to do this using the guideline they must have gotten from the instructors. However, tutors should guide the participants to the instructors in occasions where the participant would feel better if his/her problem was attended to by an

instructor.
Student 6-1. I want to become future faculty in Bangladesh.
Student 6-2. The topics covered at the workshop are very useful for my academic life and I would acquire skills and knowledge that I may not obtain from my regular master program.
Student 6-3. After finishing my master and doctor degree, I would like to assume a teaching position at universities with an international education program, using English as main language. This workshop would help me developing a better writing technique for articles and also give me hints to overcome my deficiencies as a teacher.
Student 6-4. I want to learn about writing in English. I need to write some thesis in English.
Student 6-5. At now, I am study at graduate of Engineering, need to write thesis papers, technical journal papers also need preparing various presentation for International seminar. I am very hopeful, if get chance for participate to English workshop, improve my English writing skill. I am eagerly wait for participate on English program.
Student 6-6. I want to improve my communication and teaching skills.
Tutor 6. Juan Andrés Oviedo A. I want to join the workshop as a tutor because the experience gained at the workshop will strengthen my teaching and writing skills. Moreover, the workshop will provide me more tools and confidence so that I can provide high-quality lectures once I go back to my university in Colombia. <i>Q 14.</i> A tutor serves as a facilitator for the activities assigned by instructors as well as a support for the participants towards an efficient learning process during the workshop. The role of a tutor is therefore a key point in the flow of communication between instructors and participants, because a tutor will provide an adequate environment for participants to interact among each other and with the instructors. Thus, a tutor will (1) hold meetings with participants seeking for guidance in the preparation of the final project, (2) facilitate and promote the interaction and sharing of ideas among participants, (3) support logistic tasks for the efficient preparation of the venue, so that participants can have a space suitable for learning process, and (4) support instructors towards the successful completion of the workshop. I evaluate myself as a very active tutor who interacts with instructors and participants in order to create an opportunity for open debate, as a result of a diversity of opinions. Moreover, as a former tutor of the Hokudai Writing Laboratory (HAWL) and of the previous workshop held in March 2010, I am confident that I will give a set of good and practical guidelines to participants along with valuable information and techniques learned at HAWL that will certainly strengthen what is going to be instructed during the workshop. I look forward to my participation in the workshop as a tutor.

2. Exit Survey (from the Evaluation Form)

2-1. Evaluation Form

1) Post Questionnaires to the Participants (Students & Observers) <i>Q 1: Your overall impressions of the Workshop?</i> <i>Q 2: What overall rating would you give the program? 1. Poor, 2. Fair, 3. Good, 4. Very Good, 5. Excellent (If you are a faculty member or a staff, please answer from the viewpoint of the students of your university.)</i> <i>Q 3: What have you learned in the program that is of value to you (or students of your university) as you consider an academic career as a future faculty member?</i> <i>Q 4: Did the program help you (or students of your university) feel more prepared to take on a faculty position? If so, in what ways?</i> <i>Q 5: What activities (e.g., handouts, homework assignments, in-class activities, final project) were particularly useful to you (or students of your university) and in what way?</i> <i>Q 6: What recommendations would you make to improve the program for the next time it is offered?</i> <i>Q 7: Any additional comments you would like to make?</i> <i>(To the persons from other universities)</i> <i>Q 8: What parts or aspects of the Workshop do you consider are useful for your university?</i>

2) Evaluation Form for the Tutors

- Q 1. What was the role of tutors? Was it explicitly mentioned before the workshop started?*
Q 2. What did you do as a tutor in a) tutorial session, b) class, and c) other opportunities to support participants?
Q 3. What were the most frequently asked questions and opinions in tutorial sessions?
Q 4. What do you think were positive outcome of tutorial support for participants?
Q 5. What do you think were the negative outcome of tutorial support for participants?
Q 6. What is the overall impression(s) of the instructors (Drs. von Hoene and Soracco) as your boss?
Q 7. What is the overall impression(s) of participants as your students?
Q 8. How do you evaluate yourself as a tutor in this particular workshop?
Q 9. Do you have any suggestion to improve this type of workshop in the future?
Q 10. Any other comment?

2-2. Feedback from the Students and Tutors (Sapporo)

Student 1-1.

- Q 1:* Much needed, properly organized and with potential far-reaching effects.
Q 3: Although all aspects of the course were very enlightening to me, the use of rubrics is relatively new and is of great value to me.
Q 4: Yes, because it has shown me how to be better prepared to serve my students and also to do things in such a way so as to avoid being unfair for example in grading.
Q 5: The final project was particularly beneficial to me because it afforded me the opportunity to test myself by implementing the new ideas and strategies into my existing career.
Q 6: Have a session where participants can actually conduct a class maybe for 10-15 minutes on a short topic.
Q 7: All past participants of the PFF workshop should be formed into an organized body of the university and should be emailed new material on teaching and writing. Also they can attend one-day sessions from time to time to share experiences with each other on how they have contributed to the University with their training.

Student 1-3.

- Q 1:* The workshop definitely reached its goal! The topics were very comprehensive yet all the details were discussed very well. The teachers and staff were very accommodating and supportive to every student.
Q 3: Every learning module was valuable to me. If I am as good as the teachers (Prof. von Hoene & Prof. Soracco), I would give an echo-workshop to my colleagues so they can hear what I have heard. But in particular, the teaching workshop helped me a lot in understanding “TEACHING” from the students & teachers perspective.
Q 4: Yes, now I can present a well-thought and well-designed syllabus. My grading skills for essays & laboratory reports were certainly enhanced by learning rubrics.
Q 5: The handouts because they give a lot of pointers for writing and teaching. In-class activities gave me an idea of other people’s perspective especially during small group discussion.
Q 6: Maybe a “working lunch” session will be very good for discussion! Otherwise the whole workshop was perfect!
Q 7: Maybe additional topic on Universal Design for Learning. Teleconferencing was a nice idea!

Student 1-4.

- Q 1:* It was great experience. I have never taken such finely textured course about teaching and academic writing.
Q 3: I learned how to plan and prepare to make a teaching course and to write a paper. Until now, I have to write a paper, but I could not know what I should do first, second... Now I can start to write.
Q 4: Not in particular. I want to be a researcher, but actually I am not interesting in taking on a faculty position.
Q 5: All activities were very useful. Communication with other students, tutors, and teachers was also useful for me to notice many ideas and thought.
Q 6: Before the course started, I wanted to know I would have homework a lot in weekend. I would not schedule other plans if I knew I would have such hard work in weekend.
Q 7: I had a lot of difficult keeping up with everyone in my English, but I really enjoyed thanks to everyone’s kind help. I really appreciate Linda and Sabrina, and all members.

Student 1-5.

- Q 1:* The workshop was brilliantly planned and conducted. And was very practical.
Q 3: Syllabus preparation, teaching of large classes and the concept of learning rather than teaching

<p><i>Q 4:</i> This course will make me feel confident of applying entry teaching positions at universities; I will then build from there on my own to become an excellent university teacher.</p> <p><i>Q 5:</i> The homework assignments were really great but honestly, I found everything helpful.</p> <p><i>Q 6:</i> The number of participants should be increased for many other students to benefit from this excellent program. The awarding of credits was a great idea.</p> <p><i>Q 7:</i> The skills from this workshop will act as a beginning in my preparation for an academic career in the future.</p>
<p>Tutor 1. Anton Lennikov</p> <p>For me it was a great experience to be a Tutor in this workshop. I was dealing with the new challenges this time and I think that being a Tutor gives you as much new experience as you give to your pupils.</p> <p>However I felt that the role of the tutors in all days except the final presentation was a little bit insignificant. I can't say that we were useless and as a tutor I was working everyday to help my group to understand tasks better and advise them but at least in my group everyone was really bright minds and most of my work was about giving everyone equal opportunity to express themselves which is also important I thought. Since some group members were more active and other a little bit shy. However, it was the quite opposite during the final presentation day. I was face to face, with my group.</p> <p>Also the office hours was a good idea but since they were optional most of students just returned home right away, so maybe visiting the office hours should become compulsory for the course to bring some more motivation to the student.</p> <p>Changing groups during the day two was apparently bad idea since everyone was a little bit confused and I'm glad that we returned to the original groups later. Most of the students were very good in making discussions and cooperative work.</p> <p>I especially want to mention Mr. Devon from Hakodate Campus since his performance during the course was far beyond my expectation. It was an honor for me to work with truly devoted professional.</p> <p>I also liked the on-line link system with Hakodate Campus and we spend some time during our final presentation session to discuss with students from Hakodate. However being mere observers and having virtually no participation in discussion diminishes the effectiveness of on-line system. They could actually just view the recording of the course rather than see it on-line. So bigger screen, and more participation of the distant observers (or maybe even participants) are also favorable. I think if such a workshop will be held in city other than Sapporo than not only observers but maybe even one group of participants could take part under the command of the one or two tutors with the experience of past few workshops.</p> <p>As for the questions the most often questions was regarding my actual experience of paper publications and thanks for the previous workshop I can say that my experience of paper publications have been changed from zero to one published paper. My great thanks to Paul-sensei, Dr. von Hoene and Sabrina Soracco.</p> <p>I assume that all the participants and hopefully observers have learned something useful for their future academic career. However in other groups I noticed poor English proficiency in some participants since this workshop is not only about writing but also speaking skills and discussion it's important that initial selection will involve interview of some sort rather than written assignment.</p> <p>As for me it was the first time when I performed as a tutor in such environment and I think I got valuable experience from this workshop. It was really a pity that there was such a small amount of Japanese natives especially compared with the quantity of foreigner students. I'm sure that the bilingual education is the key for the bright future of Japan as part of international society.</p>
<p>Student 2-1.</p> <p><i>Q 1:</i> It has been very practical and helpful. It's very beneficial for future faculty.</p> <p><i>Q 3:</i> I've learned how to edit my journals, how to make the course syllabus, how to submit the proposal to conference or to journal publication.</p> <p><i>Q 4:</i> Yes, in designing course, being ethical, editing my own journals.</p> <p><i>Q 5:</i> Group discussion, whole class discussion, both of final projects are helpful for us. In writing course, the activities of editing and rewriting sentences were very practical, which I can use in daily base.</p> <p><i>Q 6:</i> If it's possible, I hope to take more sessions of writing and teaching. For instance, make 5 days-course into 1-week course, or make the schedule of one day with 4 sessions.</p> <p><i>Q 7:</i> I really appreciate that Hokkaido University offered this opportunity even for outsiders. Also, the fact was amazing that it was free of charge.</p>
<p>Student 2-2.</p> <p><i>Q 1:</i> It was a wonderful seminar! At first, I'm not confident of keeping up with the class. But following Mr. Ando's advice, I tried to enjoy the seminar. After the class, I was filled with a sense of accomplishment. I was glad to learn a lot. I express my heartfelt thanks.</p>

<p><i>Q 3:</i> I learned not only how to create syllabus or rubric but also attitudes as an instructor. Once again I realized instructors have something to give to students and do their best with students to accomplish the object. It may be an essence of teaching, but I think many instructors forget it.</p> <p><i>Q 4:</i> Yes, I did. I found some problem for solution. For example, I should consider more reasonable standards to make rubric. I also need to make lucid outline of paper for other people. Of course, I have to improve my communication ability. I'll keep on making efforts even after the seminar.</p> <p><i>Q 5:</i> In-class activities were very useful for me. Though it was very hard for me to listen to other students' opinions and express myself satisfactorily, I became brave to speak English without being afraid of making mistakes. I was happy I could meet and talk with students from many countries.</p> <p><i>Q 6:</i> I think the course needs more leeway in schedule. Though assignments were worthwhile, but they were quite hard for bodily strength. I was too busy to do the assignments and homework for other classes, so my sleeping hours were 2.5-5 hours. Some students also said they were short to sleep.</p> <p><i>Q 7:</i> Again, it was fantastic seminar. I think I could experience a variety of things. I learned a lot about teaching and writing, and I could and meet many people. I'm glad I mustered up the courage to participate. I won't forget the days in PFF seminar. Thank you very much!</p>
<p>Student 2-3.</p> <p><i>Q 1:</i> While Teaching program was virtuous and moral one, Writing program was more practical one. These two set each other off well. We could be affected by American education style.</p> <p><i>Q 3:</i> Sorry, it is too early for me to think about my academic career as a future faculty member. I'm not in a mood for thinking, because it is difficult.</p> <p><i>Q 4:</i> I couldn't combine the academic skill with the faculty position in my mind even through this program.</p> <p><i>Q 5:</i> Final project. I could experience how to write academic essay and apply to the conference. It is important for me to practice at this early stage. Thank you.</p> <p><i>Q 6:</i> The "survivors" answer the Post Questionnaires after finishing the Workshop, but, generally, they make positive comments. You have to request not only "survivors" but also "dropouts" to make comments on this program.</p>
<p>Student 2-4.</p> <p><i>Q 1:</i> I had very fruitful and rewarding experiences in five days participating in the PFF Workshop. Dr. von Hoene and Dir. Soracco were really nice and I could enjoy their classes. I thought, at first, this course would be tough because I had to prepare for each class and final projects, but it was challenging and well rewarded. I think what they taught me will be useful for my entire academic career.</p> <p><i>Q 3:</i> I found writing a syllabus and the cover letter for an academic journal were very useful, because I had never written them before and I will definitely need to write them as a future faculty member. And how Dr. von Hoene and Dir. Soracco taught us, in itself, was valuable; Dr. von Hoene was open-mindedly teaching us and made us feel both relaxed and excited in class, and Dir. Soracco's class was well-organized and taught us efficiently. I thought I want to teach my students as they did.</p> <p><i>Q 4:</i> Yes, it actually did. Discussing with other participants and tutors, who were majoring in variety of fields and from all over the world, was really stimulating for me. Most of them were really studious and efficient as future faculty members, and talking with them was thought provoking and made me feel more prepared to take on a faculty position.</p> <p><i>Q 5:</i> Group discussions and the final projects were particularly useful for me. Group discussions were really exciting and stimulating as I answered in <i>Q 4</i>. I was more motivated to learn thanks to the final projects because everything I learned in class was useful for the projects. Also, making a presentation on my final projects was really nice because I could get many useful comments for my syllabus and article from my peers.</p> <p><i>Q 6:</i> I think having more group discussions is desirable because I think sharing what we think of the topic that the lecturer is talking about is really important for learning. And I felt changing group members every time would be better because we could meet many participants and share our ideas. (For the final projects, of course, dividing members according to their majors is necessary.) Also, I think there should be PFF program in Japanese at HU; maybe there were many students who were dying to take this course and learn how to teach and write efficiently but could not because they do not speak English.</p> <p><i>Q 7:</i> I sincerely want to thank Dr. von Hoene and Dir. Soracco for teaching us, tutors for helping us, and other stuffs for offering us opportunity to take such a great course!</p>
<p>Student 2-5.</p> <p><i>Q 1:</i> Very Good</p> <p><i>Q 3:</i> Everything was useful I think.</p> <p><i>Q 5:</i> In-class activities, final project, made me think and work on my research/topic.</p>

Q 6: To make it a little longer, with more activities, if possible.

Q 7: The workshop was very good, because it was talking about 2 global issues, but I think in the future it's better to do the teaching and writing workshop separately if possible.

Tutor 2. Mami Kawachi

Q 1. The role of tutors was to assist the participants both in and outside the class, so that the participants learn and obtain the most out of the workshop. This included the followings: answering their questions on the contents and assignments, facilitating discussions, and writing everyday reports to the instructors on problems or opinions of the participants.

The role and expectation of tutors were mentioned before the workshop started. But, for me, it was not very explicit. Because of that, I was not very sure how much and in what ways I am supposed or allowed to give my opinions or suggestions. Also, I think it could have been mentioned earlier, not just 1 hour prior to the beginning of workshop, so that tutors have enough time to understand and discuss it each other and probably with the instructors. This is important especially for new tutors. *Moodle* could have been utilized for this purpose.

Q 2. In class, I facilitated exchanges of ideas and opinions among the participants, by clarifying what they are supposed to think and talk about for that group activity, and making sure everyone has a chance to talk as equally as possible. Also, I was paying attention so that nobody was left behind. In presentation sessions, I acted as a timekeeper without giving feedbacks, as instructed.

Outside class including the tutorial sessions, I explained the contents covered and the assignments when the participants had questions regarding these. Especially for the assignment which asked the participants to give feedbacks on others' works, I suggested the ways they could make comments on the writings of the fields outside of their own. When the participants brought their works to me, I suggested the possible points for improvement. Other than these, I talked to the participants to see how they were doing, and if they had any problems.

In addition, we, the tutors and coordinator held a tutors' meeting everyday to share any opinions on the workshop, issues to be concerned, and possible solutions to them. I believe this was really helpful in supporting the participants.

Q 3. The most frequently asked question was on the assignments: what exactly they were expected to do by when. Another thing expressed by few was the request for the instructors to speak a little slowly/clearly. However I think this issue has the dilemma in order to cover all the contents and activities planned for the workshop.

Q 4. The tutorial support was helpful in clarifying the instructors' expectations on the participants. It effectively enhanced their learning by providing suggestions on their works, helping increase their confidence, and creating comfortable and relaxing atmosphere. Mediating between the participants and instructors, including everyday reports, produced another positive outcome. The instructors obtained information about the opinions and difficulties of participants, without taking too much of their time.

Q 5. I cannot think of any negative outcome that resulted directly from tutorial support. But, there is one thing to be mentioned. Sometimes, the part of tutorial session was used for (re)arranging the rooms or holding tutors' meetings. I just wonder if it was making a bit hard for some participants to come ask tutors for help at those times. I hope this worry is groundless.

Q 6. They are very good instructors in the way that they are always open and willing to consider suggestions/opinions of the tutors (and of course of the participants and observers). They replied to each of tutors' reports, and actually dealt with issues which were brought up in the reports, during the sessions of the following day. Their attitudes showed that they value the creation of knowledge with all the people involved.

Q 7. The participants were eager to learn from the workshop they could luckily participate. They actively contributed in enhancing each other's learning in various ways. Although most of them said that the assignments were really hard and took a lot of their time, they agreed it was worthwhile. And they all completed quality works.

Q 8. It is very hard to evaluate myself. But I believe I did my best to assist the participants, with the knowledge and experience from the previous workshop in March, and my colleagues' support.

Q 9. I have three suggestions. First, it is desirable that the instructors give direct feedback to the works of participants. I understand the importance of peer-feedbacks, and asking the instructors for feedback to all the works might be too demanding. But, the participants wish to receive suggestions for improvement by the experienced instructors, and this would encourage their motivation for learning even more. If this is difficult, the use of office hours/ tutorial sessions need to be stressed much more, telling that it is the chance to get direct feedback.

Second, the workshop policy for participants to attend all the sessions needs to be kept (the case of illness could probably be excused). Some participants missed sessions for the reasons that they could expect prior to the workshop. I understand their situations, and that they still want to attend this workshop. However, not only it lessens a chance for other participants to learn from peers, but also it is unfair to those people who were not selected as the participant for the workshop.

Last, this type of workshop needs to take root in Japanese universities, and for that, it should eventually be carried out without relying on outside experts too much. I am not criticizing the workshop this time at all. But, for this to sustain, the change needs to happen gradually.

Q 10: I am really grateful for this opportunity to work as a tutor. I experienced the workshop in the different way as I did as a participant, and that helped me develop my teaching and writing skills further. Thank you very much.

Student 3-1.

Q 1: I think it was a very successful workshop. I did enjoy the way of teaching and interaction within the course. I also learnt a lot on how to prepare myself as a future faculty member.

Q 3: I have learned the philosophy of modern teaching, how to control a big class, how to interact with ethical problems that may come out throughout classes, and how to write a cohesive syllabus. I also learned many techniques on academic writing.

Q 4: Yes, I feel now more confident to be a university staff (teacher) as I knew many elements of teaching and I can now compose and create my own way of teaching based on the academic basis (e.g., creating syllabus, the road maps, the goals, etc).

Q 5: The final project was amazing to me. It was a real simulation of academic life (e.g. making comments on others' work, react to other criticism, etc).

Q 6:

1. —To split up the course into two models; one from social science & humanities, the other for applied science.
2. —I would suggest that teachers (that is to mean Linda and Sabrina in this context) to be more strict in dealing with side-chat in the class,

Q 7: Thanks a lot.

Student 3-2.

Q 1: This workshop improves the students' teaching ability and academic writing. There may be many things need considering but may be ignored. Like ethics in teaching and some very detailed issues. This workshop reminds the students of this.

Q 3: I improved my writing ability. Before attending this workshop, I had no idea about proposal for conference and how to write journals. And I learnt how to make teaching introduction.

Q 4: Yes. I learnt to make schedules of teaching. The most important thing is that I learn to find the most effective way to teach. And to care about how many the students learned but only giving speeches.

Q 5: They are all very useful. Handouts help me to prepare my writing. Homework assignment helps me to digest and practice what I've learnt. In-class activities help to exchange ideas with team members and learn from others.

Q 6: I think it's already very good. Maybe students may learn more if the time is longer.

Q 7: And this workshop provides a platform for international students to communicate and change ideas with each other. I think this helps the international progress of Hokkaido University.

Student 3-3.

Q 1: The content of Workshop was very interesting and helpful. It was difficult for me to express my thought clearly in English. However, I had a great experience.

Q 3: I had learned the knowledge in teaching, and the important reminder on writing a paper. These programs demonstrated what basic skills and knowledge are required to faculty member.

Q 4: All of programs were very useful for me. In this Workshop, I had prepared the syllabus of my own making. For the first time, I designed it. It caused me to start thinking what I can do in the class as a faculty member.

Q 5: To set a final project was most useful way to sum up my findings in this Workshop. Because I could put into practice what had learned in the programs.

Q 6: I would suggest that the "Teaching" is conducted in Japanese also (e.g. "designing course syllabi and learning objectives," "creating and using grading rubrics" and so on). Because above programs are also critical to doctoral students (with poor English skills) who want to be a faculty member.

Q 7: Thanks to all of you for your kindness and support. I am looking forward to even greater success in the follow-on Workshop.

Student 3–4.

Q 1: Very good. Both instructors delivered the lectures in a very systematic manner. I especially enjoyed the teaching section.

Q 3: I have a lot of unofficial teaching experiences, but never had any training on lesson planning and rubric building. Although very intensive, the teaching part was very valuable.

Q 4: In some ways the workshop helped me. I think the workshop has helped me to build/reconstruct the basics of teaching and writing.

Q 5: In-class activities and the final project. They helped me to put my learning into practice and shape it.

Q 6: Separate the writing and teaching sections. Or at least I think teaching section needs more time. I think learning to write better academic papers is something that one cannot achieve by attending a workshop and one needs a lot of writing practice. However one can learn lots of teaching techniques by attending a workshop.

Student 3–5.

Q 1: It was a very good experience not only for practicing English, but also for opening a broader view. Linda and Sabrina are excellent teachers. I learned a lot from the Workshop.

Q 3: I think the group working style is quite valuable for me, and the final project also made me to organize the ideas and present it to others who are not the same major as mine. I think it benefits me a lot on preparing for being a future faculty member.

Q 4: Yes. I have got a whole picture of what will a faculty member will do and how to do it best.

Q 5: In-class activities are the most useful way to me, because through those in-class activities, I had the chance to speak out my opinions and listen to others.' It was very useful for brainstorming.

Q 6: Since it is a very good program, I think the time here was a little bit too short. It will be better if the time will be extended next time.

Tutor 3. Yoshia Morishita

Q 1.

* There were a variety of roles the tutors played during the workshop. The roles were made clear before the workshop started.

* We ensured all the students knew what to do during individual and group activities, how to work on the projects, etc. Also we tried to get all the students to feel they were part of the group and the whole class, by letting them take turns in representing their group to speak to the class.

* I also helped those students who needed language support.

* We facilitated and moderated group discussions and answered the students' questions as far as possible before, after and between the lectures.

* We met at 9.30 AM and 5.30 PM almost every day to discuss workshop-related issues, including students' comments and feedback, problems we noticed the previous day, and practical solutions we came up with, etc.

* Every evening we e-mailed Linda and Sabrina to let them know of students' concerns, questions, and suggestions we received during the day.

* We removed, arranged, and replaced the chairs and desks in most of the classrooms we used.

* We made sure that no student was left behind or feeling uncomfortable, intimidated, or lost due to lack of support.

Q 2.

* During the tutorial sessions, some students always asked me questions regarding the contents of the lectures, how they work on their final projects, what to do by the next day, among other things.

* During lectures, I made sure that all the group members understood what to do, what others were discussing, what they were supposed to be doing, and so on. Also it was important for me to get the students to take turns in being the note-taker or spokesperson. In this way I feel that everyone in the group felt being a part of the group.

* Between lectures I spoke to and was spoken to by some of the participants and chatted with them. This allowed me to familiarise myself with them and vice versa. Sometimes they raised good points or made suggestions in regards to the workshop, which I reported to the organizers and the instructors.

Q 3.

* Some students asked me to clarify the contents of the lectures. They also asked me about logistical issues, like where the coffee room was going to be moved to, what kinds of soft drinks provided, and so on. Most of the students who talked to me expressed their favorable comments about the workshop.

Q 4.

* I clarified some of the things the students were not too sure about. Also during group discussion, I was

often the icebreaker. I believe my kick-start was often good for the group members because they waited until someone started talking. I also acted as a moderator when the students had different opinions. This seemed to work well because fluent speakers occasionally almost dominated the discussions and would have been difficult for the others to provide their counter-arguments without my moderation.

Q 5.

* Perhaps for a few fluent speakers, it might have been annoying to have a tutor in the group. However, this is not a negative outcome, because without tutors who tried to make sure everyone spoke, non-fluent participants might not have the chance to say what they wanted to say.

Q 6.

* I must say Linda and Sabrina were great instructors. They asked me and the other tutors to give them feedback each night. They never failed to address my feedback to the whole class the next day. It was impressive.

* It would have been great if a room was designated for the office hours. A room next to the class room, if possible. This would have made the instructors a little more approachable during the office hours.

Q 7.

* Most of them were very enthusiastic and keen to improve their skills. In that international atmosphere, I felt they were trying to help each other, regardless of the level of English. Some students were more confident in the language than most others. Overall, I got the impression that they were very much motivated to study during the workshop.

Q 8.

* As a tutor, I think I did okay during this workshop. This is because the roles were clearly stated in advance. I knew what I should/should not/could do as a tutor. I was also lucky to have those great students who were co-operative, committed, open-minded and smart. I thoroughly enjoyed myself in the workshop and hope that the students saw my enjoyment because I think it is important for them to see the leader enjoying things.

Q 9.

* It would have been great to use the same rooms, rather than moving around the buildings.

* The reception on the night of the first day could be announced a lot earlier. Some students did not expect it and had already planned something else for the night.

* There should be more time for discussion during the symposium.

Q 10.

* I enjoyed working as a tutor very much. Thank you for selecting me! If possible, I would like to apply for the position next time the PFF workshop is held.

Student 4-1.

Q 1: The workshop was excellent. It helped me to organize my ideas and to give structure to my research. The Professors were the perfect guide for the workshop as well as a real example of career.

Q 3: I learned to be organized, to be clear, fair, to think about the students and their needs. I also learned how the teaching system has changed, considering that the learning process occurs from the teacher to the student, but also in the opposite way.

Q 4: Yes. I realized how difficult is to be in the faculty's position. I learned several techniques to improve the teaching ability, and make the learning process an active practice. I understood how important is to think about the audience, and to define clear objectives and structure by designing a course.

Q 5: The homework assignments were very useful. I could use all the concepts learned in the workshop to organize my ideas. I think the result was very helpful for my research.

Q 6: I think the course was excellent, but it would be better if it would be possible to make it longer.

Q 7: Thank you very much for the opportunity, the workshop changed my way of thinking in a very positive way.

Student 4-2.

Q 1: I think this workshop is successful. In this Workshop, one week passed so fast, students in this workshop are very excellent, not only in their English speaking, but also in their passion in participate in this Workshop.

Q 3: After this Workshop, I learned no matter you are a teacher, or you are write an article, you should think the audiences first. This is very useful.

Q 4: Yes, of course, It helps me a lot. For example, I am cleared in how to do a syllabus, and how to design a class.

Q 5: I think, for myself, the final project is especially useful. When I do the work myself, I am not so serious about my problems, but when I saw other people's work, I find the different between the works, and I

<p>learned a lot from other people's work.</p> <p><i>Q 6:</i> If possible, can the organizer make a video of the whole class, and it is a very important experience for each participant, we can review when we have problems in the further.</p> <p><i>Q 7:</i> I hope next time this workshop could be a little longer. I found that I have just involved in it; I finished. It is too short.</p>
<p>Student 4-3.</p> <p><i>Q 1:</i> Very interesting and gave us good hints for teaching and academic writing.</p> <p><i>Q 3:</i> Through the course I knew how to design a course syllabus? How to run the course? And how to write and revise academic papers, in general and articles or abstracts in particular.</p> <p><i>Q 4:</i> I became more comfortable and confident.</p> <p><i>Q 5:</i> All activities were helpful. However I can say that in class activities and assignments were the most important.</p> <p><i>Q 6:</i> Make it more regular and a part of the course given during the semester if possible.</p>
<p>Student 4-4.</p> <p><i>Q 1:</i> Even though I could not attend that much, it was helpful workshop for the students who had high motivation for English skills.</p> <p><i>Q 3:</i> I learned the way to write cover letter or academic papers.</p> <p><i>Q 4:</i> I do not prepare for faculty position.</p> <p><i>Q 5:</i> Small group discussion</p> <p><i>Q 6:</i> The writing habit</p>
<p>Student 4-5.</p> <p><i>Q 1:</i> It was a good chance for me. Contents of lecture are very nice. I can learn many things, by considering the final project and in-class assignments. There is much discussion time of assignments. There is not so much chance to discuss in ordinal lectures. Therefore, discussing with other graduate students was nice experience.</p> <p><i>Q 3:</i> Considering a syllabus and discussing about that was a nice experience. These are needed when one becomes a faculty member.</p> <p><i>Q 4:</i> I understand what is needed to make a lecture and scientific writing. I also understand difficulties of talking in English. Since I am not so familiar with English communication, to represent what I want to say was difficult. But it needs to overcome.</p> <p><i>Q 5:</i> In-class activities are most useful for me. I am not so perfect about discussion. There are two reasons; first, I am not familiar with English communication, second, I am not so familiar with discussion in class since that is not so common in Japan. But finding these problems are needed to improve.</p> <p><i>Q 6:</i> Two thirds of students were foreign students in this time. I hope to be given chances for more Japanese students.</p> <p><i>Q 7:</i> I would like to recommend this lecture for other students. It was a nice experience.</p>
<p>Tutor 4. Azania Mufundirwa</p> <p><i>Q 1.</i> The role of the tutors was explained before the conference. We were to be teaching assistants. Our role was to complement Dr. Linda and Sabrina's efforts during the workshop, such as explaining in thorough details what students did not understood during the lecture. We also had the capacity to share our knowledge of Academic writing skills.</p> <p><i>Q 2.</i> Firstly, as a tutor, I acted as a mediator between students and teachers/presenters (Linda and Sabrina). This involved helping students to understand concepts/key issues, discussions, and giving feedback about important problems amongst students so that the teachers can put more effort on those key areas. More importantly, as a tutor I also evaluated student's problems/weakness, and helped to make them improve their work. This was done through complementing or adding to the contents the students learn in class. Furthermore, as a tutor, I also helped in checking progress amongst students, by checking homework. Lastly, I also helped to foster cooperation and teamwork amongst students to make sure everyone is involved (active participation).</p> <p><i>Q 3.</i> Students were interested in Academic writing skills to write excellent papers for journal publishing. Most students were graduate students, and they have a requirement to publish international papers so they were in great need to learn academic writing skills.</p> <p><i>Q 4.</i> Facilitating active participation and the extra support are crucial drivers for the workshop. Tutors have some experience and skills about writing and teaching, so I feel they played an important role. During the tutorial session some students came to ask questions, etc.</p> <p><i>Q 5.</i> Tutors were not given the opportunity to comment during the final sessions. Some students were keen</p>

to hear the tutor's feedback amid the sessions.

Q 6: I appreciate them for the workshop; they did excellent sharing of information. They were active and industrious.

Q 7: Participants had great enthusiasm to learn. As of now, through my interaction with them, they have a great need to learn academic writing skills to publish international papers to graduate. Our Professors/Sensei's do not directly teach them academic writing skills, so they need to learn it independently. There is a great demand for a mandatory Graduate academic writing course at HU.

Q 8: As a tutor, I felt I did my best to assist and share knowledge to participants. Also to mention, our extra support in technical issues.

Q 9: I appreciate the significance of international collaboration (Univ. of California, Berkeley). However, we should strive to establish our OWN "writing and teaching center," where every HU graduate student is welcomed, which I hope is more sustainable for the long-term planning for HU graduate students.

Q 10: Once again, thank you for organizing the workshop and all your tireless efforts. And with experience, I feel this workshop was successful and have revealed what or which direction is more sustainable, long-term and effective for the future of HU. As a HU student, I feel sooner, we will have an established "Writing and teaching Lab" which will fully cater the need of most/every HU graduate student.

Thank you.

Student 5-1.

Q 1: Through the wonderful PFF course, I could improve my activities and knowledge. I was very lucky to participate in PFF course, and grateful to Hokkaido University for providing us this opportunity. At the same time, I wish to thank my teachers Sabrina Soracco and Linda von Hoene for teaching me kindly, and all the stuffs and tutors' good supports.

Q 3: At the teaching part, I have learned how to make the syllabus which could provide an enjoyable time for students and enhance their learning skills. It has included making the learning outcomes, activities, assessments and segments.

At the writing part, I have learned how to write the abstract and proposal of conference and the article of journal. It has included that understanding the goal and the logical structure are very important in the journal or abstract of conference.

Q 4: Yes. Writing and teaching skill are very important for me; it can improve the position in the research fields and the work in the future.

Q 5: In group discussion part, through this program, I improved the skills of summarizing the possession information, communication with each other and activations.

In the final project, through this program, I improved the skills of presentation and how to easily introduce my research work to different fields of researchers.

Q 6: I would recommend taking more time for this program. Because the level of the approach is very high and the schedule is very tight, I hope that we could take more time to introduce basic concept. It can let more students to achieve the goal.

Student 5-2.

Q 1: The workshop is very attractive and useful for me.

Q 3: I think the parts of paradigm shift, how to teach a large course, and how to write academic writing is of values to me.

Q 4: Yes, when I tried to finish the teaching projects, I thought what I should teach a course, How to make the course interesting, how to assign the course on the basis of principles of good practice, and so on.

Q 5: I think in-class activities are particularly useful to me, because in first courses, I was silent and not active to attend the discussion, but through these courses, finally I am willing to participate in the discussion and get more exercises. Besides, the final writing project of submission is helpful for me in the future.

Q 6: For group activities, I think group changing or group members with different background should be more helpful for members to exchange themselves between each other and get inspiration over disciplines.

Q 7: In writing parts, conference proposal and practice of revising paper are difficult for me. Through this course, I failed to obtain the course goals. I think it mostly resulted from personal disabilities, but I hope teacher can give more effective supports for students just like me in the future.

Student 5-4.

Q 1: I feel this workshop is excellent, sophisticated and well organized. I have never attended the class like this in Japan. Great teachers and dedicated teaching assistants made this course fine and encouraged. Participants are also highly motivated. Therefore, I was so motivated and well influenced by everything in this class!

Q 3: This was my first experience of learning about teaching skills. Especially, “Teaching Large Course” provided me a lot of useful information for my future faculty. And various suggestions about academic writing from Dir. Soracco opened my eyes. “Set a writing time,” “Write everyday.” These suggestions realized me that academic writing needed more efforts.

Q 4: Relatively, YES. I think abilities required to be a faculty member are little different between U.S. and Japan, especially in my faculty, the graduate school of medicine. But I feel this situation will be changed in the future. This course realized me what abilities I would achieve.

Q 5: In-class activities were particularly useful for me. I realized the importance of group work in class. In fact, directors had some difficulties in operating the class. However, the learning effects through group works were significantly greater than lectures.

Q 6: I felt that the ways of teaching were so different between each teaching assistants. So changing TAs between groups would help us know various types of teaching skills. I think this exchange is directed toward purposes of this course.

Q 7: As one TA suggested in the last session, this “Preparing Future Faculty” course is not for foreign students but for JAPANESE students. You should balance the nationalities. I think half of participants should be Japanese.

The first reason is that Hokkaido University runs on subsidies from the government. I think Japanese public would make an objection against the fact that the majority of this valuable, precious and maybe quite-costly class is foreigners not Japanese.

The predominance of foreign graduate students would not contribute to the internationalization of Hokkaido University. Foreigners have already internationalized. You should expose more Japanese students to this circumstance and let them realize the difference between other countries. You also let them know how they behave in this international class. For example, shyness makes nothing in this circumstance. Raising a hand and speaking one’s opinion would be respected.

Tutor 5. Chinyere Nwafor-Okoli (Chi Chi)

Q 1. The exact roles of the tutors were explicitly mentioned before the workshop started.

Q 2. I was able to perform my duties as follows:

- a) Tutorial session: I helped students to solve problems relating to research hypothesis and other academic writing issues.
- b) Class: During the progress of the class, I was able to help my group clear up confusions about the exact expectations of the instructors from them. Issues on assignment and methods of doing the assignment were also discussed with participants. Finally during group work, I facilitated my group, giving every participant equal opportunity to participate in group discussions.
- c) Other opportunities to support participants: Oral presentation and feedback session, I would say, was the juncture where the tutors were most useful. I acted as a facilitator to my group. Among others, my duties included time keeping and proper assignment of opportunities for equal contribution from the participants on presentation of their choice projects and giving a feedback to other participants after presentations. I also helped in the arrangement of the lecture hall, directed students to the designated venue for subsequent sessions, mediated between the participants and the instructors and finally gave a daily report to the instructors on problems I encountered in my group.

Q 3. The participants mostly asked me questions pertaining to their chosen assignments. Since the assignments involved PFF and academic writing, their questions came from both angles but from my experience, the participants were much more concerned with being able to write a quality academic paper worthy of journal publication. Therefore, most questions and opinions were focused on that area.

Q 4. The participants talked with me in a more relaxed manner since they know that I am just a tutor. They were able to verify certain minor issues with me instead of disturbing the teachers.

Q 5. In my group, I did not perceive any negative influence of the tutors on the participants during the workshop.

Q 6. I think they were good instructors because they did not interfere with the roles assigned to the tutors. They always encouraged the participants to make use of the availability of the tutorial sessions. They also did well in sharing the methods they use in UC Berkley.

Q 7. They were good students. They did not look down on me even though they knew that I was their fellow student. I tried my best to share my knowledge with them and they were very open to my suggestions.

Q 8. It is somewhat difficult to evaluate myself here but I think I have done my best. The participants and the instructors might be a better resource to evaluate me.

Q 9. If possible, it would be nice to increase the capacity of the workshop in terms of number of participants. Some participants were denied opportunity to participate but this might be the period they need the course

<p>most.</p> <p><i>Q 10.</i> Please organize this workshop again.</p>
<p>Student 6–1.</p> <p><i>Q 1:</i> Excellent. I hope I will share it in my university after my return.</p> <p><i>Q 3:</i> Teaching part is very important for me. And also proposal writing for conference and Journal paper.</p> <p><i>Q 4:</i> As a faculty member, I think I give my lecture more organize way.</p> <p><i>Q 5:</i> Hand out, because its help to remember me.</p> <p><i>Q 6:</i> Please invite faculty members of developing country to join this program as participants.</p> <p><i>Q 7:</i> Please include more ethical practice part. Like I give one example: In a one students evaluation meeting there is an 8 professors. Some professor doesn't like student's progress and they think it's not enough for degree or entering PhD program. But in the evaluation meeting one professor suddenly says: excellent presentation, then others professor, who are not thinks the same they become silence and they return from the meeting. In that case I think one professor makes the environment, like biased environment.</p> <p>So I think please include about bias free environment, when there is any evaluation had done.</p>
<p>Student 6–2.</p> <p><i>Q 1:</i> Sometimes students and professors perform their tasks mechanically, without reflecting “why is it like this” or “what do I expect from that activity.” The workshop was unique opportunities to discuss about common matters that affect University life but for some reasons we tend to accept them as they are.</p> <p><i>Q 3:</i> In a closer future, I would say the writing skills.</p> <p><i>Q 4:</i> Yes, but not very significantly. I think other skills may be more important, such as experience and more knowledge.</p> <p><i>Q 5:</i> Handouts and in-class activities. The handouts have clear and useful information.</p> <p>The in-class activities were conducted in a way that we could correlate theory and practice.</p> <p><i>Q 6:</i> Less tutorial sections and more classes per day. So, it would be possible to decrease the total workshop days keeping all its content.</p>
<p>Student 6–3.</p> <p><i>Q 1:</i> Very helpful! Precisely what I was expecting, with valuable lessons about writing articles and teaching.</p> <p><i>Q 3:</i> All lessons were really good, but the ones that helped me more as a teacher in the future were “Basics of Teaching” and “Teaching Large Courses.”</p> <p><i>Q 4:</i> This program helped me a lot, creating the principles of good teaching, and aiding a lot on writing skills. Since the course was over, I've been reading articles in a totally different way, trying to understand why some parts are hard to understand and others are so easy.</p> <p><i>Q 5:</i> The last activity, where we act as reviewers, was really good to realize what are the parameters that journals and conferences adopt when choosing articles. The same thing can be said about the rubrics and syllabi, because the group had different ideas, and combining these ideas we could idealize the “perfect syllabi” for engineering courses.</p> <p><i>Q 6:</i> This course is great the way it is! It is really hard for me, a humble student, to make a recommendation capable of improving such a great course. It was a great idea to have a weekend between classes, to give us time to prepare the assignments.</p> <p><i>Q 7:</i> Great class! I will recommend it to anyone who is interested in teaching or improving his or her writing skills.</p>
<p>Student 6–4.</p> <p><i>Q 1:</i> At the beginning of the Workshop, I felt anxious if I could survive or not. But, all lectures were very interesting and all colleagues helped me. I was very happy to participate in this Workshop.</p> <p><i>Q 3:</i> I have learned about “how to make a good syllabus for students” and “how to write academic papers.”</p> <p><i>Q 4:</i> In the program, I felt the policy of a faculty position. And I also felt Linda's and Sabrina's passion for education through this Workshop.</p> <p><i>Q 5:</i> Heavy Handouts gave me so much useful information. I could do my homework to use handouts.</p> <p><i>Q 6:</i> I think Japanese students should try to participate in this Workshop more. Actually, I got information of this Workshop from my friend who participated last time. If I didn't talk to him, I couldn't know this, because my professor didn't know about this Workshop well.</p> <p><i>Q 7:</i> This Workshop gave me not only improvement of my English skill but also very good friends from over the world. Special thanks go to all members.</p>
<p>Student 6–5.</p> <p><i>Q 1:</i> My overall impressions of workshop are very impressive to me. Learn many think from this workshop.</p> <p><i>Q 3:</i> I am benefited from this workshop as how to teach, how to control class, and also how to make good lecture for everyone present in classroom.</p>

<p><i>Q 4:</i> This program grow up my confidence, how to teach student, how to make effective class. It is very helpful for who are prepared for future faculty position.</p> <p><i>Q 5:</i> I think every activity is very important and useful. In-class activities and final projects are very useful for grow up self-confidence.</p> <p><i>Q 6:</i> Teaching project is satisfactory but also writing project is also useful. Writing project needs more time.</p>
<p>Student 6–6.</p> <p><i>Q 1:</i> It's very helpful; I wish I've taken the workshop in my beginning PhD study. This course does not only help your teaching and writing skills but also studying/learning skills.</p> <p><i>Q 3:</i> To always put importance on learning, on students as well as on the teacher.</p> <p><i>Q 4:</i> Absolutely. This course provides guidelines for us to prepare to take a faculty position which anyone can further develop and adjust to meet various conditions.</p> <p><i>Q 5:</i> All are very useful.</p> <p><i>Q 6:</i> The pace of the lecture is quite fast and the time for class activities is quite short. If the class time can be extended, the student understanding will better.</p> <p><i>Q 7:</i> This workshop is very useful; it should be a mandatory course for Graduate Student to take in his/her beginning study.</p>
<p>Tutor 6. Juan Andrés Oviedo A.</p> <p><i>Q 1.</i> The tutors served as facilitators for the activities assigned by the instructors and as a mean of communication among participants as well as between participants and instructors. The tutors also helped solve general doubts on some details that, unfortunately, were not very clearly stated by instructors. Yes, the role of tutors was mentioned/introduced prior to the workshop.</p> <p><i>Q 2.</i> a) Tutorial session: held meetings with a few participants who used the tutorial sessions seeking for guidance in the preparation of the final projects. b) Class: facilitated the interaction and sharing of ideas among the participants of the assigned group, managed to create an atmosphere for respectful and open debate. c) Other: supported logistic tasks for the preparation of the room so that participant could have an adequate location suitable for learning process.</p> <p><i>Q 3.</i> It is rather difficult to assess, as there was a large diversity of questions and opinions. However, participants expressed their urgent need of acquiring writing skills.</p> <p><i>Q 4.</i> Tutorial support was indeed a great help for not only participants but for the instructors. The most positive outcome was to serve as facilitators so that participants were able to cope with the assigned tasks and learning outcomes. They certainly did!</p> <p><i>Q 5.</i> I would not say negative, instead, I would say that the tutorial session could have been more fruitful if the tutor had been given a more detailed explanation of activities and the corresponding timelines.</p> <p><i>Q 6.</i> I, personally, did not feel the instructors as a boss. I felt them as advisors and friendly hands for us to contribute to a smooth flow of the workshop activities toward the learning objectives the instructors had fixed before coming to Japan. I really like them!</p> <p><i>Q 7.</i> They were very active and diligent to learn many aspects about how to produce high quality academic writings and how to develop a high quality teaching methodologies. They did a good job, helping create a good atmosphere for their learning.</p> <p><i>Q 8.</i> I evaluate myself as a very active tutor who interacted with the instructors and participants in order to create a space/opportunity for open debate as a result of a diversity of opinions, and to facilitate activities of the workshop, such as presentations.</p> <p><i>Q 9.</i> Compared to the previous workshop held in March, this workshop was much better and more organized. Participants were more active and adequately selected. I don't have much to say about improvements but one thing comes to mind: participants constantly expressed they were not quite sure what they had to do for the final projects. I believe it would be better if, at the beginning of the workshop, instructors gave more details about what they expect from participants through the final projects. And, instructors had better make clear that participants would get to fully understand the final projects as the workshop runs.</p> <p>Other point, although minor, in case of Writing project, is that it should be clearly stated that "conference proposal" stands for either a proposal for a session in a conference, which is the one developed in the workshop, or an abstract or summary to a conference. This issue created lot of confusion among participants, since most of them were interested in an abstract for a conference.</p> <p>Finally, one thing participants asked many times was the reason of the constant change of room. It will definitely be much better if the same room is used.</p> <p><i>Q 10.</i> I would like to say "thanks" for the opportunity to act again as a tutor in this workshop. It helped me</p>

clarify ideas and strengthen my writing/teaching skills.

I want to congratulate the organizing committee because this workshop ran very smoothly, and because participants left the course very much satisfied with both the content and the organization. Compared to the previous workshop, there was a significant improvement of logistics.

Thanks a lot for the opportunity; I hope I can be of help for future workshops.

3. Feedback from the 8 Observers-Students & 1 Faculty (Hakodate)

1. Hansen Yang, HU, Fisheries Studies, Master Program, male, Chinese

Q 1: The PFF Workshop was very useful.

Q 3: I learned a lot about how to teach students as a future faculty member and how to write an academic paper.

Q 4: Yes. The solutions of the situation that faculty member will meet were helpful for me. And the tips about writing a paper were good.

Q 5: The handouts were particularly useful to me. Because my English listening is not good, if I didn't have the handouts, I couldn't catch up with the lecture.

Q 6: As an observer, I think the lectures were a little fast.

Q 7: I want to be grateful to everyone that helped organizing this Workshop. Also, I want to thank John Bower sensei who helped us a lot in Hakodate campus.

2. Keisuke Hosotani, HU, Fisheries Studies, fisheries science, Master Program, male, Japanese

Q 1: It was difficult for me to listen native English. Because it is too fast for me to understand.

Q 3: Importance of interaction between teacher and students.

Q 4: Yes it is useful. It is interesting to learn writing scientific papers.

Q 5: In-class activities and final project

Q 6: I want teachers speak English more slowly.

Q 7: This project was very nice occasion to touch native English. It was difficult for me to understand. But it was nice training to listen English. Thank you.

3. Mitari Motiduki, HU, Fisheries Studies, Master Program, male, Japanese

Q 1: I feel so difficult to discuss in English. I can't still speak or make a speech in English.

Q 3: I could learn way to workshop and paper in English.

Q 4: I could not response any questions.

Q 5: I'm useful all.

Q 6: I want to join workshop in Hakodate.

Q 7: This workshop was very useful to study and learn English. Thank you very much.

4. Mohammad Matiur Rahman, HU, Fisheries Studies, marine biotechnology and microbiology, Doctor Program, male, Bangladesh

Q 1: The workshop was good.

Q 3: I have learned some basic things which are required to become a faculty member. For example, preparing syllabus, to manage class lectures involving all students, grading system, writing scientific report, etc.

Q 4: Yes. From this workshop I have learned the basic need and criteria for a successful teacher i.e., ethics of a teacher, how to take classes, how to prepare syllabi, how to grade students, how to write and evaluate scientific reports, etc.

Q 5: Handouts. I can go through these handouts time to time and can follow these instructions in my professional activities in future.

Q 6: I strongly recommend that the duration of the course should be at least 1 month.

Q 7: In future we, the students of the Graduate School of Fisheries Sciences want to join in this workshop as participants, not observer.

5. Ni Made Airanthi Kusuma Widjaja-Adhi, HU, Fisheries Studies, biofunctional material chemistry, Doctor Program, female, Indonesia

Q 1: The workshop is nice and useful.

Q 3: The Seven Principles of Good Practice in teaching, Submitting Articles to International Journal, Grading Rubrics, Referee Task, Editing and Revising Writing

Q 4: Yes, clear understanding on good practice of teaching.

Q 5: Not applicable for observer in Hakodate.

Q 6: It would be better if Hakodate could participate as a student not only as observer. The students could be allocated into 1 or 2 groups and joint in the discussion with Sapporo. Even as observer, it would be better during the lecture-live conference we could directly asked question to the teachers.

Q 7: For the future workshop, if a live conference will be provided again to Hakodate campus, above

<p>suggestion would be very useful for participant in Hakodate. The high interest from Hakodate student would decrease each day during the workshop if we only observed without able to communicate with Sapporo campus.</p>
<p>6. Shingo Nishita, HU, Fisheries Studies, Master Program, male, Japanese</p> <p><i>Q 1:</i> I think the Workshop is difficult for me. Because I am not good at English. But the Workshop made me somewhat fluent English.</p> <p><i>Q 3:</i> What I learned in the program is many things. Especially how to write abstract. I didn't know what the elements of an abstract are. But I learned it in this program.</p> <p><i>Q 4:</i> Yes, I learned seven principles of good practice. And I found teacher is very important position for students.</p> <p><i>Q 5:</i> Handouts are very useful to me. Because I could review at home, and handouts is provided many information besides the program to me.</p> <p><i>Q 6:</i> I'm not particular. This program is very good.</p> <p><i>Q 7:</i> If the program holds the next time, I would want to join again after I learned English more.</p>
<p>7. Tan Yongkai, HU, Fisheries Studies, physiology, Doctor Program, male, Chinese</p> <p><i>Q 1:</i> It is an active class, which give me a better understand of the teaching method and writing skill. This Workshop gives me a deep effect to my future academic career.</p> <p><i>Q 3:</i> It tells me how to make the class more activity, tells me the importance to be an academic researcher.</p> <p><i>Q 4:</i> The workshop make me begin to think about the future position, and give me the chance to practice it.</p> <p><i>Q 5:</i> I think the in-class activities and the final project give me the most useful help. The in-class activities tell me another way of teaching, and the final project let me know anything should be good planed and do it step by step until success.</p> <p><i>Q 6:</i> I think we need more practice about the theory, so if give us more chance to practice is better.</p> <p><i>Q 7:</i> I know it is very hard, but although I am an observer, I eager to have a face to face class, so please consider about it, thank you.</p>
<p>8. Zhangyue, HU, Fisheries Studies, Master Program, female, Chinese</p> <p><i>Q 1:</i> It is useful and lively for me.</p> <p><i>Q 3:</i> I learned how to write a good essay.</p> <p><i>Q 4:</i> I am a graduate student now, I think I need to learn more knowledge to improve myself.</p> <p><i>Q 5:</i> Handouts</p> <p><i>Q 6:</i> My English is not good, so I hope next time handouts can be handed out a little more early.</p>
<p>9. John Bower, HU, Fisheries Studies, fisheries, Faculty, male, US</p> <p><i>Q 1:</i> Overall, very well done. I hope that Hokkaido University continues to hold these workshops in the future. My main concern was that Japanese students might not have been able to understand the lectures and discussions (see 6 below).</p> <p><i>Q 6:</i> I helped facilitate the videoconference hook-up in Hakodate, where the student participants comprised two groups: Japanese and non-Japanese (foreign).</p> <p>Most of the foreign students seemed to understand the talks in English and the discussions. After these students graduate, many will work as teachers at universities in their home countries, so I think future workshops for foreign students should continue placing equal emphasis on teaching and writing.</p> <p>Many of the Japanese students, however, seemed to have difficulty understanding the spoken English. For this reason, I suggest that you consider conducting a similar workshop entirely in Japanese. Graduate teaching assistants in Japan tend to teach much less than their counterparts in the U.S., and the percentage of graduate students that will eventually work as teachers is, I believe, probably lower among the Japanese students than among the foreign students, so more emphasis in this workshop could be put on writing. An especially important topic that should be covered, in my opinion, is proposal (grant) writing (e.g., applications to the Grants-in-Aid for Scientific Research).</p>
<p>4. Feedback from the 16 Observers (Sapporo)</p> <p>1. Fumiko Inoue, Ritsumeikan U (Eastern Asia U), higher education, Faculty, female, Japanese</p> <p><i>Q 1:</i> It was great experience for me. And I think this program was so suggestive and useful for a person who in charge of the FD.</p> <p><i>Q 3:</i> Probably students have learned the importance of 'independence' and 'responsibility' as a faculty.</p> <p><i>Q 4:</i> It is hard to say whether students felt they were prepared as a faculty by this program, because some students who participated this program told each other, 'This is good experience for me, but I have no idea if I want to be a faculty.' I think the usefulness of this program depends on how much does they yearn a faculty position.</p> <p><i>Q 5:</i> I just observed last two days activity, so it is hard answer this question for me. But I guess, just my</p>

<p>feeling, homework assignments and final project are useful for students.</p> <p><i>Q 6: I'm sorry. I don't have any particular idea.</i></p> <p><i>Q 7: I think it was better if lots of Japanese students participated to this program.</i> (<i>To the persons from other universities</i>)</p> <p><i>Q 8: Discussing in each Workshop and last presentation are good example for me. However teaching and discussing in English are hard in our university, I think.</i></p>
<p>2. Hisashi Kitamura, HU, Letters, English linguistics & philosophy of language, Postdoctoral, male, Japanese</p> <p><i>Q 1: It is very useful. But the problem is that it does not focus on the improvement of the English skills.</i></p> <p><i>Q 3: I have learned the importance of the group discussion method.</i></p> <p><i>Q 4: Yes. It is helpful. Because I learned the idea that the teaching should be interactive.</i></p> <p><i>Q 5: In-class activities are useful, because I do not have such an experience in Japan.</i></p> <p><i>Q 6: Please focus on the improvement of the English skill.</i></p> <p><i>Q 7: Please plan the workshop which Japanese people can more easily join.</i></p>
<p>3. Jianmin Li, HU, Education, higher education, Doctor Program, female, Chinese</p> <p><i>Q 1: The environment of the workshop was full of freedom, and each student was active in sharing opinions with others.</i></p> <p><i>Q 3: Although I have taken only part of the program as an observer, the way how to deal with large class and how to make rubric are of value to me.</i></p> <p><i>Q 4: I am not sure about that. After all, participating in the program is quite different from really taking on a faculty position.</i></p> <p><i>Q 5: In-class activities. I could listen to other peoples' opinions and think about problems.</i></p>
<p>4. Kaori Oka, HU, Life Science, Master Program, female, Japanese</p> <p><i>Q 1: The contents of the workshop were interesting. However, there were many discussion sessions, in which observers can't participate, so I was bored.</i></p> <p><i>Q 3: I learned that academic career needs abilities not only as researcher but also as educator. As educator, we must make precise syllabi and good classes.</i></p> <p><i>Q 4: No. I don't feel this workshop is "more prepared to take on a faculty position." I feel that the contents of this workshop are useful for people who are professor already.</i></p> <p><i>Q 5: Handouts. Because it helps me study some contents which fail to hear.</i></p> <p><i>Q 6: It is better if this workshop carry out in Japanese. I sometimes can't understand what teacher or student said. Homework or final project should be made in English, but I think teaching in Japanese is good for Japanese student.</i></p> <p><i>Q 7: I had better to participate in this workshop as student!</i></p>
<p>5. Kaveh Fattahi, HU, Engineering, architectural and urban design, Postdoctoral, male, Iranian</p> <p><i>Q 1: That was one of the most helpful workshop I have participated recently.</i></p> <p><i>Q 3: One of the very valuable lessons that I thought from the workshop is how important is the preparation for a course before a course being started. Such steps namely syllabus and/or rubric systems make students more aware of what would expected from them to learn, to submit and how their efforts will be evaluated. I think that would dramatically improve a course's productivity.</i></p> <p><i>Q 4: Of course it did. It improves my confidence for starting the first steps of having my academic course in future. It is mostly because, thanks to this workshop, now I have a better image of what happens in a high-ranked university and I can use that as my future reference.</i></p> <p><i>Q 5: For me as an observer the handouts were more helpful comparing to the other mentioned items. However the in-class activities and how the invited professors managed them had some good lessons for me as well.</i></p> <p><i>Q 6: The workshop was really well organized. I just think that in order to improve the workshop it would be better if tutors find more spaces to act and have more roles in the in-class activities. Accordingly that would help to bring about more discussions in each table and may result in a more interactive workshop.</i></p> <p><i>Q 7: I just want to thank all the organizers, invited professors and tutors for organizing one of the most successful workshops in HU.</i></p>
<p>6. Khosro Movahed, Shiraz Azad Islamic U, architecture, environmental planning, Staff, male, Iranian</p> <p><i>Q 1: I think it was very good and useful for all.</i> (<i>from the viewpoint of the students of your university.</i>) I am a faculty member but I think the result will come after my next course.</p> <p><i>Q 3: The best part for me was the principals of teaching.</i></p> <p><i>Q 4: Off course this program helped me for my position in my lab.</i></p>

<p><i>Q 5:</i> I was as an observer, so I did not any homework or project.</p> <p><i>Q 6:</i> I think the writing part should manage her presentation better than what she did.</p> <p><i>Q 8:</i> I think the best part was the teaching part.</p>
<p>7. Lamsal Damodar, HU, Environmental Science, male</p> <p><i>Q 1:</i> I am impressed with the course taught during the workshop. Both the instructors had strived for interactive learning and they always created conducive environment to that ends too. Although I have good impression for entire courses, I was especially benefited from RUBRICS one.</p> <p><i>Q 3:</i> Rubrics creation, characteristic of good teaching and abstract writing in particular.</p> <p><i>Q 4:</i> The workshop actually enlightened me on how to create rubrics, how to create learning environment in a lecture class, how to avoid paper rejection, how to write compelling abstracts and articles. These learning are deeply embedded in my mind which will contribute a lot to be a good scholar in terms of both teaching and writing as I wish to join a university in my country as a lecture.</p> <p><i>Q 5:</i> I was not a participant but an observer. However, I felt (heard from few participants) that all activities were equally invaluable.</p> <p><i>Q 6:</i> There was nothing to be named as worst/worse thing. However, It would be better i) to allocate more time (two weeks, one week for each teaching and writing) ii) if instructor/s speak more loudly and slowly (Dr. Linda did excellent job).</p> <p><i>Q 7:</i> Thank you so much for organizing a successful and invaluable workshop.</p>
<p>8. Leonardo Araujo de Abreu, HU, Veterinary Medicine, infectious diseases, insect biochemistry, Postdoctoral, male, Brazil</p> <p><i>Q 1:</i> Before it started I was more interested on the WRITING part of the course. But feel very lucky for being able to learn so much on the TEACHING part. I'm looking forward to practice theses concepts on my career in the (very) near future.</p> <p><i>Q 3:</i> The preparation of a syllabus will be very useful to me. From now on I will be more critical on the presentation of other syllabus. I also expect to propose new syllabi and improve the existing ones based on what I learned during the course.</p> <p><i>Q 4:</i> Yes. You are expected to write and teach, and do both well, when you apply for a position for faculty. The use of content of the course can make a good difference, and can be a landmark on a student's academic career.</p> <p><i>Q 5:</i> The preparation of a syllabus with a diversified rubric is as demanding to implement as to improve existing courses. Although, the opportunity to stimulate the students to learn instead of being taught is inspiring, it seems to be worth the effort. Or try to get closer to this.</p> <p><i>Q 6:</i> It may be a delicate issue, but even though the course happens in Japan, for an international audience (the majority), the invited speakers could be kindly requested to present in English.</p> <p><i>Q 7:</i> Keep the course in a regular frequency. I would suggest twice a year. Improve the participation of and the feedback of and to the distant participants. Stimulate the contact between Japanese and Foreigner students.</p>
<p>9. Mihoko Noda, Hirosaki U, Health Sciences, health promotion, occupational therapy, Faculty, female, Japanese</p> <p><i>Q 1:</i> This time, I was happy to attend on the last two days of this Workshop. Through the experiences in two classes, symposium, presentations by students and closing ceremony, I could strengthen the image of PFF much more, and also the image of TA, and the need for studying English.</p> <p><i>Q 2:</i> <i>Overall rating?</i> Maybe I should select "5. Excellent," but regrettably I could understand no more half of precious lectures because of my poor English.</p> <p>I'm sure it's impossible to have a workshop like this in Hirosaki University since students, even teachers, cannot follow the lecture in English. But the contents will be welcome.</p> <p><i>Q 3:</i> In session 10, I noticed that teaching "Ethics in teaching" is an important subject for the future faculty members, and that the group discussion would be useful method for their subjective study.</p> <p>In session 11, I was surprised to know what a beautiful work it is to revise the writing.</p> <p><i>Q 4:</i> At this point, I am not sure about it, because the idea of PFF is not popular yet in Japan. But in the near future, it will become an essential property.</p> <p><i>Q 5:</i> All activities were useful for me. But particularly in-class activities and final project were impressive, because in-class activities facilitated student's participation in class, and the presentation in final project gave me the image of integration in this teaching and writing workshop.</p> <p><i>Q 6:</i> Not particular</p> <p><i>Q 7:</i> Linda and Sablina are both very kind and hearty teachers. That is one of the reasons I am interested in this program.</p>

<p><i>Q 8:</i> At first, we need to have the notion of PFF. I greatly appreciate for your kindness to allow me the attendance to your workshop as an observer.</p>
<p>10. Mitsukuni Yasui, Muroran Institute of Technology, Technology, biochemistry, engineering Ethics, Faculty, male, Japanese</p> <p><i>Q 1:</i> I was exciting. Writing technique is also good for me. I could understand the syllabus making was the foundation of teaching.</p> <p><i>Q 3:</i> Getting some techniques will help me.</p> <p><i>Q 4:</i> I want to know how to make teaching program containing some classes.</p> <p><i>Q 5:</i> In-class activities. We can catch other's opinions.</p> <p><i>Q 6:</i> Utilize interpreter only for main and important lecture. This will get many Japanese students if you would announce this plan.</p>
<p>11. Mohammad Movahed, Shiraz U, engineering control, Master Program, male, Iranian</p> <p><i>Q 1:</i> I think it was very good and useful for all. (from the viewpoint of the students of your university.) I am a student. I am sure the result will come in future.</p> <p><i>Q 3:</i> The best part for me was the writing part.</p> <p><i>Q 4:</i> Off course this program helped me for my future.</p> <p><i>Q 5:</i> I was as an observer, so I did not any homework or project.</p> <p><i>Q 6:</i> I think the Dr. Sabrina Soracco should manage her presentation better than what she did.</p> <p><i>Q 8:</i> I think the best part for me was introduction in writing part.</p>
<p>12. Nobuko Yabe, HU, Environmental Earth Science, environmental economics, Postdoctoral, female, Japanese</p> <p><i>Q 1:</i> Very useful and helpful. The contents of the workshop are more than what I expect. Especially, two instructors were marvelous!! I had learned not only from classes and handouts but also from course managements and attitudes to the students of two instructors.</p> <p><i>Q 3:</i> Proper attitude for the students and to design course syllabi, create grading rubrics.</p> <p><i>Q 4:</i> Yes. I felt some difficulties to design course syllabi when I applied a position in a university. In this workshop, I learned the concrete steps for designing course syllabi and knew some points that should be considered when I make a course.</p> <p><i>Q 5:</i> Handouts and in-class activities were useful for me. Abundant handouts and slides could be an important reference for me. From in-class activities, I was able to realize various thinking ways and opinions.</p> <p><i>Q 6:</i> The participants should be chosen based on the likelihood of participation, not their position. I really wanted to participate as a student to obtain as much as possible. I participated all the sessions, but some students missed some classes. The opportunities of learning were underutilized.</p> <p><i>Q 7:</i> These kinds of workshop must be continued, and should open not only for the graduates but also for the undergraduates because writing and speaking logically and clearly in English and Japanese is critical ability for businessperson, too. This education could be the sales point of this university.</p>
<p>13. Peter Firkola, HU, International Student Center, management, Faculty, male</p> <p><i>Q 1:</i> The workshop was very useful and I learned a number of practical methods that I can use when teaching.</p> <p><i>Q 3:</i> I learned some different ways of teaching with small groups. The key aspects of syllabus preparation were very helpful. The importance of integrating syllabus, course content and evaluation was made clear.</p> <p><i>Q 4:</i> I think the workshop helped the students gain a clear idea of what is required for teaching and academic writing in their future academic careers.</p> <p><i>Q 5:</i> The small group activities were particularly helpful. This provided good examples of how to get all of the students involved in class activities.</p> <p><i>Q 6:</i> The areas of teaching and academic writing are both extremely important thus it would have been nice to look at these areas in even more detail. It might be beneficial in the future to offer two separate workshops on teaching and academic writing to give the participants a chance to go even deeper into each of these areas.</p> <p><i>Q 7:</i> The workshop was both meaningful and interesting. I was surprised that almost no other professors attended as observers. As part of the university internationalization strategy, I think all professors at this university should be required to attend this type of workshop.</p>
<p>14. Werawan Manakul, HU, Engineering, Faculty, female, Thai</p> <p>*My answer refers to the Dr Linda von Hoene's workshop only.</p> <p><i>Q 1:</i> Linda's way of conducting the workshop was impressive. She was strict but at the same time</p>

<p>accommodating. I will always try to imitate her but have to admit that it is very hard. I was able to earn useful knowledge within such a short time.</p> <p><i>Q 3:</i> In the academic world, knowledge alone does not mean anything unless you know how to transfer it effectively to others.</p> <p><i>Q 4:</i> I believe so. Students have been clearly shown the way to prepare their syllabus, to conduct their course, to grade the exam, etc. in the lectures and through the instructor's way of conducting the workshop.</p> <p><i>Q 5:</i> As an observer, I can only say in-class activities. In fact most of the workshops I attended adopt the same way, i.e. breaking up into small groups. However the way the instructor summarized participants' responses and finally brought them to what was intended to be taught was very well done.</p> <p><i>Q 6:</i> I only attended part of the workshop and as an observer. I could not help feeling that it was too "packed" for those who attended both sessions to digest and truly enjoy what they learn. The course should span over a longer time.</p> <p><i>Q 7:</i> I am grateful to the instructors and the organizers for having organized such a wonderful workshop.</p>
<p>15. Yadab Prasad Dhakal, HU, Engineering, architectural and structural design, Postdoctoral, male, Nepalese</p> <p><i>Q 1:</i> It was very useful for me to revise my paper. Now feel I was lucky to attend the courses such as making syllabi and rubrics, which I am constructing now for one winter graduate course in Hokkaido University.</p> <p><i>Q 3:</i> Writing abstracts, revising papers, preparing proposals (I felt this part was short because it did not include how to write proposals for getting funded for scientific research etc.)</p> <p><i>Q 4:</i> Definitely. The professional standards and teaching ethics, rubrics etc.</p> <p><i>Q 5:</i> In-class activities (1) and final project (2). Engaging (1) and expecting (2) for some real problems to tackle individually.</p> <p><i>Q 6:</i> I felt lacking about writing proposals for research funding. At least I was expecting that.</p> <p><i>Q 7:</i> My English listening is not so good. So I was expecting in every class to sit nearby Sabrina. But I could not do so because of many participants.</p> <p><i>Q 8:</i> Both reading and writing classes are important not only for students, but also for instructors to have updated on these areas.</p>
<p>16. Yuki Satoh, HU, applied microbiology, Master Program, male, Japanese</p> <p><i>Q 1:</i> It was able to have good feeling very much by all students' keeping concentration, and participating in the lecture positively. That was good experiment for me. Especially, the lecture of English writing was significant for me.</p> <p><i>Q 3:</i> I learned the border did not exist in belief that it wanted to create a better education.</p> <p><i>Q 4:</i> It was able to have the conviction that my idea and having learnt were not wrong.</p> <p><i>Q 5:</i> It is impossible to talk about final project because I could not attend 2nd week. However, class activities looked like good for all students' understanding.</p> <p><i>Q 6:</i> If it is possible, the early announcement is better for making schedule.</p>



(Revised, 03/09/2010)

7-1. PFF Workshop 2009

Sponsor: [Center for Research and Development in Higher Education](#)

Joint-sponsors: [International Education Collaboration Support Team](#), Hokkaido University;

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

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

Period: March 18 (Thurs.), 19 (Fri.), 22 (Mon.), 23 (Tues.), 24 (Wed.), 2010

Place: Center for Research and Development in Higher Education, Hokkaido University (HU)

Program: See the syllabus.

Cost: None

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

This workshop will enable 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.

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



Dr. Linda von Hoene



Dir. Sabrina Soracco

30 participants and 10 observers will be accepted for the workshop. Affiliation with Hokkaido University is not a prerequisite. Depending on popularity of the workshop, participants will be chosen by lottery if the number exceeds the limit.

The Center for Research and Development in Higher Education will issue a certificate of completion to those who successfully complete the workshop regardless of status as a participant or observer.

Please note that all participants are required to write a short essay (1000 characters in Japanese or 600 words in English) upon completion of the workshop.

Persons interested in participating should fill out the Application Form below and send it via e-mail or fax by the deadline. (E-mail: presiden@high.hokudai.ac.jp; FAX: 011-706-7521)

Deadline for application: **Friday, February 19, 2010**

* 30 participants were selected on February 19.

Application Form (Workshop):

Name:
Type of Participation: <u>Participant</u> or <u>Observer</u> (please select one)
Affiliation (Graduate School, University):
Position: <u>Graduate Student</u> of a <u>Master</u> or <u>Doctor Program</u> , <u>Faculty</u> , or <u>Staff</u> (please select one)
Field of Study:
Gender:
Nationality:
Email Address:
Mailing Address:
Reason for Participation:

Syllabus:

Course Title	<i>Preparing Future Faculty: An Introduction to Teaching and Writing for Graduate Students</i>
Instructors, Institutions	Atsushi Ando, Professor, Graduate School of Letters, Hokkaido University Eijun Senaha, Associate Professor, Graduate School of Letters, Hokkaido University Toshiyuki Hosokawa, Professor, Center for Research and Development in Higher Education, Hokkaido University Linda von Hoene, Director, Graduate Student Instructor Teaching and Resource Center, University of California, Berkeley Sabrina Soracco, Director, Graduate Division Academic Services, University of California, Berkeley
Date	March 18 (Thurs.), 19 (Fri.), 22 (Mon.), 23 (Tues.), 24 (Wed.), 2010
Place	Center for Research and Development in Higher Education, Hokkaido University,
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	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 academic journals and job applications. 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. Syllabus Making (Course Objectives) 5. Conference Applications

7. PFF Workshop 2009

	6. Panel Discussions* 7. Syllabus Making (Grading) 8. Sending Essays to International Journals 9. Abstract Writing 10. Large Class Management 11. Class Management (harassment, etc) 12. Revising English Essays 13. Student Presentations 1 14. Student Presentations 2 15. Closing: Course Reviews
Homework	Preparation for oral presentations and essay writing
Grading System	1. Course work: 50% 2. Presentations: 30% 3. Class Contribution: 20%
Materials	No textbook required. Handouts will be distributed.
Prerequisites	TOEFL 500+ is advised.
Course Limit	Number of students to be accepted is 30.
Contact	presiden@high.hokudai.ac.jp

About the PFF Program at UCB see:

[International Symposium on Professional Development in Higher Education 2009](#), Hokkaido University & University of Tsukuba
[Graduate Student Instructor Teaching and Resource Center](#), UCB

Schedule in Detail:

		9:00-10:30		10:30-12:00		13:00-14:30		14:45-16:15	16:30-17:30
18-Mar	Thu	Tutor WS	1	Opening	2	H1	3	S1	Office Hour
19-Mar	Fri	Tutor	4	H2	5	S2	6	Discussions	Office Hour
20-Mar	Sat								
21-Mar	Sun								
22-Mar	Mon	Tutor	7	H3	8	S3	9	S4	Office Hour
23-Mar	Tue	Tutor	10	H4	11	H5	12	S5	Office Hour
24-Mar	Wed	Tutor	13	Presentation1	14	Presentation2	15	Closing	

Room:

All		Multimedia Education Building (情報教育館), 3rd floor, Auditorium
H	von Hoene	S Sorracco Building E, 2nd floor, E208
Office Hour		Multimedia Education Building (情報教育館), 4th floor, Room 1 & 2
X	Teaching Support by Tutors	Building E, 2nd floor, E208

Session 1. Opening: Keynote Speech and Introduction

Atsushi Ando, Graduate School of Letters

[Toshiyuki Hosokawa](#), Center for Research and Development in Higher Education

TA Training and PFF Program at HU

[Tetsuhiko Takai](#), President's Office (International), Graduate School of Economics and Business Administration

Challenge for Internationalization of HU

Linda von Hoene, Director, [Graduate Student Instructor Teaching and Resource Center](#), [UCB](#)

Sabrina Soracco, Director, Graduate Division Academic Services, [UCB](#)

Session 6. Panel Discussions: International Career Planning for Japanese and Non-Japanese Graduate Students of HU

Facilitator: [Eijun Senaha](#), Graduate School of Letters

Panelist: [Shunji Kanie](#), President's Office (International) and Prof. of Engineering

HU Vision/Strategy of Internationalization for Students' Career Development: A Personal View

Yoshiharu Hashimoto, President's Office (International) and Prof. of Veterinary Medicine

Learning and Teaching Veterinary Medicine at HU, and in European, Asian and African Countries

[Hiko Tamashiro](#), President's Office (International) and Prof. of the Graduate School of Medicine, Department of Global Health and Epidemiology
A Roadmap to UN: With Special Reference to WHO
Eugene Boostrom, Meio University [Research Institute](#), Okinawa, and former Senior Public Health Specialist, The World Bank
Roadmap or Random Walk? Rules, Roles, Readiness and Randomness in an International Career

Session 15. Closing: Summary and Closing Address

Minoru Wakita, Vice-president, HU

● Workshops

● Linda von Hoene (See PFF 2011)

Session 2. Basics of Teaching

Session 4. Designing Course Syllabi and Learning Objectives

Session 7. Creating and Using Grading Rubrics

Session 10. Teaching Large Courses

Session 11. Professional Standards and Ethics in Teaching

● Sabrina Soracco (See PFF 2011)

Session 3. Basics of Academic Writing

Session 5. Writing and Submitting Conference Proposals

Session 8. Submitting Articles to International Journals

Session 9. Writing Abstracts

Session 12. Editing and Revising Writing

● Welcome party: 19 Mar, Fri. 18:00-20:00, Multimedia Education Building, 4th floor, Room 2, Fee: 1000 yen.

● Farewell party: 24 Mar, Wed. 18:00-20:00, Hotel Aspen, Fee: 5500 yen.

● Self-introductory Essay

Dear Participants

Please write an English essay of approximately 700 words and send it by e-mail to our address by Tuesday, March 8.

The essay is a self-introductory one that includes information of your personal background, academic discipline, and your analysis of writing skills in English and your native language. Dir. Sabrina Soracco will use your essay in the workshop, so make sure you submit this in time.

Please reconfirm that you can join all part of the Workshop because the entire schedule is tightly connected. If you cannot join all of four days, please ask us to excuse yourself.

Atsushi Ando

February 23, 2010

Participants: 26 Students, 6 Tutors & 1 Coordinator in 6 groups

Group	Full name, University, Graduate School, Field of Study, Position, Gender, Nationality
1-1	Agnieszka Pochyla , HU, International Media, Communication and Tourism Studies, male image in media, Doctor Program, female, Poland
1-2	Kyoko Yuasa , HU, Letters, Western literature, Doctor Program, female, Japanese
1-3	Saika Kanai , HU, Letters, English literature, Doctor Program, female, Japanese
1-4	Takeshi Sato , HU, Letters, moral philosophy, Doctor Program, male, Japanese
2-1	Chen Ya-Wen , U of Tsukuba, Systems and Information Engineering, disaster prevention education, Doctor Program, female, Taiwan
2-2	Fumiyo Takahashi , HU, Letters, cognitive psychology, Master Program, female, Japanese
2-3	Harumi Takiguchi , HU, Education, gender in higher education, Doctor Program, female, Japanese
2-4	Mami Kawachi , U of Tsukuba, Comprehensive Human Sciences, education, Doctor Program, female, Japanese
2-5	Peter Lambert , Macquarie U (Sydney, Australia), applied linguistics (Literacy), Master Program,

	male, Canadian
2-6	Yoshia Morishita , HU, Letters, urban sociology, Doctor Program, male, Japanese
3-1	Hamidreza Jamshidnia , HU, Engineering, fluid mechanics, Doctor Program, male, Iranian
3-2	Litan Kumar Saha , HU, Engineering, numerical simulation of polymer electrolyte fuel cell, Doctor Program, male, Bangladeshi
3-3	Michael Angelo B. Promentilla , HU, Engineering, environmental and civil engineering, Postdoctoral Fellow, male, Filipino
3-4	Mohammad Faiz Shah , U of Tsukuba, Engineering, urban risk engineering, Doctor Program, male, Bangladeshi
4-1	Evdon Luzano Sicat , HU, Engineering, civil engineering, Master Program, male, Filipino
4-2	Gai Yizhi , HU, Engineering, robotics and dynamics, Research Student, male, Chinese
4-3	Shogo Sano , HU, Environmental Science, catalytic chemistry, Master Program, male, Japanese
5-1	Maria Teresa Armua-Fernandez , HU, Veterinary Medicine, parasitology, Doctor Program, female, Uruguayan
5-2	Roseliza Kadir Basha , HU, Agriculture, packaging technology, Doctor Program, female, Malaysian
5-3	Rozanah Asmah Abdul Samad , HU, Veterinary Medicine, avian virology, Doctor Program, female, Malaysian
5-4	Yoshihiro Nakayama , HU, Environmental Science, ocean-ice dynamics, Master Program, male, Japanese
6-1	Anton Lennikov , HU, Medicine, ophthalmology, Doctor Program, male, Russian
6-2	Chandika D. Gamage , HU, Medicine, infectious diseases epidemiology, Doctor Program, male, Sri Lankan
6-3	Chihiro Matsumoto , Touhoku U, Life Sciences, biology, neuroscience, Doctor Program, female, Japanese
6-4	Naoki Nishimoto , HU, Medicine, medical natural language processing, Doctor Program, male, Japanese
6-5	Yan Liu , HU, Medicine, epidemiology, Doctor Program, female, Chinese



Closing. (Front row) Wai, Soracco, von Hoene, Wakita, Ando, Senaha

7-2. Evaluation of the PFF Workshop 2009 (March 18-24, 2010, HU)

1-1. Evaluation Form (1): Post Questionnaires to the participants (students & observers)

Q 1: Which part of this workshop can you use in near future? Explain both of teaching and writing.

Q 2: Other comments which you want to point out about the Workshop. (About the contents, instructors, tutors, organization of the Workshop and so on.)

1-2. Feedback from the Students (1)

Student 1-3.

My participation in “Preparing Future Faculty: An Introduction to Teaching and Writing for Graduate Students” gave me new confidence in academic career. Enjoying myself in an international atmosphere and interaction with instructors, I obtained basic skills to start teaching in a faculty as well as learnt appropriate manner of academic writing. Also, it was also good experience for me to attend lectures on faculty development and internationalization at Hokkaido University. The course includes more practical skills and methods than I expected, and I really appreciate having an opportunity to take this course in Hokkaido University.

First of all, I really enjoyed the international atmosphere in the course and was inspired by highly motivated classmates. Also, completing this course offered by instructors from University of California, Barkley, build my confidence. Since I have not taken any all-English course for several years, the workshop with classmates from various countries was simply fun for me. Their aspiring and active attitude inspires me to greater effort in my research. In addition, it was valuable experience for me to complete UCB course. Instructors, Linda and Sabrina, were two of greatest instructors I ever met in terms of their attitude towards students, teaching manners and teaching contents and methods, and they would be perfect examples I should follow. I liked the course and had nice classmates and instructors, and it was too enjoyable to leave the course after five days.

In teaching session, I obtained more practical skills and methods to give a class. At least in Japan, we do not have teacher-training course to be a college-teaching staff. I had imaged that one had to create the way to teach in faculty by oneself. Every idea and method such as “Seven Principles” and “Bloom’s Taxonomy” given in course can be a solution for problems I would have as a faculty. By following these, I could avoid to give a class only based on my experience and interest as many college-teaching staffs in Japan do. Also, using “Grading Rubrics” was a totally new to me. As a student, it was common to me that instructors have all authority on grading and that you would not have any right to ask the reason I got the grade if it was too unreasonable. “Grading Rubrics” not only can be an important tool to guarantee fairness to students but also can overcome distrust of grading. The teaching session was ideal teaching-training course for me and encourages me as a future faculty.

In writing session, I learnt a lot of basic skills to build my academic career. As I am majoring in English literature, I should participate in academic community of the western countries. It was good for me to know western norms to submit a conference proposal and journal paper. In addition to check points editor or reviewers would use to read submitted papers, idea of cover letter was new to me. I understand importance of its role when you submit a paper to any journal. Also, final project and presentation were precious experience to me. It was actually hard to finish the project during the weekend since I had to work and my project was not satisfactory finished, comments and opinions from members in my group as well as observers would still helpful for me to proceed my research.

In addition, lectures on FD and internationalization at HU in opening session and panel discussions are impressive to me. Since I am working as staff in a small private college, efforts at HU were really progressive and good example. HU faculties’ strong focus on FD and internationalization, which is not their specialized fields, are surprising. Participation of many observers from all over Japan also shows the high level of interest and their awareness of importance of FD and internationalization. I realized that top universities make more effort to make progress and to maintain their rank and that small colleges need make much more efforts to catch up with them.

This workshop made me aware of my academic career as well as of a future faculty. I learnt practical ideas and methods in teaching and writing, which had been vague to me. Since I am working full-time and it is difficult to take courses abroad, it was a rare chance for me to take course held in the United States. I really appreciate instructors from UCB and HU offers this course and would recommend every doctoral student to take this workshop for their academic career.

Student 2-1.

I really appreciate to have this opportunity selected as a participant to attend the program provided by Hokkaido University. It was really wonderful experience to attend such an important course on preparing for teaching and academic writing. Also I am glad to have such a chance to take lectures planned by renowned Professor Linda and Sabrina from University of California Berkeley at Hokkaido University. During the weeklong Workshop I learned very much on Future Faculty Development: Teaching and Writing for Graduate Students. I spent very busy time for lectures, group work in-class, assignments and final projects. I learned a lot about teaching and writing skills and obtained helpful abilities to prepare future faculty beyond my expectation. In addition, I gain several benefits by attending this workshop program. Not only the knowledge about teaching and writing skills, but also I meet other participants came from different fields in this program and built the connection network for future career path. Moreover we can exchange career information, research conditions and so on. It is also an element to own connection network for Future Faculty Development.

In the Workshop Program, it provided teaching and writing program in order to develop our abilities for Future Faculty Development. In teaching program, we were taught the basics of teaching, designing course syllabi and learning objectives, creating and using grading rubrics and skills for professional standards and ethics in teaching. In the writing program, the contents it provided as follow: the basics of academic writing, writing and submitting conference proposal, submitting articles to international journals, writing abstracts, editing and revising writing. It was really step-by-step to develop elementary abilities for teaching and writing. Through this workshop I really make enhancement of my teaching and writing skills.

During attending this workshop we not only took lectures in class but also were asked to do final projects as assignments. I think the final projects are helpful to us due to prepare the career in the future. Also it is the necessary part to learn how to design course syllabi and make the lecture by ourselves. Through the final projects, I have chance to make sure what I have recognize the lectures or not and apply knowledge learned from lectures to complete the final projects. The final projects are very excellent way to figure out myself achievement of workshop program. From future faculty development, the projects we have done are also useful in preparing further career. For example, we have training program for graduated students of PhD. course in Tsukuba University. The program named imitative lecture is to make PhD. students have chance to design a course they would like to teach in the future. In this training program, I can apply what I have learned and have chance to practice knowledge into teaching. First of all, I have the most impressions on the final projects.

The program is preceded with group work that separated by research fields. Through group work, we discussed, communicated issues or topics and exchanged thinking with each other in group. In the process of discussions, we can learn from each other and exchange different opinions about the same topics. I think the workshop program is not only to improve my abilities for teaching and writing, but also enhance my presentation and communication skills. Through group work in class, it really made me have participated in lectures and concentrated on lectures because I have to share my thinking and considerations with each other.

After attending a weeklong program for preparing future faculty at Hokkaido University, I have some comments described as bellow.

Firstly, I think if we made use of office hour this program would be more wonderful. My suggestion is maybe we could make every student has ten to fifteen minutes to talk with professors about some questions in class or something about teaching and writing. On one hand, through the meeting between professors and students, I think it would be an efficient way to make professors to know students. On the other hand, students would feel free to talk with professor easily. This is a better way to shorten the distance between professors and students in a short time.

Secondly, I think TA play an important role in this program. But the training program for TA is not enough in advance. So maybe TA could prepare well and the program will be better.

First of all, I think such workshop program is really great and helpful to who will prepare for academic career development in the future. If next time I am so lucky that I have opportunity, I am looking forward attending program again.

Student 2-2.

Thank you for preparing this workshop. I am very happy to take part in it. Especially thank Dr. von Hoene and Dr. Soracco. This workshop has become very fruitful for my academic life because of the training they gave us. I write how this workshop was good for me as below.

At first, I appreciate the effort and skill as a lecturer of Linda and Sabrina. They were keeping their eyes on not only participants but also the people engaged in this workshop. I introduce impressed events about this here. When I came down to them each tell that I couldn't attend some parts of the workshop because of my

job at just the beginning of the first day, they had already known my name and what I did in spite of many, 30 participants. I could imagine their efforts to memorize and to understand us before the workshop or even in whole the duration of it. I could see that they were doing their best for their lectures and us, therefore, we were naturally drawn into the workshop.

Secondly, although my English is good enough to join this workshop, I could manage to follow to the end despite that my job was so busy at that time. It made me confident but I think the grade would be the worst in that class.

Thirdly, my purpose to attend this workshop was to improve my writing skill. Of course, I've learned how to begin writing abstracts or articles. However, I've learned how important communication trains each other. Actually, I was not interested in teaching at the beginning but I noticed it was not only for teaching but also for any other application to present something. In other words, the skill of communication can encourage our research and works so much.

Whereas, I have a suggestion. I feel that it was a little bit short to learn for all curriculums. The lectures went so fast and I could know just overview of the documents distributed. I would have preferred to have some exercises to train our skills during the workshop but homework, if there were more time. If there were, we could get more feedback soon, thus, we could ensure our skills would be improved step by step.

At the end of this essay, I thank Dr. von Hoene, Dr. Soracco and the staffs planned and executed this workshop, again. I will recommend other students around me. And I have to improve my English to make the outcomes from the workshop available.

Sincerely yours,

Student 2-3.

I truly enjoyed the Preparing Future Faculty (PFF) Workshop. It has been truly honored and fortunate to participate in the workshop. Both Professor Linda von Hoene and Professor Sabrina Soracco gave us such excellent lectures. Both of them truly showed us that they sincerely cared about students and that they were willing to help improve our teaching and writing skills to succeed in academics in the future. I would like to express my sincere gratitude to both Professor Hoene and Professor Soracco who did all hard work for us. Also, I wish to express my deep appreciation to all of the organizers, professors, secretaries and other staff of Hokkaido University who created this precious opportunity for us.

Being able to take UC-Berkley's Preparing Future Faculty (PFF) program was greatly helpful for us because this is such a rare opportunity to learn from the renowned instructors from UC-Berkley. It is sadly true that most of graduate students of any discipline at Hokkaido University feel anxious about not having enough opportunity to obtain basic skills and knowledge to manage education and research for our future careers. Unfortunately, there are many graduate students who do not have effective communication skills, which lead them to have an uneasy academic life as a researcher as well as a faculty member. I think that this is a serious problem to consider and hope that more and more Japanese professors will be aware of this issue immediately.

1) I would like to say that all of sessions were very useful and helpful, but particularly these following sessions were valuable. First of all, Basics of Teaching (session 2) lectured by Professor Hoene provided us with the most important information that we, TAs, have to acknowledge of as an instructor. It is vital for instructors to consider who are their students, what are the goals for the course they are teaching, how do students learn, and how can they promote and assess student learning. It is easy to focus on what we want to teach not on how students learn. However, as we learned from Professor Hoene, the fundamental questions to be considered are about students when we actually start teaching. I will keep this philosophy of teaching in mind after I begin to teach my own course.

Secondly, Designing Course Syllabi and Learning Objectives (session 4) was also greatly useful. It was neat to create my own course syllabi because it was my first time to design. It was interesting to learn and identify the components of courses through the course. Actually designing my own course and presenting it to other students were great experience and moreover, I received feedback from other students in my group. This helped me learn much more effectively. I will be able to use many methods that we learned from this session when I actually have my own course to teach.

Finally, it was necessary for me to learn the Basics of Academic Writing (session 3) from Professor Soracco. It is very easy to not pay close attention to whom we are writing to when we submit proposals, abstracts, and many other types of forms. Professor Soracco taught us the importance of knowing different genres. I can apply this technique when I write all different types of genres in near the future and I will be able to be more careful about the audience. We received a lot of useful information of academic writing and obtained skills to write and edit proposals and abstracts for academic journals and conferences through this session. Graduate students need to have knowledge and skills of academic writing and we should be able to

apply this technique whenever we perform research. Professor Soracco made me realize that writing has to be successfully done as well as the content of research that we perform.

2) This workshop not only helped us obtain knowledge and skills in teaching and improve academic skills but also motivated and encouraged us to pursue to become a college professor in the future. This workshop also taught me that keeping writing regularly is one of the most important things in academics. At the end of the workshop, it was announced that there would be another intensive course by Professor Hoene and Professor Soracco this coming summer. I would love to participate in their course again. Lastly, thank you so very much for letting me participate in this workshop because it was a great opportunity to strengthen my teaching skills as well as writing ability for my career.

Student 2-4.

The workshop gave me a wonderful opportunity in improving my teaching and writing skills, as well as communicating people with various cultural and academic backgrounds. Since I have not had this kind of opportunities at my graduate course or university, I really enjoyed it. I thought that the workshop would be too tough to go through, when I received the thick material packet and the instructors explained about the two final projects, especially for students who do not use English regularly in an academic sense, including me. However, thanks to the whole workshop which was nicely designed in a way to help participants survive with skills and confidence, I am happy with what I have achieved in the week.

As for the teaching sessions, the most impressive thing I learned was the importance of setting goals/ learning objectives, learning activities, and assignments, and of aligning these elements with each other. I had not realized the alignment of the elements before such as in undergraduate courses, partly because I was not careful enough, but more likely the connection between learning objectives, activities, and assignments were not clearly shown. Through the workshop, I learned it is crucial that a teacher make clear what he/she expects from students by showing the alignment clearly. The Bloom's taxonomy was also helpful with various verbs to describe actions of simple to complex learning. Creating a course syllabus was another useful but challenging work, which I needed to put all the points to enhance students' learning we learned in the workshop together; the alignment of the elements that I explained above, the availability of an instructor, the availability of reading or learning materials, the breakdown of the course, and such. Although I think it will take some time before I would actually be able to have my own course, I believe I can use these skills in other occasions, such as when constructing teaching assistants training workshops at my university.

As for the writing sessions, although it basically dealt with the academic writing in English, all take-home messages were applicable when writing a journal article or a conference proposal; consideration on audience, and the aim and the scope of a journal, start writing early with a writing plan, getting feedback from peers, good writers are good readers, keep sentences short, and so on. These are very useful. I can start using what I learned just after the workshop to make my writing better. I actually started thinking of a research plan and an associated writing plan. In the writing sessions, explaining my research in both a written form and an oral form, to people who are not familiar with my field was also a helpful experience to improve my writing. Even though the participants in my group were from social sciences, describing them what my research is about made me notice that I use a lot of jargon. It was a good training and I realized how important it is to be able to explain my research both to someone who are in my field, and who are not.

Apart from what the instructors taught directly, the way each session was conducted would be very helpful for me. By this, I mean that each session had plenty of techniques to foster active learning, such as 1) introducing myself to the person sitting next and then that person introduce you to the group, 2) think-pair-share and various discussion activities, first in a group and then presenting what a group talked about to the whole class, 3) lists of materials related to the sessions, and 4) peer-review on the final projects. I already tried to adapt a part of these skills to enable discussions go smoothly in the teaching assistant training workshops, which I needed to plan concretely immediately after the PFF workshop at Hokkaido university.

The instructors were very helpful throughout the workshop, and I appreciated especially that there were office hours at the end of each day. On the other hand, I could not make use of the tutor workshop, partly because I was not really sure which tutor was familiar with social science, and partly because, although I went there on the second day, there were no other participants and the tutors started their meeting at that time, which made me feel out of place a little. Therefore, I would recommend preparing tutors well beforehand so that they become assure or feel confident on what they are supposed to do to help participants and what would be going on in the whole workshop. This would also make participants confident what kind of problems they can ask tutors.

Overall, the workshop was very well structured, enabling participants to enjoy both teaching and writing sessions to get a first step to develop skills needed to be a future faculty, and to see the interconnection between them. I really appreciate the instructors, the organizers and staffs, and also the participants and

observers who made this happen in a way I experienced.

Student 2–5.

From the get-go (start) of the workshop I appreciated the careful, considerate organization that was orchestrated by Drs. Ando and Senaha and their support staff. Little things like timely updates that were provided on line, and the signs being posted on the doors helping me find the third floor meeting room easily, both were appreciated. On Day 1, I was greeted warmly and picked up everything I required to get started. I have to acknowledge Paul and the tutors here too, because some of them were out at the welcome table kindly greeting participants and observers a like. In a sense, I think some of the tutors hung back and did not seem too sure how they were to function. I was impressed with Juan and Chi Chi they seemed to be fully briefed and it appeared that Linda was addressing them especially when she spotlighted the tutors on Day 1.

Regarding the nuts and bolts, I appreciated the teaching workshop a lot. It helped me refocus my teaching objectives both personally and in turn for the benefit of my students; in that, I now strive to delineate at least two or three simple points for each lesson. On the seven principals of good practice I thought Linda tried hard to establish our understanding especially on point 7 about diversity. I meant to ask a question about alternative student work presentation style (i.e., expressing understanding with music, or art or a less conventional mode than typical essay writing.) This relates to Howard Gardner's Multiple Intelligences' findings. We teach and encourage our students to explore different learning styles in the elementary and secondary grades in North America, so I wondered if this exploration had graduated to the university level. I know from experience that diversity usually is meant to provide for students with different learning abilities and mental and physical needs, as well as different cultural and religious identities.

One thing, I always wish each presenter could make it clear how he/she is going to entertain questions. This relates to item 1 (Seven principles) because it informs the participants that their questions are welcome. I would also tell the students that they are welcome to consume beverages, if it helps with their learning. I am not 100% sure what is considered proper decorum in a university lecture, but I know that students in high school are not usually allowed to drink water in class. In North America, both profs and students alike sip coffee.

Regarding the writing plan that we submitted on Day 2, it seemed to disappear into a vacuum. I have only myself to blame for not asking about it. I can only presuppose that it was for Linda and Sabrina's benefit to see if we understood what was expected of us.

I guess it was also Sabrina's way of reinforcing her recommendation for us to get in the habit of writing everyday—although she herself confessed to not always being able to do so.

I also welcomed the bevy of examples related to requirements from various high-end journals.

I guess, because I was on the outside looking in (except for the students from Tsukuba) I was interested in all of the presentations, especially Dr. Kanie's, and Dr. Boostrom's in session 6. I wish I could have attended the party later that night, but I had to teach. I would have liked to know more about what Dr. Kanie was doing to encourage more of the engineers to consider studying abroad. More precisely, what was his message to the workshop participants—encourage and help your students with second language prowess to strongly consider earning a degree abroad? I also would have been interested to learn more about the relationship between Tsukuba and Hokkaido University and which university initiated the USC Berkeley venture. At any rate, maybe I am the only one with such ideas or questions. Oh, I should say that I appreciated the complementary copy of Phil Agre's *Networking on the Network*. I have only thumbed through it a little but it looks like a great resource.

Back to the workshop, Sabrina's advice about writing and the examples were helpful. Regarding the abstract writing, I found the discussion about the passive and active voice interesting. I must confess that I did not realize that conferences would accept suggestions for presentations' themes. I am still a little cloudy on the parameters. Even when I made my presentation on the last day, I pitched a one-hour session, but I thought we could have benefited from more examples from Linda and Sabrina and even the Japanese professors. Thankfully, Linda and Sabrina were okay with my playfulness, Linda's expression, where I fabricated pretty much all of my proposal situation; although, the standardized testing with rapid feedback and lesson plan refocus was an original idea whose time may come if the government bites the bullet and cuts back on spending to such an extent.

The last day seemed to fly by. I wish we could have had a chance to cruise around to see some of the other groups' presenters, although we would not have been able to ask any questions until the session had finished. I really appreciated the constructive feedback I received from my peers. Each person took the time to clearly write out his/her comments. I guess we all would have liked to have the option of receiving Linda and Sabrina's feedback, too.

It was a little frustrating when I tried both Linda and Sabrina's email addresses and both replied that they

were out until March 29th. I know they gave us the addresses on day 1, so I thought they would have been reliable. Possibly, the workshop hosts could provide Linda and Sabrina with a local email address and then everyone who attends office hours at least once (or folks who make it clear that they will not be able to attend the office hours at all) could be taught the address. I sensed that they really wanted us to try to visit them during office hours and not rely on email communication.

I hope this information helps contribute to an even better workshop in the future, although I must say our workshop raised the bar right up there.

Thank you again for everything.

Sincerely yours,

Student 3-1.

I think on the whole the workshop was very useful and attractive. I think I can use all the parts of this workshop for my future from various aspects. In my opinion, for a faculty member both teaching and writing is of great importance. A faculty member should improve his/her teaching and writing abilities before being a faculty member. By this he/she will perform his/her duties more effectively resulting in providing higher quality teaching and research activity of considerable outcome. In fact, training on the teaching and writing skills is per se a necessary part of today's challenging task of teaching along with conducting research.

On the teaching part the information that I could obtain from the lecturers and from the participant gave a more concrete view on teaching methodologies and disciplines to me. The knowledge that I gained will be very helpful for my future teaching and effective class management. For example the points that were discussed on the large class management can be potentially useful for my future in case I have to teach a large class.

In fact, by participating in this course I could gain a practical systematic view to teach in the future. I can combine the knowledge gained from this workshop and my previous teaching experience for my future teaching.

From the writing point of view I have found all the points which were discussed very useful not only for my future but also for the current time as a PhD student for reporting my research effectively. For example, I can use the remarked points for writing my thesis, my journal and conference papers in an effective way. This course reminded me important points to write my reports to the point, clear and effective.

Another point that I want to emphasize is that by taking part in this course students could be able to ask their questions and discuss several points with the instructors during or after each session. At the same time small group discussions provided the right and productive atmosphere for exchange of ideas between classmates and tutors. I think this could provide the participants a valuable chance to discuss various issues regarding writing journal or conference papers.

Additionally, the lecturers reviewed and mentioned the guidelines for submitting papers to journals and conference papers. They reminded us several important points that we should take into account when submitting a paper or proposal.

It was also a very good practice to write a sample abstract for a conference and discuss it with our classmates and get their feedback. By doing this we could be practically be involved in the class and improve our skills.

At the same time I have found the handouts provided during the course effective during the course and for future reference.

The contents of the workshop were suitable and useful as an introductory course.

One point that may be considered for future advanced courses is that it might be nice to conduct this course for each faculty separately and discussing the topics from more specialized point of view so that it will be more directed to a special field of study.

At the same time it might be possible to invite at least one professor from that special faculty to give a lecture on writing and teaching. I think by directing the workshop on more special directions it will be possible to make it more attractive and useful for students coming from a special faculty. This is only a suggestion for future advanced courses, if any.

One point as a suggestion is that instructors can emphasize more on the ethics of teaching and teaching philosophy by itself. In fact, I think teaching is a very respectful and holy job in which the teacher has a great responsibility to patiently train students for future of the society.

Instructors were also knowledgeable and could teach effectively. They could also show us how they could manage the class effectively in a practical way. Organization of the workshop was also perfect from my point of view.

Last but not least I would like to express my thanks for organizing such a useful workshop and I am looking forward to see the future workshops in the similar topics.

Student 3–3.

Attending this workshop was a worthwhile experience for me as I had the opportunity to meet new friends while learning some new skills as well. After my postdoctoral stint here in Hokkaido University which will end this March, I will most likely look for work in the academe or research institution. I believe that this workshop had improved my skills in teaching and writing in an international environment using English as the medium of communication. Such skills are vital for my academic career. Thus, I commend you, the organizers for having this successful workshop. I am also grateful for giving me the opportunity to attend this kind of workshop. All the best as you move forward in planning for more workshops such as this one.

Yours truly,

Student 3–4.**Introduction:**

The workshop was organized from March 18 to 24, 2010 at Hokkaido University with an objective of enabling graduate student's obtaining 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. The workshop introduced teaching and writing skills by two renowned instructors from University of California Berkley. I joined the workshop completely from the beginning to end and improved my skills on teaching and writing as a preparation for my desired future faculty career.

Q1. The workshop contained all essential parts necessary for teaching and writing academic paper. In my view, all I can use in near future, in my career development. Though, I want to explain 2 important parts one from teaching and another from writing.

One important part from teaching: Syllabus Making and Grading Rubrics

This part of the workshop contained 'designing course syllabi and learning outcomes' where we have been taught analyzing syllabus, preparing own syllabus, course segments, setting learning objectives, reflecting Bloom's taxonomy, learning activities for students and assessment method of student's learning etc. The instructor Professor made a participatory discussion, brain stormed of the students, had students' group work and each group came up with prepared syllabus. The outcomes of this session came up with students' learning implementation. While working within a group, I had prepared my own syllabus and shared with the group. Then we made group presentation. We received development feedback from the facilitator Professor.

Another important part of teaching session was creating and using grading rubrics. Grading part is very important for both teacher and student to determine student's achievement level. We have been taught how to determine the necessary points for grading. We have reviewed several grading rubrics paper and reviewed them. We worked in group and came up with the outcome. We learned practically how to create our own grading rubrics. These two parts are interrelated in making course syllabus. I think I can make the best use of them in my future faculty career.

One important part from writing: Sending Paper to International Academic Journal

This was one of the most important parts of the lecture on writing. We have been taught how to meet the criteria of writing in academic journal, how to write the abstract of the paper, and how to write the cover letter. Moreover, the course content the way of starting writing, gathering data, write the necessary parts, put information and logically connect each parts of the writing. We had several group discussions, reviews and presentations. I personally learned all these from this lecture. Most of the points were new to me, like the forwarding to the editor of the journal. I will be using them in my academic writings from now.

Q2. I want to evaluate all the contents were useful to me. For example, handouts were very clear and easy to understand, homework assignments were according to the class lecture and handouts, in-class activities were incorporated group thinking and group work, and the final project was the final evaluation of me, if I can do it perfectly or not. Therefore, the designed workshop's content and schedule was absolutely perfect to me.

About the instructors, I want to evaluate them as the best instructors I have ever seen in my life. They are knowledgeable, well experienced, generous, and polite. They taught the students in a very soft way and with several professional techniques, which were very important and necessary for the students. Tutors were really supportive to us, in any of our need. I appreciate them.

Conclusion:

Finally, I want to say something about the organization of the workshop. It was a very good organized workshop: everything was systematic and meaningful. I want to appreciate the organizers. I do not have any development suggestion, but the upcoming workshops can consider a morning review of the previous day sessions by the students.

Student 4–2.

The workshop has showed me a lot of knowledge and skills on academic writings and teachings. I was so

lucky to be chosen as a participant of the workshop.

Before joining this workshop, I didn't have a clear idea of writing an English essay or proposals. Maybe I could make an easy abstract, but it would not be a good one. Now a better abstract or a proposal can be written by using what I have got in the workshop.

My original purpose of taking part in this workshop is to improve my English academic writing skills. Now I just begin my master courses. In my near future, I need writing and submitting my conference proposals to the international conferences. The standard and attractive articles are necessary for me. In this workshop, I learned how to write a conference proposal and practiced to write it. Of course, with the group discussion I got a lot of valuable suggestions and tips from other group members. They gave me many useful feedbacks to help me improve my writing skills. The knowledge of writing articles to international journals is also important for me. I will use it so often since my final paper should be published on international journals. In order to make the article accepted by international journals, I must use the basic academic writing skills well. Finally, the articles should be revised and edited for many times. How to avoid common writing mistakes and weaknesses will be the most important for my future writing.

At the beginning, I didn't pay much attention on the basics of teaching. In my near future, I will not teach any course since my main task is to study as a student. But in my near future, this part is very important. Through learning this part, it provides a chance of thinking a course as an instructor. In this part, making a course syllabus was required. After doing this job, some concepts could be formed in my mind. In other words, I can get a much clearer understanding of my tutor's course syllabi now. The teaching methods and important notices are useful for a learner too. According to this knowledge, I can make my studying process efficiently.

It is my first time to join this workshop. So I couldn't make too many suggestions for this workshop. But in the five days' workshop, sometimes I felt that the courses are so busy. That is to say, I didn't have enough time to digest what I had learnt in the classes and the reading materials. Maybe other students are quick learner and the time of this schedule is fulfilled for them. For me, the official hours are helpful. I got the good suggestions and instructions from the TAs.

At the end, I want to say this workshop should be opened widely. It's an excellent opportunity for the students to improve their English learning and writing skills.

Student 4-3.

I have taken various lectures before this workshop. Though some lectures were interesting for me, most lectures were boring. Meanwhile, I hesitated to join this workshop at first. But now, I feel satisfaction in this workshop and it was worth it. I am sure that I spent an amazing time in this workshop.

In the teaching part, especially Rubric such as 7th class "Creating and Using Grading Rubrics" and making rubrics in final project is the most useful for me. In the 7th lecture, I could learn a lot of things about rubric. Rubric enables teacher and student to accomplish their objective easier. To make rubrics, both teacher and student can clearly understand the evaluation criteria. It is easy for teacher to check the objective of the course and bring student to the goal. In addition, it is clear for student to know how they get a good grade and how they go to their way. Therefore, rubric can make the course itself better. This thought can be adopted into my case. I take lectures in my university though I do not teach to student. For example, I have a lecture which does not have rubrics. In this case, I do not know how to be evaluated. So I did not think the grading method anymore. However, I am now able to think as if there are rubrics. I make the rubrics for the course by myself. I can have a specific objective and study easier because of the fictive rubrics. That is why I think rubrics are very useful to take a lecture. On the other hand, in the writing part, the whole part of writing is very valuable, because I am writing an abstract for international conference right now and I have a plan to write a paper shortly. In the writing part, the section of Conference Proposal is especially useful for me. I learned the writing method itself and several important factors for writing proposal. I could not find out the good or bad point of proposals before this workshop. However, I could discover some points and advise to my colleagues at the final project. This development is very important for my own writing. I am now able to read my writing more objectively and I realize my improvement of writing.

I think this workshop was well organized and includes attractive contents. Both teachers and tutors were also great. Therefore I do not have any criticism. I think there is not bad point. However, I would like to mention about one point when you come right down to it. It concern final project. I think that this final project was very good because I could understand the contents of workshop deeply and deal with actual material, that is to say, my own research. Meanwhile, the difference of research field makes me difficult to understand the contents of proposal. Therefore, I could not discuss the contents deeply and mention theoretical organization. I advised about simple and superficial part of their task. Yet, of course there are good points with members in various fields. I could see my research at the different point of view and they mentioned what I cannot think.

These experiences are not occurred in daily discussion with the members in the same field. So this is a quite difficult problem. Although I cannot suggest a concrete solution, I think that this point is an important key of this course. Therefore, I only mention my thought. Anyway, I think this course is a great and sophisticated one.

Finally, I would like to appreciate all of members in this workshop. Everyone concerned with workshop made such wonderful time. I could really study a lot of things in this workshop. It is not only about writing and teaching skill, but also English proficiency and communication ability. This opportunity became the bifurcation point for me. I am going to study hard from here for achievement of my goal.

Student 6-3.

First of all, I would like to appreciate all the people who took part in the “Preparing Future Faculty: An Introduction to Teaching and Writing for Graduate Students” workshop. It was certainly a great opportunity for me that I could attend the workshop by lecturers from University of California, Berkeley without traveling to UC Berkeley.

The workshop was meaningful, because I was able to broaden my mind about the future of universities. I think universities in Japan are now facing numerous challenges. One is that the faculties must develop their own uniqueness upon a firm educational basis in order to enhance international competitiveness. It would enable universities to provide higher and practical education which would literally change the country and to bring students from abroad, to cope with low birthrates.

Starting with this workshop, I also hope it promote changes in the consciousness of future faculty members in teaching. The workshop course was very different from the classes I attended as an undergraduate. Though I am not familiar with the undergraduate courses now but in my experience, most of the courses were one-way lectures usually with few or no feedbacks on assignments and exams. Participation of the students and detailed feedbacks are very important factors of efficient teaching. However, loads of efforts are necessary to maintain them. I felt that the significance of university courses in Japan relied much on the faculty members’ enthusiasm and volunteer spirit, and this strategy has to change if the universities want to survive. I hope this workshop continues and if possible, to be integrated into the graduate courses of Hokkaido University and other universities. I also wish more current faculty members could attend this type of workshop.

As a participant, I was able to form a clear vision of basic objectives in teaching, which can apply to students of any discipline. Especially, I learned a lot from the “Seven Principles of Good Practice.” Transferring knowledge is not enough to be called “teaching.” What matters more is providing opportunities for students to express their ideas and guiding the students how to learn and think. To achieve the goal efficiently, teachers should be sensitive to the students’ feelings and act in every way to motivate them. I felt that teaching is communication. Just to know this guideline worth attending the workshop.

The eye-opening phrase “the only way to be a good writer is to write” enhanced my motivation to write my dissertation. I thought it is time to take action; breaking down the task and write regularly. The attempt to write a syllabus myself was a challenge, but I was able to imagine how the teachers construct their own courses. It was a good training for a graduate student preparing for future faculty position.

Discussions with other participants, particularly the members in the same group, were stimulating. It was a rare opportunity to talk with students in different disciplines and we were able to make productive and active discussions. In-class activities such as paired and group discussions were particularly notable, because I was not very used to making remarks in classes. These opportunities to express my idea helped me building my self-esteem in addition to the contents of activities. I guess Japanese students are thought to be shy, but I think that is because they are not provided with the appropriate occasions to practice these kinds of outputs. Final project polished my thinking through peer review. Both checking the writings of other members and being checked by them

All the handouts provided me time to listen and focus to the class. They were also useful because I could look back on them to review what I had learned and apply them to the assignments and final projects. I understand it is a load of work to select, take copies, and stack the items for each participant, but handouts were very helpful.

The program was well prepared and full of discoveries. It could have been more helpful if the information website was up-to-date, and if there was a detailed map of the faculty where the workshop is held. I would recommend taking a little more time for the program next time. I really appreciate everything you had done. Thank you.

2-1. Evaluation Form (2): Dr. Linda von Hoene’s Questionnaires to the students

Q1. What have you learned in the program that is of value to you as you consider an academic career as a future faculty member?

- Q2.* Did the program help you feel more prepared to take on a faculty position? If so, in what ways?
Q3. What activities (e.g., handouts, homework assignments, in-class activities, final project) were particularly useful to you and in what way?
Q4. What recommendations would you make to improve the program for the next time it is offered?
Q5. What overall rating would you give the program?
Q6. Any additional comments you would like to make?

2-2. Feedback from the Students (2)

Student 1.

- Q1.* I think that is being aware of the paradigm shift, i.e., the shift of focus from teaching to learning. In particular, these words help me to design a more appropriate syllabus for a specific course work.
Q2. I think so. This is much related to my answer to the first question. In addition to that, academic writing is a very important skill for someone like to me who is considering a faculty position in the future.
Q3. I think all the activities are very much useful as each activity seems to meet the learning goals that were presented beforehand.
Q4. I wish for more sessions to discuss other things like writing CV, grant proposals, etc.
Q6. Otsukaresamadeshita, Linda and Sabrina!

Student 2.

- Q1.* I have learned a lot from this course and new method and techniques especially on the syllabus making (grading rubric) and conference applications. I found it is very beneficial especially on how we should approach the editor or organizer in submitting our conference proposal or journal submission.
Q2. For me, this program has achieve its goal but to say fully prepared, not that 100% but at least it is an open eyes on how I should go about in taking on a faculty position. At least I knew on do and don'ts in preparing myself for the future career.
Q3. I found the in-class activities and the final project were very useful because it on the other way, has build our confidence in giving comments and opinion. Indirectly this has built my confidence and felt more appreciated to express myself.
Q4. As mention, maybe the approach is so high level and not all the participant were at the same level of knowledge and maybe for the next program, it should take into consideration of giving a more basic approach before targeting so high. Yes, I can understand for a 5 days course, not easy to start will the low target approach, but anyway, you both have done a very good job and I think, most of the participant has achieved their goal too.
Q6. I would like to suggest on days of the course, maybe a 7 days and stressing a little bit more on the ethics of teaching because I find this session is important to be address in more depth especially on the abuse of power by somebody superior (e.g. academic harassment or power harassment etc). Because at the moment, the reason given for this "abuse" of power is "this is part of your learning process and part of motivation process."

Student 3.

- Q1.* I learned the significance of each item included in the syllabus. As a part-time teacher at a university, I have an experience of writing a syllabus every year, but I had no chance to learn the reason why each item is so important for not only students but also me as an instructor.
 As to academic writing, I am more motivated to continue to submit proposals to international conferences and journals. I was so disappointed when my proposal was rejected. I did not know how to face the situation. It took long to get mentally recovered, but this time I learned the rejection is one of the steps toward taking the next step. I wanted to take this course earlier when I was MA student.
Q2. Yes, certainly. I was able to learn the importance of a variety of viewpoints in the faculty, as an instructor, as a learner and as an administrative stuff. I was so keen only on writing an academic paper and passing my academic knowledge to students, but this time I learned that taking on a faculty position is more than that. Communicating with not only students, teaching assistants but also my peers is very important. To make better my proposal, it is also important to get support from my peers. Forming an academic community such as peers' support is crucial, too. I learned I am not alone or I learned I should know I couldn't teach nor write alone.
Q3. Discussion in a small group and final project were particularly useful. I was impressed with the two lecturers who encouraged us to speak up and tried to draw ideas from each of us, and also their words based on their long time experience and thoughtful insights and useful information including the internet pages.
Q4. The classroom is too small for the number of students. The OHP screen is not easily visible, not the appropriate size and too far. The whiteboard is also not set on the ideal place. I did not like the way the places are changed. I wish the program should be conducted in the same room. The building (higher

education center) is not an easy access from Sapporo Station. The school cafeteria was not open on a national holiday. The North Cafeteria was closed in March. Visitors from other universities were not informed of the changing situations in HU. The other information as such except the program should be informed.

Q6. To make better studying condition, such as printer, computer and coping machines should be fully equipped from the first day. The building used for the program is not ideal, because there is no/few elevator equipped or there are lots of steps. I still cannot understand why this program was held or must be held in that classroom at that building.

Student 4.

Q1. Through the program I have learned how to improve and prepare teaching and writing abilities of academic in the future faculty. In the program I think it is not only to obtain the knowledge and abilities of teaching and writing, but also to learn how to work and make relationship with each other in the group work.

Q2. I think the answer is obviously YES. In particular, Seven Principles of Good Practice and Bloom's Taxonomy are really useful to prepare faculty development. Also in writing, I have learned more about how to write papers for journals. And I will keep myself to write everyday to make write habit.

Q3. I think the final projects (Teaching and Writing) are very excellent practices. They are also chances to apply the knowledge I have learned. Through these practices to analyze the learning outcomes by myself. Additionally, I think the group work in the class activities is a good way to make students to participate in the class and also develop the abilities of presentation and communication in the group.

Q4. I think the program is wonderful to prepare future faculty. I have really learned a lot to obtain knowledge about teaching and writing. During the five days of the program, all of program is lectures. If it would be prepare some field-form class to learn, it will be more attractive to me.

Q6. I really appreciate to have this opportunity to attend the workshop in Hokkaido university. I am also glad to have a chance to take lectures organized by two renowned Professors from University of California Berkeley taught us. It was really an opportunity to attend such an important course on preparing for teaching and academic writing. I am looking forward attend such workshop one more time.

Student 5.

Q1. As for teaching, I have learned that ways to encourage and enhance students' learning is always the most important thing to consider when creating a course, including learning outcomes, learning activities, assessments, and the alignment among those three factors.

As for writing, I have learned that it is crucial to think about audience and also the scope of a journal/ a conference.

Q2. Yes. It clarified what I need to work on in writing, and it gave me a first step to develop my teaching skills.

Q3. In-class activities were particularly useful that these were actual practices of what the instructors taught important when teaching and writing.

Also, peer-reviews (both as on paper and presentation) were really useful and I learned that I need to work on, especially when communicating with someone who is not familiar in my field.

Q4. You can probably make lunch time a little longer (maybe 30 minutes), so that while eating, participants can reflect what they learn in the morning, or can share problems and discuss with peer participants about assignments and final projects.

Q6. I really thank Linda and Sabrina for coming to Japan and offering the workshop, which gave me the first step to improve my teaching and writing skills in a way that I can practice from the next day. I am especially glad that participants had the opportunity to take both of your sessions, which even UC Berkeley students are not able to in the Summer Institute.

Also, it was nice there were a variety of participants in terms of their field of study, backgrounds, and nationalities.

Student 6.

Q1. It really made me very serious to think about syllabus and rubrics.

Q2. Yes, I felt more prepared. I feel full of passion for teaching in the future.

Q3. Handouts and final project are very very useful.

Q4. I would like to copy the PowerPoint material, but...

Student 7.

Q1. I have learned the effective way of preparing a course syllabus and the proper way to teach students effectively.

Q2. Yes. Knowing what is right and wrong in teaching.

- Q3.* In-class activities are very effective in my view, all in all activities were effective.
- Q4.* Though it takes time, I would recommend that for the final projects, they should be returned to students so that comments of organizers will be known.
- Q6.* I find the workshop very helpful; I have realized the mistakes I have in writing academic papers.

Student 8.

- Q1.* I have learned all the topics covered in the workshop. I had idea about them, but had not clear understanding and practical exercise. I learned how to prepare for teaching, evaluate students and learning, how to do grading rubrics, how to initiate academic writing, abstract, cover letters etc. All are important for my future career. It was really a helpful opportunity.
- Q2.* Yes. I learned the teaching technique, grading, evaluating process, managing classes, how to review papers etc, those are important for a teacher to know. I am confident now that I can perform all tasks of a teacher systematically.
- Q3.* I want to evaluate all activities are useful to me. For example, handouts were very clear and easy to understand, homework assignments were according to the class lecture and handouts, in-class activities were incorporated group thinking and group work, and the final project was the final evaluation of myself, if I can do it perfectly or not. Therefore, the designed workshop's content and schedule was absolutely perfect to me.
- Q4.* It is difficult to say, as I found everything perfectly all right. Every morning review by students can be considered. It means, every morning some selected students will start the session with a half an hour review of the previous day sessions.
- Q6.* If you can organize each workshop each time to different places, it would be great. For example, if the next one is organized in Tsukuba University and the following one in other good place in the region will be very interesting.

Student 9.

- Q1.* Regarding course design
- 1) Segmentation of the course contents
 - 2) Present it more attractive manner to the student
 - 3) Designing of rubrics and how to build it
 - 4) Ethical issues which necessary to consider in teaching environment
- Regarding writing
- 1) Proper understanding of the readers and how to suite them
 - 2) Editing and corrections
 - 3) Why it necessary to be clear and straight forward
 - 4) Other than language importance of contents and its proper presentation in the text
- Q2.* Yes course helped lots. Course buildup the confidence that I can make course schedule with minimal input from my seniors (but I need to be continued improve my self).
Writing course, of course now I know what should I do when I thinking to document my research findings.
- Q3.* I feel all activities were useful, cannot point out one or two, because each has connection with each other.
- Q4.* Better if you could extend for 2 weeks, unless there are no financial limitations.
- Q6.* I recommend if organizers could give writing course the students who in M1 and D1-D3. They need this knowledge early their carrier since they suppose to write papers.
Regarding course design course may suitable for students who at latter stage of their masters or doctoral who already looking forward to join as faculty members in their universities. Thank you for your kind support through out the course.

Student 10.

- Q1.* All the points that were mentioned.
- Q2.* Of course, yes. In all the aspects that were discussed in some degree.
- Q3.* Final Projects
Because they provide practical experience and involve the participants in practical way.
- Q4.* I recommend emphasizing in writing abilities more.
- Q6.* I think it was a very useful course but of course it can be more improved by emphasizing on writing abilities more. Also it should be emphasized that teaching should be from the heart of the teacher to train future generation and not just as a simple responsibility to teach some people. Teaching is a great and to me a holy job. This should be emphasized and its philosophy should also be taught. Teachers should know that they have responsibility for the students that are teaching to. It is not just satisfying students as well. Students should grow under the wing of their teachers. Then it will be clear what the responsibilities would

be. In summary, in this concept teachers will act as a kind people who have a great duty on their shoulders to train their students in a responsible way and consider them as their own children who should be faced with enough training. It is not the matter of satisfying themselves or their students or the university. It has a philosophy behind it. Then I suggest you to consider this in your agenda. This concept should be widespread all over the world.

Student 11.

Q1. 1. How to conduct a workshop-style class was the most valuable.

2. Writing plan was helpful to write an academic paper and/or other documents.

3. Creating and analyzing syllabus were good for me. I did not know the systematic methodology for teaching and writing because building good skills for these depends on the chance that a student meet a good teacher in Japan, and most professors have not been taught.

Q2. 1. Fluent talk made me feel so.

2. Materials used in the workshop. They were prepared not only literature-majored student but also science field students.

Q3. 1. Creating syllabus.

2. In-class discussion

No. 2 was useful for me because listing up in short time and discussion was effective. I am not an English-native speaker and tend to hesitate describe an opinion. Creating a list before class made me clear.

Q4. I would like to know how to make writing plan in detail, such as what is good plan and/or what is bad.

Case study for making writing plan is also more helpful.

Q6. Very enthusiastic teacher and nicely prepared materials and classes. I was most impressed systematic method for teaching and writing.

I am sure that the workshop is really necessary for every graduate student in Hokkaido University as a mandatory class.

Student 12.

Q1. This program motivated me to be more prepared as a member of faculty. It is not just only teaching, but to make sure the students really get the knowledge and interested during learning process. This program also motivated me to be more active in writing and it should be done in a proper way.

Q2. Yes. This program provides a guidance and motivation to be an academic staff.

Q3. Basically, combination of all the activities is very useful. Each activity contributes its own interest. Particularly, in-class activities contribute interest and generate knowledge easily.

Q4. I am really enjoying this program and obtain a lot of knowledge. I am recommend to separate into two group of interest which is writing and teaching. It is beneficial for participant to be more focus.

Student 13.

Q1. i) I learned about the conference proposal process; something like that was not even on the radar.

ii) I don't know if I learned this, it's more like I had it confirmed: the American journals tend to prefer the active voice and Asia (Japan) perceives the active voice to be arrogant.

Q2. In a research oriented school where producing significant publishable results is paramount it is equally vital to be able to write everything up and to have a polished paper. I get a sense that we studied the entire package; the cover letter, abstract and intro to conclusion with a solid reminder to follow the specifications of the journal to the T

Q3. Everything was very helpful and useful and presented with clear objectives and a purpose. The trick was to be able to digest a lot of it and be able to offer proper reflection. I guess that is what this preliminary survey activity is about only to be followed up by a more in depth 800-word reflection. i) The most interesting part for me was the last day's presentations. From teaching graduates here I got the feeling that this was de rigueur, in that students doing their masters end up presenting to anyone in the department who accepts the invitation from the supervising professor to attend. ii) Reviewing Blooms Taxonomy was useful and the whole integrated lesson plan with clear objectives, measurable and observable was good review too.

Q4. I felt for the observers. They hung back tacitly observing and I felt I should have been more cordial toward them.

i) Just as the tutors participated I thought we might have invited an observer to join our group. Anyway, I guess it has to do with logistics. Hopefully, they were able to approach Linda and Sabrina and ask any questions they might have had.

ii) I appreciate the fact that Linda and Sabrina were adapting to our group (of 30) by fine-tuning the next day's presentations by coming up with new notes to be included.

iii) I got the sense that all of the participants were very positive about their workshop experiences, but

some were worried that their supervisors might not be too impressed, because they would see it as threatening (my words) if they themselves have not had a teaching refresher course in this the new millennium.

Q6. I still have a lot of things that I am still reflecting on. I appreciated the final summing up by Linda and Sabrina on the final day's final session. It would be interesting if you could bring and science and arts grad student from Berkeley to assist you and as importantly share their experience of how the 6-week program helped them better their teaching and writing. In lieu of that maybe you could video tape some reactions to the workshop. Obviously that can swing both ways, students here could volunteer to share their thoughts and you could show the commentary to the students at Berkeley—a) what they liked and b) what could be improved would be good tickets to hopefully produce a reasonable impression.

Student 14.

Q1. I have learned a lot of thing from this program and it will help me to be a future faculty. The way of designing a course, effective ways to take a large course, the great seven principles etc will help me a lot to think in a new way.

Q2. Yes, now I feel more prepared. Teaching environment in different country, there problem and possible solutions are discussed in the class.

Q3. Handouts help me to gather lots of information together. A lot of reference is given in the handouts and I can read them whenever I need. Homework and assignments and their feedback open my eyes to think in different directions. And the final project shows our ability to capture the knowledge that we learned from this workshop.

Q4. If it is next time offered then in my opinion it would be better if we get the feed back of our final projects from our instructors also.

Q6. The program was well prepared and full of insights. I really appreciate everything you've done for us!

Student 15.

Q1. Most of all, I learned a lot from the "Seven Principles of Good Practice." Teaching is not just a transfer of knowledge, but it is the process to change the students to learn for themselves and to provide opportunity to express their ideas. And to achieve the goal efficiently, teachers should be sensitive to the students' feelings and act in every way to motivate them.

Second, the eye-opening phrase "the only way to be a good writer is to write" enhanced my motivation to write my dissertation. I thought it is time to change my action; breaking down the task and write regularly.

Overall, I was able to grasp the image of being a faculty member.

Q2. Yes. The workshop enabled me to form a clear vision of basic objectives in teaching, which can apply to students of any discipline.

Q3. Handouts: They provided me time to listen and focus to the class. They were also useful because I could look back on them to review what I had learned and apply them to the assignments and final projects.

Q4. In-class activities/ final project: These opportunities to express myself helped me building my self-esteem in addition to the contents of activities. Final project polished my thinking through peer review.

Q6. I would recommend taking a little more time for the program. I felt a bit overloaded (though it was mainly because of other tasks).

Student 16.

First and foremost, thank you for this GREAT opportunity! I thoroughly enjoyed the workshop! Through the workshop, I have learnt/experienced the following (listed randomly):

Q1.

1. I have learnt the importance of multi-cultural, open, interactive and constructive small group/class discussions; these are intellectually stimulating and exciting and also teach students the importance of respecting other people's viewpoints and opinions;

2. I have learnt how great it is to be taught by teachers who are open-minded, encouraging, constructive, and ready to answer students' questions without imposing their own ideas;

3. I have experienced and learnt that by expressing my ideas in a group/class, my ideas/thoughts got organised in my head.

4. I have experienced exchanges of ideas among students that led to ideas we would not have come up with if we had worked individually;

5. I have learnt we can learn a lot through teaching; and

6. I have learnt future faculty members should be open to, interested in, and respect what other researchers are doing and try to be able to communicate our ideas to a variety of audiences and a wide readership.

Q2. The workshop helped me to feel more prepared for a faculty position in the following ways:

1. The programme has helped me to be confident;
2. The instructors have told us that they themselves are also developing their skills through teaching (i.e., trials and errors) (I think only truly confident people can say that kind of thing). Hearing that, I now think I should give anything academic a try (e.g., Teaching/Research Assistant positions), rather than waiting till I feel I am ready, as we will not be perfect anyway.
3. I have got to know people specialising in other subject areas. This has helped me to broaden my view as a future faculty member.

Q3. Honestly, all the activities were useful. In particular, syllabus development was really interesting, although that kept me up until around 3 A.M. on the day of submission :). Other very interesting and useful things include the rubrics and the taxonomy.

Q4. The workshop could be improved in the following way: It would have been better if we had not stayed in the same group from the second day on. This is because it would have been possible for us to do some group activities even if our specialisations were different. A bit of shuffling of students may be a good idea until it is necessary for students to work with others of similar interests/specialisations. Other comments are given in section 6 of this questionnaire.

Q6. Other comments are as follows: As stated above, I enjoyed the programme VERY MUCH. Yet, I want to make a couple of comments. I trust that you will find the comments constructive. One of the greatest things about the PFF programme was that we could learn about academic writing and teaching from two Berkeley teachers. Logical thinking is, of course, one of the prerequisites for these, and this in turn means that we students/participants can already think logically to a great extent; otherwise, it would have been impossible for us to benefit from the teachers' high-level, logical and well-organised sessions.

Similarly, the participants' English was good enough to follow their presentations. The instructors advised that the participants not worry too much about English skills because our English was good enough and that we improve the logical research content. This was a nice and encouraging remark about our (non-native speakers') English but can be misleading in some ways. Being native speakers of English teaching Berkeley students in English at high levels in the US, the instructors can legitimately tell Berkeley students that logical writing is important, probably more important than English skills for these students living and studying in the US, for whom I highly doubt English is a big problem. However, this does not necessarily apply to the situation here in Japan where English is not the first language and students struggle to write papers on their logically conducted research, effectively using English for academic purposes.

The PFF participants' English may be good enough as the instructors said, but there is more to this point. As far as I know, and above all as far as I observed while we were having group/class discussions and exchanging ideas about and comments on the final projects, it is obvious that many students here are pretty logical thinkers and commentators, but they need more writing skills to express what they have in mind. We may be justifiably satisfied with our current overall English abilities but it is a little too early for us to neglect to improve writing skills in academic English. It is difficult for us to use appropriate language and practical skills to produce academic papers in English, even when we have plenty of thoughtful and logical ideas that we want to express; this is frustrating. Here, we are at a stage where there still is room for improvement in our confidence by familiarising ourselves with practical skills in essay-writing in English.

At the workshop, the instructors never understated the importance of language skills even when they said our English was good. But I tend to think that they could have a little more explicitly encouraged us to improve our language skills too, precisely because we are non-native speakers. Thus, for instance, it would have been good if they had shown or asked the participants to compose a paragraph or two about a topic and discussed with us what could be improved, just like when we did some paraphrasing on the fourth day. Some tailored contents for non-native speakers could make great additions to the already excellent sessions.

During the closing ceremony, a faculty member teaching 'Academic English' classes at our university stressed the importance of 'logical thinking.' This piece of advice is valid and there is no doubt about that. However, this can be misleading. This is because he places a little too much emphasis on logical thinking, and thus it sounds like we should be more logical thinkers, now that our English is fine. This may be true for some participants. But, I think other people might get a message that it is okay to understate the importance of English skills, despite the fact that many of us are well aware that our language skills need to be improved. To us non-native speakers, he should at least equally encourage/enable us to put our logical thoughts in proper academic English.

It is true that not only in English but also in any other language, a paragraph, a chapter, and a whole article should be made up of logically connected sentences. But even logically produced ideas can mislead readers if they are not accurately presented or phrased. What if sentences are not correctly written,

paragraphs not academically well structured, and articles not following academically acceptable essay-writing formats? These are largely to do with practical language usage for academic purposes, which are supposed to be taught in academic English classes because these skills will help us to present our ideas accurately and academically. For example, at a sentence level, *'There is apple in this salad.'* and *'There is an apple in this salad.'* connote very different things and thus very different developments and consequences can be expected by readers. At a paragraph or article level, writings should be academically structured and well formatted to get readers/reviewers to feel like reading. In any case, good use of language is crucial. For instance, inaccurate descriptions of trees in an article regarding a forest can give misleading pieces of information about the forest, even if the whole article may be logically presented. In this case, the report may be of little use when fire fighters need to determine what method to employ to extinguish forest fires there.

Future faculty members should be responsible for what we write and be competent to write academically sophisticated English so that we can accurately present our original, convincing and of course logical arguments. The writing format/style in English, for instance, may be different from that in other languages. Other important skills include structuring, sophisticated organization of contents, paraphrasing, using phrases and vocabulary for academic purposes, grammatically accurate compositions, effective mixing of short and long sentences, concise writing, etc. Therefore, in the future I would like an academic English instructor at our university to teach these skills among other things, but not necessarily shift the focus onto logical thinking in an 'academic English' class.

Moreover, I want to remind ourselves that we participants are already doing our own research logically, under the guidance of professional supervisors in our specialized subjects. Therefore, I think the whole point is that we should become able to communicate our logical research findings to many kinds of audiences internationally, by using academically sophisticated English as a tool that enables us to do so. Furthermore, logical thinking is not the uniqueness of English; it does exist in any other language including Japanese. Focusing on logical thinking in English is apparently based on an unsubstantiated assumption that more logical thinking is required in academic papers in English than in other languages. Thus, would it not be mysterious if academic Japanese instructors taught logical thinking to American postgraduate students, when they want to improve their Japanese for writing academic papers in Japanese? The American students' passion for improving their academic Japanese reflects their need for language skills but not logical thinking. This logic applies to non-English speakers wanting to improve their skills in academic English usage.

When a non-English speaker says it is difficult to write logically in English, we must know that they cannot write in his mother tongue either, because they have not organized their ideas yet. By confusing English and logical thinking, one can overlook this fact. Thus, an academic English class, if offered in its literal meaning, rather than being a 'logic' or 'reasoning' class, would be useful to non-native speakers of English who are eager to publish their research, in the English language; they have logically formulated contents and want to write well in English. This is supposed to be the major focus and scope of an academic English class. (A separate logic or reasoning class will complement this English class well.)

In Japan, which needs to be improved in an 'academic English' class for future faculty members who conduct logical research with their professional supervisors (not with English instructors); logical thinking or academic English skills? This is the very central question, and I believe it is the latter for the reasons given. As a committed faculty member working in his/her capacity as an 'English' instructor, he/she should not understate the importance of English skills, nor assume that we (and our supervisors) are illogical researchers. We want to publish our logically conducted research in the form of an English academic paper/abstract/proposal for which highly sophisticated and proper English skills are a prerequisite. Thus, English instructors should (be able to) teach more of academic English skills that we need, whatever the area of scientific and thus inevitably logical research is in.

Improving English skills for academic purposes is what many students from non-English speaking countries are after. Even logically conducted research papers can be written poorly. In this case, we may end up with one or more of the following: hiring non-academic English speakers/grammarians to correct our English only to have the core message lost in non-academic translations; making it difficult for readers to realize the level of research, however logical it may be; and delaying the improvement in students' English skills. I do not think these are good for a university trying to encourage its students to improve their English through a variety of English programmes, towards realizing a bi-lingual campus, as mentioned at the symposium. We need English skills to demonstrate our logical thinking.

I want to underline that there are many things to do English-wise, before we (non-English speakers) reach the level where we can confidently write and submit English papers on our logically conducted

research, even if it is not perfectly written/presented. I think that it is the level at which Linda and Sabrina teach at Berkeley and taught us here during the workshop, thereby focusing a little more on logical writing than on English skills. However, as pointed out above, the contexts are different in Japan and the US.

The workshop was great—definitely one of the very best I have ever participated in. But it is over now. To further advance our overall skills, we should come down to earth and develop our essay-writing skills in academic English classes while improving logical research contents in specialized labs. Research findings to be presented are produced in labs through logical procedures, not necessarily in academic English classes. We can present logical research findings well, only through effective academic English.

When we cannot write logically in English, we cannot write logically in Japanese, either, and vice versa. Yet when we can write academically in Japanese, we may not be able to do so in English, and this is not due to inadequate logical thinking but due to insufficient English skills. This is the challenge for us.

I believe that you will regard these humble comments constructive. Once again, I would like to express my heartfelt thanks to Linda, Sabrina, the organizers and all the great participants for their efforts and hard work. I am truly privileged to have had an opportunity to determine to further and equally improve my academic English and logical thinking skills.

Ando sensei's questions

Q1. Teaching & writing:

- * It was great that the participants were encouraged to participate in the discussions. I would like to do the same in the future.

Writing:

- * I will include a cover letter when I submit my paper/proposal/abstract next time.
- * Regarding both teaching and writing, please see page 1 for my other comments.

Q2.

- * Their teaching style was very good because it was interactive. Some more writing activities would have been great.
- * It was great to take advantage of the instructors' office hours.
- * I did not see any big difference between the participants and the tutors.
- * It would have been great if we had faced the screen straight.

Refreshments were very nice and refreshing.

Student 17.

Q1. What I have learned in this workshop is following.

The effectiveness of using group work among students for teaching and learning.
 Good relationship between student and teacher makes the course better.
 How to write and organize academic writing.
 The importance to keep writing everyday.

Q2. Yes. I am going to write everyday at a scheduled time for paper or research proposal. And I should study more precise for preparation of teaching lecture.

Q3. I think class activities are particularly useful in this course. Because I could pay attention into the contents of lecture and I was able to think deeper.

Q4. The improvement of final project is needed, I think. Because it is difficult to understand completely the contents of each individual study. So I could not advise my colleagues connected with its content. I cannot suggest the concrete example for improvement, but I believe this point is important for more development.

Student 18.

Q1. I've found two essential points which are needed for lecturers through the workshop. At first, lecturers should show their posture, doing their best, to the lecture and their students. Secondly, Interactive communication encourages learning more, to motivate and to understand deeply. I keep my mind these for the time when I plan the lecture in the future.

Q2. Not really, because I'm just in master course. I feel like not to take on a faculty position soon. However, I could think more prepared in a following way: I wasn't conscious of a faculty position before the workshop but I was after that. Moreover, the opening session encouraged me to be prepared for it.

Q3. All of them are useful! Assignments and final project on writing are useful so that my purpose was to improve my writing skill. As I particularly like to use handouts from now, I have a request for handouts for future participants. If there are some indices of them, it will be easier to find what I need. In the workshop, the tables were quite small, so it tended to become messy. Therefore, this problem must be relevant to the facilitation, too.

Q4. I feel that the workshop was a little bit short to learn for all curriculums. The lectures went so fast and I could know just overview of the documents distributed. I would have preferred to have some exercises to

train our skills during the workshop but homework, if there were more time. If there were, we could get more feedback soon, thus, we could ensure our skills would be improved step by step.

Q6. I appreciate the effort and skill as a lecturer of Linda and Sabrina. You were keeping your eyes on not only participants but also the people engaged in this workshop. I introduce impressed events about this here. When I came down to them each tell that I couldn't attend some parts of the workshop because of my job at just the beginning of the first day, they had already known my name and what I did in spite of many, 30 participants. I could imagine your efforts to memorize and to understand us before the workshop or even in whole the duration of it. I could see that you were doing your best for your lectures and us; therefore, we were naturally drawn into the workshop. I thank you; Dr. von Hoene, Dr. Soracco and the staffs planned and executed this workshop. I will recommend other students around me. And I have to improve my English to make the outcomes from the workshop available.

3-1. Evaluation Form (3): Evaluation Form for the Tutors

- Q 1. What was the role of tutors? Was it explicitly mentioned before the workshop started?
 Q 2. What did you do as a tutor in a) tutorial session, b) class, and c) other opportunities to support participants?
 Q 3. What were the most frequently asked questions and opinions in tutorial sessions?
 Q 4. What do you think were positive outcome of tutorial support for participants?
 Q 5. What do you think were the negative outcome of tutorial support for participants?
 Q 6. What is the overall impression(s) of the instructors (Drs. von Hoene and Soracco) as your boss?
 Q 7. What is the overall impression(s) of participants as your students?
 Q 8. How do you evaluate yourself as a tutor in this particular workshop?
 Q 9. Do you have any suggestion to improve this type of workshop in the future?
 Q 10. Any other comment?

3-2. Feedback from the 6 Tutors & 1 Coordinator

1. Kim Jeong-Wook (金正旭), HU, Letters, philosophy, Doctor Program, male, Korea

今回 PFF 主催のワークショップにチューターとして参加するという機会を得、非常に貴重な経験をさせていただきました。すばらしい講義を聴かせてくださったリンダ先生、サブリーナ先生をはじめ、関係者の方々に感謝いたします。そして最後の業務として、今回のワークショップについていくつか意見を述べさせていただきたいと思います。

まず、チューターとしてどのような役割を果たせばよいのかということが、ワークショップの開始の時点であまり明確ではなかったと思います。そのうえ、講義内容をあらかじめ知らされていたわけでもないので、講義内容についていくのに精一杯で、あまりいいはたらきをすることができませんでした。

一日目が終了したあとのチューターのミーティングでは主に、講義内容が少々一般的すぎる、ロジカル・シンキング(logical thinking)に関連する事柄が一切言及されていない、という問題点が指摘され、まさしくこの点においてこそチューターが貢献できるはずである、ということで意見の一致が見られました。そして実際にこの問題点は二日目以降の講義にも見られ、私たちチューターにはロジカル・シンキングの重要性を繰り返し喚起するという役割が与えられることになります。

しかし私は、このことがポジティブな効果だけでなくネガティブな効果をももたらしたのではないかと考えています。私たちチューターのほとんどはアカデミック・ライティングの授業を半年間受講しており、そのような立場から講義に欠けているものを補足することは、非常に有益なことであるようにも思われます。しかし、これが教員・学生・チューターのあいだに信頼関係を築くことにとって悪影響ではなかったかと怖れます。

次に、課題と最終日のプレゼンテーションについてですが、私はこれがもたらす効果については懐疑的です。まず、準備期間が短く、プレゼンテーションとディスカッションに充てられた時間も少なすぎると思います。そして何よりも問題なのは、他の学生からフィードバックをもらったあとに文書を修正し、それを再び評価してもらう機会が、学生に与えられていないということです。実際に私が担当したグループの学生たちは非常によく準備をしてきました。しかしこれでは、文書をなんとか書きあげたという実感は得られても、ワークショップを通じて自分の能力が向上したという実感は得られないでしょう。

また、全体授業のなかでの小さな課題についても、サブリーナ先生とリンダ先生が学生たちに批判的かつ建設的なコメントをすることはありませんでした。この点も、ワークショップを通じたスキルの向上という目標に照らせば、改善されるべきであると思われます。

最後に私自身について述べさせていただくと、今回のワークショップを通じて英語力のなさを実感させられました。そして、講義や質疑応答を不完全にしか理解できなかったことによって、発言するのをためらってしまう結果となりました。今後改善していきたいと思います。

2. Chen Fei (陳飛), HU, Letters, sociology, Master Program, male, Chinese

Q 1. 3月18日～24日に未来研究者育成—ティーチングとライティングに関するイントロダクション」のワークショップにチューターとして参加できた。18日に、一週間もないのにこれほど多くの教材と内容を果た

して説明できるのかという疑問を抱き、ワークショップに関する事前の打ち合わせに臨んだ。会議ではチューター役割について言及し、参加者の質疑に応じたり、ワークショップの進行方向について助言したり、講演者と参加者間にインフォメーションの通路として機能を果たしたりすることが主な内容だそうだった。しかし、どの時点で、どのように他の生徒を指導するのか、またそれをどのような形で生徒にフィードバックできるのか、Dirs. von Hoene と Soracco からの説明はすこし曖昧だった。

- Q 2. 19 日から 24 日の朝 9 時から 10 時半までのチューターセッションでは、我々チューターの 6 人とコーディネーターのポールさんと一緒に、①前日の講演とクラスで他の生徒から聞かれた問題、クラスの内容に関する感想、②講演の問題点と改善点について、情報交換と交流を交わしたほかに、他の生徒からの質疑に応じていた。一方、10 時半以降のワークショップの講演タイムでは、我々は専攻ごとに別々なグループに配属された。私は 6 人からなる社会科学グループに入った。其中、私は①グループメンバーからの質問に答えたり、②出された課題にグループメンバーが積極的に発言・提案できるように場を持ったり、③グループメンバーの一員としてワークショップに参加したりした。そして、24 日のプレゼンテーションでは、私は Soracco から受けた指示の通り、社会科学グループ発表の進行役として発表が計画通りに進めるようにタイムコントロールをした。口頭のフィードバックは控えたが、書面の形では自分なりのアドバイスをした。
- Q 3. 私が担当する社会科学グループでは、私に講演やクラス自体に対して意見と質問をしてきた人がほとんどいなかった。ただし、エンジニアのグループメンバーから宿題の不明点について聞いてきた人が二人いた。そして、ワークショップに対しては、英語会話の練習のためにきたからもっとこちらから喋る時間を多く用意してくれてもよかったのではないかという声を拾った。また、Soracco からのフィードバックがあればとの要請もあった。これは他のチューターの話も聴いている限り、共通な問題であることに気づいた。そして、我々はチューターセッションでこれらの要請をコーディネーターのポールさんに反映した。
- Q 4. グループメンバーの意見や困惑を見つけ、汲み取ってコーディネーターと Dirs. von Hoene と Soracco に反映できるという仲介役は、今回の経験からみると非常に有用であると考えられる。また、チューターが存在し、Dirs. von Hoene と Soracco が講義に集中できる状況をサポートした意味で積極的に評価できるといえよう。
- Q 5. しかし、チューター役割についての明確な指示を Dirs. von Hoene と Soracco から受けていなかったから、最初はどこまで手を出すかに戸惑った。特に、どのようなアドバイスをしたらよいのかははっきり決まっていなかったから、Dirs. von Hoene と Soracco の意見より自分意見を言う可能性が出てくる。そして、それを認識できているかのようにメンバー間からもチューターにアドバイスを求めにくい雰囲気になっていた。その後ポールさんや他のチューターの経験を聞いて、出来るだけ客観的姿勢をとるようにして、なんとなく自分の居場所を見つけ、グループメンバーにもアドバイスできるようになった。
- Q 6. この五日間のワークショップで Dirs. von Hoene と Soracco はティーチングとライティングに関して、我々に多くのプログラムを用意し、たくさんの有益な情報を共有してくれた。そのなか「ティーチング」に関するプログラムに、多くのグループワークの時間を設けて、生徒間のコミュニケーションを図る意味で、とても積極的に評価できる。また、大講義のあり方に関するインタビューのビデオは、学生としての我々の本音を反映できたため、共感を覚えさせられた。このように聞き手の共感をかきたてる授業の進め方は内容に関する理解を深めさせることで大いに意味があると考えられる。内容自体に関して、これから研究者を目指す我々には、教育者としての責任感の持ち方、また、なにより、合格な教育者になるための心得を得られるばかりの内容なので、理論的にも実践的にも価値があると言える。また、Soracco ライティングに関しては、どのような生産的研究者になれるのかについて、良い習慣を身につけるように日頃からの努力が必要という意図が、多くの情報や材料を通して、分かりやすく親切に教えてくれた。ただし、Soracco の講義に多くの時間は発信することになり、グループとのコミュニケーションはあまり多くない気がする。グループワークの後にしっかり生徒に一人ひとりにフィードバックな時間を用意すればとても理想的だが、時間の制限を考えると今回は時間が制限されている中、一人ひとりとコミュニケーションをとるのがとうていできないことはやむを得ない事情と考えられる。そして、時間の制限で言及されなかったと思うが、どのようにライティングするのかに関して、もうすこし時間を掛けて深入りして考えることができればもっとよいと思う。たとえば、論文を書く時に、取り掛かるまでに時間を論文の構成や概念の整理に多く費やしている傾向が人々の中に、特に文系のほうにあると思うが、それを克服すべきだと指摘するだけではなく、どのように克服するのかについてアドバイスが聴きたかった。そして、論文を書く際に、どのような内容をロジカルに構築できるのかについて、その重要性を理論的、または実践的に論じることを付け加えることができれば、聞き手に良い論文を書くための実践的アドバイスになるのではないかと考える。
- Q 7. ワorkshopの中で、グループメンバーに関しての印象を一言で表現すると、積極的に取り組んでいることであろう。諸講義で出された課題を皆がフルシンキングして、切磋琢磨で最後は必ず結論までたどりつける。特に、最初からアジア出身のグループメンバーは皆自信を持って、意思を伝えようとしていた。日本人のメンバーはこの影響を受けて、最初はおどおどしてしゃべりたくなかったが、その後も自ら提案したり、意見を述べたりして積極的に参加するようになった。問題点としては、英語を思うがまま操ることがまだできていないことも考えられるが、課題に対して、他人の意見に賛成するといった形式的な発言が比較的に多かったのが印象的だった。自分の考えを自分の言葉で述べられるように、単に英語のレベルではなく、

問題にどのように取り組めばいいのか、どのように捉えることができるのかといった論理性に重点を置いて訓練必要があると私は考える。これはロジカルシンキングとライティングに関連しているが、今後は話しと書きの論理性の側面に関してのワークショップを設けたら大いに役にたつと考える。

Q 8. チューターとしてワークショップにおける役割、つまり、他の学生の質疑に答える役割を自分がしっかりと果たしたとはいえない。英語自体はまだ勉強中なので、回答する際に、自分の伝えたいことがきちんと伝わったのか、すこし懸念がある。当然、自分もよくわからない問題が出てきた。例えば、どのようにプレゼンテーションを上手くなるのかといった問題もあった。ただし、このような自分で回答できない問題について、他のチューターの助けを求めたことで、できるだけ早い段階でフィードバックするように心がけていた。また、毎日のチューターセッションで他のチューターのよいと思われる提案ややり方を自分のグループにも積極的に取り入れようとした。例えば、グループワークの際に、自らグループの議論の方向性についてアドバイスを入れたりしていた。

Q 9. 今回のワークショップでチューターとして、講演者と参加者間にいる立場で、諸方面から客観的に観察・参加できた。一つ生意気な感想ではあるが、参加者の中にティーチングとライティングに関するイントロダクションを聞きにきたより、とにかく英語を喋りたいから、聞きたいからという理由で来た人が少なからずいる。参加してくれれば、それはそれでよい、ただし、我々のチューターも含めて主催者側としては、参加者に期待以上の豊かかつ深い内容を提供できるように工夫を凝らす必要があるのではないかと考える。

3. Juan Andrés Oviedo A., HU, Engineering, structural engineering, Doctor Program, male, Colombian

Although you asked for an essay answering most questions, I consider it rather complicated as the questions are quite different from each other. So, and according to what learned during the workshop, I have decided to give a straightforward answer to each question. I hope it is OK for you. Thanks!

Q 1. The tutors served as facilitators for the activities assigned by the instructors. Also, the tutors especially supported the participants by providing guidelines and sharing the knowledge acquired at the Hokudai Writing Laboratory (HAWL).

No, the role of tutors was not “explicitly” mentioned before the workshop.

Q 2.

- a) Tutorial session: held meetings with a few participants who used the tutorial sessions seeking for guidance in the preparation of the final projects.
- b) Class: facilitated the interaction and sharing of ideas among the participants of the assigned group.
- c) Other: supported logistic tasks for the preparation of the room so that participant could have an adequate location suitable for learning process.

Q 3. It is rather difficult to assess as there was a large diversity of questions and opinions. However, participants expressed their urgent need of acquiring writing skills.

Q 4. Tutorial support was indeed a great help for not only participants but for the instructors. The most positive outcome was to serve as facilitators so that participants were able to cope with the assigned tasks and learning outcomes. They certainly did!

Q 5. I would not say negative, instead, I would say that the tutorial session could have been more fruitful if the tutor had been given a more detailed explanation of activities and the corresponding timeline.

Q 6. I, personally, did not feel the instructors as a boss. I felt them as advisors and friendly hands for us to contribute to a smooth flow of the workshop activities toward the learning objectives the instructors had fixed before coming to Japan.

Q 7. They were very active and diligent to learn many aspects about how to produce high quality academic writings and how to develop a high quality teaching methodologies. They did a good job, helping create a good atmosphere for their learning.

Most participants showed a similar characteristic: lack of a proper training in academic writing.

Q 8. I evaluate myself as a very active tutor who interacted with the instructors and participants in order to create an opportunity for open debate as a result of a diversity of opinions.

Also, I had the opportunity to provide some participants with valuable information and techniques (the fundamentals of HAWL) that certainly strengthened, to a much higher level, what was instructed by Dir. Soracco.

Q 9. Regarding to the Writing session, I would say that, if the same content of this workshop were going to be given in upcoming months, I would recommend Hokudai to select the participants more accordingly to the learning objectives of the workshop. Although the workshop provides valuable information to the participants, its content is not appropriate for doctor-level students. The content could be more useful for undergraduate and first-year master students planning to publish soon. For doctoral students, the approach of HAWL is much more productive and useful.

As for the Teaching session, I would say that everything was OK and appropriate for all participants.

Q 10. I would like to ask why the tutors could not get a certificate but observers did?

I would like to say “thanks” for the opportunity to act as a tutor in this workshop. It helped me clarify ideas and strength my writing/teaching skills. I hope I can be of help for future workshops.

4. Azania Mufundirwa, HU, Engineering, rock mechanics, Doctor Program, male, Zimbabwean

- Q 1.* The role of the tutors was explained before the conference. We were to be teaching assistants. Our role was to complement Dr. Linda and Sabrina’s efforts during the workshop, such as explaining in thorough details what students did not understood during the lecture. We also had the capacity to share our knowledge of Academic writing skills we learnt from Paul sensei’s class, but unfortunately this was not the situation. We just complimented Sabrina and Linda’s lectures.
- Q 2.* I provided extra advice and explanation during the tutorial session, which I felt was of importance for the student’s concern. Students asked me different questions depending on their need, as some of them didn’t clearly understood during lectures. In class, I facilitated active participation and discussion among your group members: this is very important.
- Q 3.* Students were interested in Academic writing skills to write excellent papers for journal publishing. Most students were graduate students, and they have a requirement to publish international papers so they were in great need to learn academic writing skills.
- Q 4.* Facilitating active participation and the extra support are crucial drivers for the workshop. Tutors have some experience and skills about writing and teaching, so I feel they can play an important role. During the tutorial session some students came to ask questions etc.
- Q 5.* Tutors were not given the opportunity to comment during the final session, which I felt was a setback. Some students were keen to hear the tutors’ feedback.
- Q 6.* I appreciate them for the workshop: they did excellent sharing information. They were active and industrious. But however, I think the content of Sabrina’s academic writing lectures was general and not specific to our or student’s concern of how to write an excellent international paper. Most discussions about abstract and introduction were general. We did not discuss on other components of the “paper” such as the “body,” discussing results and “conclusion” in detail. She did not address “logical thinking” on academic writing.

We as students, we lack consistency and logical connection when writing papers, which scores high when it comes to publishing. I honestly feel the take home message on academic writing was not very effective on us graduate students, though I learnt something from the general approach.

Linda’s content on teaching was good.

- Q 7.* Participants have great enthusiasm to learn. As of now, they have a great need to learn academic writing skills to publish international papers to graduate. Our Profs/Sensei’s do not directly teach us academic writing skills, so we need to learn it independently or at Hokudai Academic writing Lab (Paul sensei). There is a great demand for a mandatory Graduate academic writing course at Hokudai (if possible) and I feel the classes provided by Paul sensei cater these needs because they really changed my writing skills.
- Q 8.* As tutor, I feel I can do more to share my knowledge and knowledge from our Instructors. But given that we have to complement the stuff given by our Instructors (Linda and Sabrina), I have a limitation when it comes to sharing my perspective (taught) about writing.
- Q 9.* I feel this workshop is nice but not very sustainable for the long-term planning for Hokudai graduate students, why do I say so? Given that you took 30 students, what about those you rejected or did not offer an opportunity to participate? Where are those same Hokudai students going to learn teaching and writing skills?

Given that, there is great demand or thirst by Hokudai students, I think this workshop, if possible, need to be turned into a graduate semester course at Hokudai or to be more specific, I think establishing an “Open Teaching and Writing Laboratory,” where any graduate student can go and take the courses in summer and fall. If possible, integrating Academic writing 1 and 2 from Paul sensei during the workshop may be useful.

- Q 10.* Thank you for organizing the workshop and all your tireless efforts. I feel this workshop was successful and more importantly an “eye opener” of what or which direction is more sustainable, long-term and effective for the future of Hokudai. As a Hokudai student, I feel I also have the passion to see day when we have your own established “Writing and teaching Lab” which will fully cater the need of most/every graduate student. Thank you.

5. Anne-Gaelle Beatrice Isabelle Renaud, HU, Law, political science, Postdoctoral Fellow, female, French

At first let me thank you again, as well as Professors Ando and Wai Ling Lai for this opportunity that was given to us to participate in this academic writing workshop, allowing us to benefit from this experience both as tutors and as observers.

In return, in sincerely wish that this evaluation would be relevant and meaningful for the further

improvement of Academic Writing skills teaching in Hokkaido University.

To make the evaluation more comprehensive I will follow, in their original order, the questions that Paul addressed to us.

Q 1. Our role as tutors was mainly to assist participants in the workshop (most of them students) in the writing of their assignments and the preparation of their final presentations. Following one particular demand expressed by Professor von Hoene, I also tried, during the tutoring sessions, to assist the students, when required, with their lack of confidence as regards their writing skills or the relevance of their papers and abstracts. To sum up some of the areas in which, I believe, our presence was necessary and, at least, helpful, I would say that the students who took advantage of the tutoring sessions appeared to be, during their presentations, much more confident regarding the contents and the appearance of their papers, abstracts, and syllabuses. Another aspect in which, I believe, we could provide some helpful tutoring was the re-explanation to some students, whose English skills were not sufficient, or who did not manage to pay attention during the whole lecture, of the contents of the previous lectures or the explanation of the required tasks to be accomplished for the assignments, which apparently weren't clear to many students.

Personally I felt that our work was not specified clearly enough before the beginning of the workshop. However, I believe that most of our tutoring depended highly on Professors von Hoene and Soracco's expectations, which were not clarified prior to the beginning of the workshop.

Q 2. During the tutorial sessions we mainly checked the English (spelling and grammatical mistakes, as well as the flow of paragraphs and sentences and the punctuation) of the participants' abstracts, papers, and syllabuses. Taking advantage of this overview of the students papers we also discussed with them about the presentation of the papers (plan, outline), the logical organizing of the arguments and ideas, and we tried to analyze, along with the students, the concordance between the thesis statements, arguments, and conclusions. During the classes we tried to facilitate the several periods during which the students had to do some assignments by orienting them towards different ideas if they lacked opinions about some specific issues, or ask the most silent students to express their opinions if they were not doing so.

Q 3. In my case, most students came to me being very confused and worried about the unclear expectations of the Professors regarding the assignments. Many participants were in search of someone to clarify, in a more precise way, "what they were supposed to do," "how they were supposed to do it," and "when they had to hand in each assignment."

Another demand which was redundant with many participants was the English check, as well as questions regarding some unclear parts of the lectures.

The opinions differed greatly from one student to another. Many students felt greatly encouraged to work on their writing skills thanks to the workshop. Other students felt a bit disappointed regarding the very general and imprecise aspect of the lectures. However, I am confident in saying that a great majority of participants felt more satisfied with Pr von Hoene's lectures on teaching, rather than with Pr Soracco's lectures on Academic Writing, even though many of them came to this workshop mainly in search of some guidance regarding their writing skills only.

Q 4. I believe that the students who took advantage of the tutorial sessions came out with a clearer idea of what, in their papers and abstracts, needed to be improved, which parts were hazy, and which aspects of their writing skills and papers were the more satisfactory. I also believe that some of them felt greatly encouraged and gained much more confidence through the tutorial sessions than they did through the workshop itself, as they could get personal feedbacks regarding their achievements, ideas, and skills.

Q 5. In my case I can not exactly regard any outcome of the tutorial sessions as negative. However, I can contemplate how, perhaps, a tutor whose approach to academic writing would be contradictory with that of the teachers, might be more confusing than helpful for the students. In that regard, and even though I disagreed with some of Pr Soracco's lectures' elements, I prevented myself from giving the students contradictory opinions and guidance and followed the contents of Professors von Hoene and Soracco's handouts when I needed to clarify their approaches concerning some aspects of academic writing.

Q 6. I really wish that Professors von Hoene and Soracco could have provided us, prior to the beginning of the workshop, with a longer and clearer explanation of what was their approach to academic writing and teaching, how they were going to organize this workshop and what were their expectations regarding the learning outcomes of the students, and what they were expecting from us during the tutorial sessions.

In respect of their teaching methods, I appreciated Pr von Hoene's attempt to make her lectures more interactive, and I could see how the students did not lose their focus throughout the class.

On more aspect which I could discuss at length with many participants was the constant encouraging of both Professors and their positive appreciations of students' works. In my opinion I feel that this attempt to positively encourage students was necessary, but perhaps too repetitive and, at times, obviously faked. In

some students' opinions, they felt as if there was a real lack of sincere and relevant feedback regarding their answers during the classes, not mentioning their presentations.

Q 7. The students came to the workshop extremely motivated. They all finished their assignments paying great attention to the quality and appearance of the homework they handed in, and were all extremely serious about the workshop.

Many of them appeared extremely happy to have an opportunity to take part in this workshop, mostly because they were able to contemplate a variety of very different approaches and opinions concerning academic writing and their own works.

I wish though, for future workshops, that the tutorial sessions would be better advertised, or perhaps offered during the day (at break times for instance) along with the evening sessions, to encourage more students to take advantage of them.

Q 8. I believe that as a tutor I did my best, and eventually manage to succeed in facilitating the discussing sessions during the classes and encouraged students to express themselves more and contemplate more aspects of each question they had to consider. Besides, I believe we all were really helpful in motivating, encouraging, and giving the students more confidence, as regards their assignments, through our advices, feedbacks, and corrections.

Q 9. My main suggestion to the organizers of future workshops would be to ensure (through a reduction in the number of students or longer sessions for presentations), that each student could get a direct and personal feedback from the Professors regarding his/her assignments. And again, I would suggest to make the break times longer and turn them into tutorial sessions in order to allow the students to have a constant tutoring although the day.

I sincerely hope that this evaluation will be useful for your improving of further events.

I thank you again for your kind consideration,

With all my respect,

6. Chinyere Nwafor-Okoli (Chi Chi), HU, Medicine, global health and epidemiology, Doctor Program, female, Nigerian

Q 1. At the beginning of the workshop, I envisaged the role of the tutors based on previous experience of tutorship. The exact duties expected from the tutors were not explicitly mentioned before the workshop started. I was a bit discomposed because I did not know exactly what was expected of me. For future reference, the role of the tutors could be explicitly itemized so that the tutors would be able to optimize their usefulness to the workshop—both to the instructors and participants alike.

Q 2. Eventually, I was able to perform my duties as follows:

- a) Tutorial session: I helped students to solve problems relating to research hypothesis and other academic writing issues.
- b) Class: During the progress of the class, I was able to help my group clear up confusions about the exact expectations of the instructors from them. Issues on assignment and methods of doing the assignment were also discussed with participants. Finally during group work, I facilitated my group, giving every participant equal opportunity to participate in group discussions.
- c) Other opportunities to support participants: Oral presentation and feedback session, I would say, was the juncture where the tutors were most useful. I acted as a facilitator to my group. Among others, my duties included time keeping and proper assignment of opportunities for equal contribution from the participants on presentation of their choice projects and giving a feedback to other participants after presentations. I also helped in the arrangement of the lecture hall, directing students to the designated venue for subsequent classes, mediating between the participants and the instructors, etc.

Q 3. The participants mostly asked me questions pertaining to their chosen assignments. Since the assignments involved PFF and academic writing, their questions came from both angles but from my experience, the participants were much more concerned with being able to write a quality academic paper worthy of journal publication. Therefore, most questions and opinions were focused on that area.

Q 4. The participants talked with me in a more relaxed manner since they know that I am just a tutor. They were able to verify certain minor issues with me instead of disturbing the teachers. Tutors are in no doubt, good mediators between the teachers and students. Secondly, inclusion of tutors helped reduce the workload of the instructors.

Q 5. I cannot think of any negative influence of the tutors on the participants during the workshop.

Q 6. I think they were good instructors because they did not interfere with the roles assigned to the tutors.

They always encouraged the participants to make use of the availability of the tutorial sessions. They also did well in sharing the methods they use in UC Berkley.

Q 7. They were good students. They did not look down on me even though they knew that I am their fellow

student. I tried my best to share my knowledge with them and they were very open to my suggestions.

Q 8. It is somewhat difficult to evaluate myself here but I think I have done my best. The participants and the instructors might be a better resource to evaluate me.

Q 9. Based on my experience from this workshop, I think it is very important to let the tutors know about their duties and expectations before the commencement of the workshop. This will help them to be better prepared.

Secondly and most importantly, I think there is a high demand from the participants on the acquisition of skills of logical writing. From my experience, most of the participants had a unique problem of inability to make a logical connection between their hypothesis, objectives, methods and discussions. Based on this important issue, I suggest the inclusion of logical thinking/writing into the academic writing course. The students would feel more accomplished after receiving this lecture because there is a very urgent demand on Hokkaido University students to make journal publications.

Q 10. If possible, it would be nice to increase the capacity of the workshop in terms of number of participants. Some participants were denied opportunity to participate but this might be the period they need the course most.

Coordinator. **Wai Ling Lai (Paul)**, Sussex U, cognitive and computing sciences, Visiting Fellow, male, Hong Kong and British

4. Feedback from the 5 Observers

1. Kyoko Nakano, Hirosaki U, Health Sciences, Faculty, female, Japanese

I was very happy to participate in the first two days of the PFF workshop as an observer. First of all, I would like to express my gratitude to the organizers and staff for providing the opportunity to attend on the excellent workshop.

What I learned from two days of observation was the history of faculty development (FD) activities, teaching assistants (TAs) training system and PFF programs in Hokkaido University (HU). The lectures by the instructors from UC-Berkley were very stimulating. I have just become a member of FD committee in the Hirosaki University Graduate School of Health Sciences this April. So, I had a limited understanding of PFF when I joined the workshop. In my school, TAs are mainly assigned to do supplementary jobs but do not have enough training opportunities to prepare to become future faculty members. On the other hand, I realized that the training system for TAs in HU is well organized and systematized.

To develop and enhance the teaching competence and to give an incentive to graduate students in our university, firstly, both the faculty and graduate students need to accept the concept of PFF and to recognize the importance of TA training for future faculty.

Secondly, training programs for TAs such as designing syllabi and learning pedagogy should be developed in conjunction with FD.

Finally, I hope that HU continues to expand its programs, especially its critical thinking for TAs and research assistants as well as the next generation of PFF in Japan.

2. Takeshi Kushimoto (串本剛), Tohoku U, Center for the Advancement of Higher Education, Faculty, male, Japanese

筆者は、2010年3月に北海道大学で開催された PFF Workshop 2009 に、オブザーバとして参加させて頂いた。当初の目的は、所属機関でのプログラム開発を念頭に、提供される教育内容を知ることだったが、実際参加してみると内容的な目新しさよりも、むしろプログラムの進行の仕方、換言すれば教育の方法において学んだ点が少なくない。

一例を挙げれば、学生の発言を促すための、段階的共有法（注：筆者が勝手に命名したものであり、専門用語ではない）がそれである。英語ではこれを、“think-pair-(group)-share”等と呼ぶようであるが、要するに、発言を求める際にいきなりクラス全体に対してそうさせるのではなく、まずは自分の意見をまとめ、それを二人一組で交換した上で、（場合によってはさらに4名程度で意見交換した後に、）全体に対して発言させるという方法である。Workshop で扱われた内容は多岐にわたったが、どのテーマにおいても、頻繁にこの方法が用いられていたことが非常に印象的であった。

こうした方法があるということは、あるいは教授法の専門書やFDマニュアルの類にも載っているかもしれない。しかし、実際にそれを体験（筆者の場合は観察であるが）してみると、学生参加を促し議論を活発にするために、とても有効であることが分かる。筆者も早速授業で取り入れてみたが、ともすれば自発的発言に消極的といわれる日本人学生が相手であっても、効果的に機能していると実感している。

「大学教員は自分の受けた教育をそのまま実践する」というのは、大学教育の問題点としてよく言われることであるが、確かにこれまでの大学教育の在り方を考えた場合、学生参加の形が限定的になるという意味では、妥当な指摘かもしれない。学生としての経験を超えた知識や技能が必要とされる時、PFFのような試みの重要性は、疑い得ないものと感じた。

3. Reiko Yamada (山田礼子), Doshisha U, Faculty of Social Studies, Faculty Development Center, higher education, Faculty, female, Japanese

大学院生の学術的支援の方法について具体的に事例を提示してくれたのでイメージが明確になった。また、その背後にある理念などもよくわかった。

アメリカでは、公募により採用が決定することが制度化されている。そのために、大学院が公募で採用されるような水準まで面倒を見ることも制度化されてきているといえる。日本においても、公募は当たり前になっていることから、こうした学術面での支援も当たり前になるのではないかと思った。

4. Masaaki Ogasawara (小笠原正明), U of Tsukuba, higher education, Faculty, male, Japanese

2010年3月18日から始まったワークショップ後半の22日から最終日の24日まで参加した。正規の参加者ではなかったためグループ討論等には加わらなかったが、最後のまとめの部分で自分の意見を述べることでできた。

ワークショップの最初の印象は強烈だった。講師のフォンヘーネさんとソラッコさんのミニレクチャーは明快で迫力があり、引き続いて行われた学生によるグループ討論はいずれも活発で、参加者は生き生きと発言していた。英語によるワークショップにもかかわらず、普通の大学院の授業とはひと味違う知的でリラックスした雰囲気を感じた。後にフォンヘーネさんとソラッコさんが、ワークショップ開始の早い時期に参加学生の名前と背景を把握し、さらにオフィスアワー等で参加者と個別に話すなど、自由なクラスの雰囲気づくりに務めていたことが分かった。

ティーチング3「成績評価基準の作成と活用」では、評価の対象を狭く取ることによって評価の観点を特定すること、評価の透明性を高める必要があることが強調された。これによって評価者の主観による影響が大幅に除かれることは、筑波大学で特別講義の「レポート採点システム」を作る過程でも経験したことである。英語と日本語の違いや、彼我の文化の違いはほとんど感じられなかったが、大学院生がレポート採点に参加することに対する教員の側の抵抗や違和感については歴然とした差がある。

ライティング3「国際学術雑誌への論文投稿」では論文の書き方を指導していた。日本では自然科学分野の研究者がオン・ザ・ジョブ・トレーニングで身につけるさまざまなライティングの技法が、実践訓練つきのセッションで紹介されていた。受け身を多用するな、“is”を含む文は行動的な動詞を含む文に書き換えよなど、身に覚えのあるいくつかの教訓があげられていた。興味深いのは、講師のソラッコさんが文系分野の人で、受講生にも文系の学生が多く含まれていたにもかかわらず、日本でいう「理系の作文技術」とまったく同じ授業内容だったこと。文系の書き方はまた違うというコメントもあったので、理系の作文技法を汎用的なスキルとして取り上げ、文系分野の論文の書き方はアドバンスト・コースでと考えていたのかも知れない。

ティーチング4「大型授業の教え方」も実践的な内容だった。授業での学生への質問の発し方、TAの活用、シラバスの書き方、週ごとの関係者の打合せ、グループ討論、ミニッツ・ペーパーなど大型クラスの質を上げるためのさまざまな工夫が紹介されていた。TAを活用したフィードバックがポイントであることは明らか。

全体として、テーマについても内容についても適切で違和感がなく、オーソドックスな教授法のプログラムだと感じた。もっとも印象的だったのは、フォンヘーネさんとソラッコさんが参加者を討論に引き込んで「アクティブラーナー」にしてしまう過程だった。パークレーの先生の「教師」としての専門性と実力を感じた。

参加者はワークショップの目的に沿って自由に活発に行動していた。最終日のグループ討論で司会を担当した学生 Tutor は、メンバーに等しく発言の機会を与え、問題を発展させた上できれいに整理し、時間どおりに終わった。ティーチング訓練の成果を具体的に示していたと思う。

5. Motoo Ishikawa (石川本雄), U of Tsukuba, Systems and Information Engineering, Faculty, male, Japanese

2010年3月に開催されました北海道大学 PFF Workshop は全体として大きな成功をおさめ、今後の我が国における PFF の動向に影響を与えるものとなったと評価しております。

これまで大きな実績を持っている米国 UC Berkeley の二人の教授を講師とした Workshop においては、全ての参加者が主体的に参加しており、一方的な押しつけになっていなかったことは評価できます。

このお二人の力量は大変すばらしいものであり、この種のワークショップのあり方に参考となるものでした。とりわけ資料の蓄積がすばらしく、有効に活用させていただくことができれば、役立つのではないかと思います。

また補助者が効果的に働いており、この種のワークショップの成功は補助者に依存しているとも言えることが分かり、その育成も重要課題であると思います。

一つ問題点として感じたことは、当日の参加者からすると問題は全くなかったのですが、現在の日本の博士課程の学生の英語力を考えると、英語での参加がほとんど不可能という学生も多くおり、そのような学生に対する PFF の設計も必要ではないかと感じました。

また、現在の日本の大学院生の多くは大学教員を目指しているわけではないことを考えると、PFF を広義の専門職養成のための Professional Development と位置づける必要があるのではないかと感じております。

Program A at the University of Tsukuba

Email: kyoikugp20@un.tsukuba.ac.jp

Date: July 27, Mon.–28, Tues., 2009

Place: Tsukuba International Congress Center, Tsukuba, Ibaraki

Day 1: July 27, Mon. (Room: 101, 405)

**International Workshop
“Professional Development for Young Scholars”**

Chair: Haruo Ishida, Professor, Graduate School of Systems and Information
Engineering, University of Tsukuba

- 10:00–10:05 *Opening Address*
Kazuhiko Shimizu, Vice President, University of Tsukuba
- 10:05–10:15 *About Instructors and University of California, Berkeley*
Yoichiro Miyamoto, Professor, Graduate School of Humanities and Social
Sciences, University of Tsukuba
- 10:15–10:45 *Introduction. PFF Program at UC Berkeley*
Linda von Hoene, Director, Graduate Student Instructor Teaching and Resource
Center, University of California, Berkeley
Sabrina Soracco, Director, Graduate Division Academic Services, University of
California, Berkeley
- 11:00–16:00 *Workshop 1. Creating and Using Grading Rubrics*
Linda von Hoene
Coordinator: Takuo Utagawa, Professor, Hokkaido University of Education,
Hakodate
- Workshop 2. Presenting Your Research in Written and Oral Presentations*
Sabrina Soracco
Coordinator: Yoichiro Miyamoto, Professor, Graduate School of Humanities and
Social Sciences, University of Tsukuba

* 12:30–14:30 LUNCH BREAK

Introduction. PFF Program at UC Berkeley

Linda von Hoene

Director, Graduate Student Instructor Teaching and Resource Center, University of California, Berkeley, CA, USA

Sabrina Soracco

Director, Graduate Division Academic Services, University of California, Berkeley, CA, USA

This opening presentation provides an overview of Preparing Future Faculty program at Berkeley. The aim of this program is to enable graduate students to excel in all aspects of

academic life as they pursue an advanced degree at Berkeley and transition from graduate school to future academic careers.

Workshop 1. Creating and Using Grading Rubrics

Linda von Hoene

Grading rubrics are commonly used to ensure fairness and consistency in grading and to align assessment tools with learning outcomes. They also help us give targeted feedback to students in an efficient manner, and even help us improve the assignments for which they are created.

In this workshop, participants will learn about different types of rubrics, use a rubric to grade a sample assignment, and gain practice in creating a rubric based on a specific assignment. Practice materials and sample rubrics will be provided.

Workshop 2. Presenting Your Research in Written and Oral Presentations

Sabrina Soracco

In this workshop, participants will be introduced to the genres of academic writing, will practice editing skills, and present their research in written and oral form.

This workshop will be particularly helpful to Japanese graduate students and young faculty

members who face increasing demands to publish their work internationally. Participants' writing samples will be used in this hands-on writing workshop.

8-2.筑波大学・北海道大学共催国際ワークショップ(2009.7.27)アンケート結果

8-2. Feedback on the International Workshop
“Professional Development for Young Scholars,”
University of Tsukuba, July 27, 2009

ワークショップ参加者数 Participants & Observers

	Workshop 1: Teaching Linda von Hoene	Workshop 2: Writing Sabrina Soracco
参加者 Participants	21 (うち午後退席 2)	31
陪席者 Observers	1	11
計 SUM	22	42

アンケート回答者数 Response	11	29
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I. ワークショップを知ったきっかけ (複数回答) *How did you know about the workshop?*

1. ホームページ Website	0	2
2. パンフレット Pamphlet	0	2
3. 学会・研究会 Scientific society	2	3
4. 大学内の案内文書 University Information	6	14
5. 知人からの紹介 Personal Information	1	9
6. その他 Other	2	1
無回答 No Response		1

II. ワークショップのご感想をお聞かせください。 *Was the workshop useful?*

1. 大変有意義 Very useful	8	19
2. まあ有意義 Useful	2	6
3. あまり有意義でなかった Not so much	0	1
4. 有意義ではなかった Not useful	0	0
無回答 No Response	1	3

V-1. 役職 Position

1. 教授・准教授 Prof., Assoc. prof.	4	4
2. 助教・講師 Assistant prof., Instructor	1	4
3. 学生 Student	6	18
4. 事務職員 Staff	0	1
5. その他 Other	0	(ポスドク) 1
無回答 No Response		1

V-2. 所属 Affiliation

1. 学部・大学院 Faculty	9	25
2. 高等教育研究センター等 Center	2	2
3. 本部 Administration	0	0
4. その他 Other	0	(アジア立命館大学) 1
無回答 No Response	0	1

V-3. 大学・学部・研究科等における FD への関与 *Are/Were you in charge of FD?*

1. FD 担当である/だった Yes.	6	7
2. FD 担当ではない No.	5	17
無回答 No Response		5

III. 今回のワークショップで学んだ点、良かった点 *What did you learn from the workshop?*

Workshop 1

- * 初めてで全てが新鮮だった。大変おもしろかった。
- * 楽しく学べた。
- * Rubrics 作ろうと思う。
- * 成績評価基準作りがブルームのタキソノミーを応用し、課題作成とともに行う事を学べた。
- * 評価の方法論が学べた。
- * ワークショップで双方向的に学べた。
- * 実践的な協同作業が含まれていて、理論と実践の両方を得られた。
- * 評価基準の作成を実践できた。(同回答3人)
- * 北海道大学の学生とも知り合いになれた。
- * これまで Rubrics 様の評価は試みてきたが、それほど体系だったものではなかったことを改めて気づかされた。
- * 時間が守れていて良かった。
- * バークレイでの取り組みについて知ることができたのが良かった。大学院生向けのワークショップを入れていただいたことはありがたかった。
- * 多くの大学関係教員がより良い教育スタンダードに高い関心を持っていることは素晴らしい。
- * Effective use of grading rubrics

Workshop 2

- * Writing Workshop は非常に楽しかった。
- * 英語でのプレゼンテーションの練習ができた。
- * アメリカの教育・研究を支える業務としての機能を学習できた。
- * バークレイで実際にやられているプログラムがどのようなものであるか体感できたこと。
- * 参加型だったので、積極的に取り組めた。
- * 一方的な講義形式にならずに参加者の参加をうながしていた。様々な分野の学生が同じ場にいたこと。
- * 様々な分野・キャリアの人と一緒に受講できた。
- * 緊張感あるワークショップで良かった。
- * 文章添削の仕方, Elevator pitch の必要性について学んだ。全員に発表の場が与えられているのは良かった。
- * 研究の発表, 注目してもらうためのコツがわかって勉強になった。
- * 基本的な点から重要なポイントまでアカデミックライティングのために大切な話を聞いた。ライティングだけでなく、オーラルプレゼンテーションについて触れてくれてありがたかった。
- * アメリカからの先進システムが勉強できて良かった。そして自分の相手にアピールする為の色々な方法などいい勉強になった。
- * 英語の学術論文のノウハウを知った。
- * 読者のフィードバックとアドバイスをもらう必要性を初めて意識した。
- * プレゼンテーションの仕方についてイメージができた。
- * 研究者としての身につけるべき点・特に研究の過程において他人からフィードバックの必要性を確認できた。
- * ピアレビューの重要性を改めて認識した。特に専門が近くない人とお互いに論文などを読み合うことで、よりわかりやすくなることが分かった。
- * 講師の先生の説明が非常に分かりやすく、ある時間によくまとめて話してくれた点と、英語によるプレゼンテーションの授業も本当によい勉強になった。
- * Peer editing の仕方や頼み方が役に立った。
- * 教授方法としてのプレゼンテーション (指示方法, 重点の繰り返し, 強調など)。専門は違うが授業に生かしたい。
- * 漠然と分かっているつもりでいることと、組織化体系化するのではまったく違うと分かった。適切な訓練を重ねれば、少なくとも研究者として成長できるというポジティブな気持ちを持てた。
- * ひたすら繰り返す事が大切だということを確認できた。
- * 五里霧中だったところがクリアになった。
- * 第一回目のワークショップとして一般的な情報を提供していただき感謝している。
- * How to write memo
- * Peer review
- * Oral presentation
- * Take-home message
- * Very useful and workable viewpoints and techniques on how to evaluate the work of others and my own work

8. International PFF Workshop in Tsukuba

- * It was a very fruitful symposium. It would be wonderful to have more of this type of workshop again.
- * Work regularly (write regularly). Review own writings. Get feedback. =>Take in account this points and focus on them.
- * Knowing a different approach of teaching academic writing.
- * Interactive learning. I got several new knowledge and skills.
- * Very informative
- * Very precise and clear instructions.

IV. 今回のワークショップにおいて、改善すべき点についてお聞かせください。

What recommendations would you make to improve the program for the next time?

Workshop 1

- * 英語が不得意なので通訳などがあれば良かった。
- * 宣伝方法。
- * 「TAを活用した」とあるが、あまり TA についてはふれられていなかったことが残念。
- * TA と題してあったので TA 活用を特に言及してもらえれば尚良かった。
- * 昼休みとワークショップの準備時間が一緒にぎりぎりだったので、少し長めに時間をとってほしい。
- * 昼食時間が忙しかった。
- * どんな所属の人がいるのか知りたかった。
- * I can't think of any, except that in the workshop each participant make a self-introduction and a brief comment on their motivations for joining the workshop.

Workshop 2

- * 基礎語学力・経験値が異なるので、ペアやグループを作る際に主催者がある程度工夫をすべきである。
- * どちらかと言うと概説に近かったのもう少し踏み込んでよかった。
- * ぜひ分野別・レベル別でシリーズ化してほしい。
- * 場所・交通手段についての事前説明が不十分だった。
- * 先生が早口で聞き取れなかった。
- * 英語のライティングサンプルは急いで書いた。もう少し早目に知らせていただけたらいいのに...
- * 課題をもう少し早い段階でほしかった。(セメスター後半で一番忙しい時期だったので)
- * 事前準備についての知らせがもっとはやめにしたほうがいい。
- * サンプルのフォーマットは統一するべきである。
- * 添削すべき文章の長さが人によって違いすぎた。“A4 を 1 枚”などの指定を出したほうが良かったのではないかな。
- * ソラッコ先生からライティングサンプルのコメントがいただけるともっと良かった。
- * 個人個人の発表の時間が少ない。
- * 時間が全体的に短い。
- * ピアレビューした結果を交換する時間がもっと欲しかった。
- * Allow more interaction with the guest lecturers (having more time)
- * My impression is that the workshop is too general. Perhaps a few specific guidelines are helpful.
- * More interactive. Limited time but very interesting.
- * Make it a bit longer (3 hours are short)

1. Participants from Hokkaido University

No.	WS	Full name, University, Graduate School, Field of Study, Position, Gender, Nationality
1	①	杉江聡子 Satoko Sugie , HU, International Media, Communication and Tourism Studies, Master Program, female, Japanese
2	②	Azania Mufundirwa , HU, Engineering, Rock mechanics, Doctor Program, male, Zimbabwean
3	②	Andrea Roxanne Jocsing Anas , HU, Environmental Science, Doctor Program
4	②	Meas Wat Ho , HU, Economics and Business Administration, postdoctoral fellow
5	②	Chi chi Nwafor-Okoli (Chi chi) , HU, Medicine, Global health and epidemiology, Doctor Program, female, Nigerian
6	②	西條玲奈, HU, Letters, Philosophy, Doctor Program, female, Japanese
7	②	滝口晴美 Harumi Takiguchi , HU, Education, Doctor Program, female, Japanese
8	②	金山剛士 Masashi Kanayama , HU, Medicine, Doctor Program, male, Japanese
9	②	池田誠 Makoto Ikeda , HU, Letters, Ethics, Doctor Program, male, Japanese
10	②	于海春, HU, International Media, Communication and Tourism Studies, Master Program
11	②	田中智之 Tomoyuki Tanaka , HU, Environmental Science, Master Program, male, Japanese
12	②	三ツ木真実, HU, International Media, Communication and Tourism Studies, Master Program, Japanese
13	②	Byambajav Dalaibuyan , HU, Letters, Sociology, Doctor Program
14	②	陳飛 Chen Fei , HU, Letters, Sociology, Master Program, male, Chinese
15	②	Ivona Malerova , HU, Letters, Slavic Research Center, Doctor Program, female
16	②	偉寧 Wai Ling Lai (Paul) , Sussex University, Cognitive and computing sciences, Visiting Fellow, male, Hong Kong and British
17	②	蔵田伸雄 Nobuo Kurata , HU, Letters, Faculty, male, Japanese
18	②	瀬名波栄潤 Eijun Senaha , HU, Letters, Faculty, male, Japanese

2. Evaluation Form

- Q 1. What was new and/or useful for you in the Workshop?
 Q 2. What new and/or useful information have you got from the Symposium?
 Q 3. What will be useful for Hokkaido University in the Workshop?

3. Feedback from the HU participants**Student 1**

- Q 1. 課題と Rubric を関連付けて利用することで、あいまいで主観的になりがちな評価基準を明確にできるということ。また、理論的説明に続いてワークショップによる実践があったこと（グループ分けも指導的役割と若手研究者・学生の組み合わせになっており適切であった）で、講義内容をより具体的に理解し、消化することができた。残念だったのは、昼休みの時間帯に実践活動の準備をしたので、非常に急いで食事をすませ、話し合いが不十分なままに時間切れとなってしまったこと。準備作業時間がもう少しほしかった。
- Q 2. 課題と Rubric の具体例（sample 集及び参考リンク）。事例の対象が非常に具体的で、今後大いに参考できるものと感じた。特に、自分の研究テーマ（ICT 活用の中国語教授法）や、通常の中国語授業（ネイティブスピーカーとの TT）で、評価尺度を考慮する際に活用できる内容であった。他のグループの実践の成果も、自分たちとは異なる研究分野の視点が示されており、興味深いものであった。全体プレゼンテーションの前に 2 グループごとに発表し合い、質問やコメントを出し合ったのも、直接的なフィードバックが得られてよかった。
- Q 3. 教員と TA、あるいはネイティブスピーカーと日本人のチームティーチング体制で、試験やレポート課題の評価基準を数値に表し、明確な尺度として共有できることで、評価のばらつきを防ぐことができる。また、試験の採点や学生に対する評価理由の説明等も分業できるので、一人の教員だけに業務の負担が集中せずすむ。

Student 3

- Q 1. Everything. I find it very interesting and informative. Although some were taught in our class, I was able to appreciate all. The tips on how to become a good writer count a lot. The addition of new knowledge is greatly appreciated. The tips on how to become a good writer are very useful for me. Writing for me is a passion and it is a pleasure for me being a part of the Hokkaido University participants in Tsukuba University-Hokkaido University- joint workshop. I learned to be more focused on writing my unpublished journal by using the tips of the speaker. English grammar is just one of the keys of having a good journal. I appreciate a lot defining your strengths and weaknesses on writing and how to strengthen it.

<p>The elevator pitch is also one of the most useful parts in oral presentation. This is one way on how you can get rapport from your audience. This one-minute elevator pitch could enhance your oral presentation.</p> <p>Q 2. The educational system in Japan. I tend to understand more about Japanese education and how they tackle problems. I like the topic about the preparation before entering the university, the FYE part. Also Korean speaker is a good speaker. I agree with her. Each culture has its own points of view about how to handle education. The presence of tutors help aid the gap between professors and students.</p> <p>Q 3. I think everything is very useful. The academic writing part for me is very beneficial to most graduate students, especially those who want to publish in the future.</p>
<p>Student 4</p> <p>Q 1. I learned a lot about writing academic paper more effectively.</p> <p>Q 2. I learned a lot about the different case studies on the development of higher education from different countries. I was enlightened by different perspectives.</p> <p>Q 3. I think faculty members should teach students more about how to write an effective academic paper.</p>
<p>Student 5</p> <p>Q 1. It was a good opportunity to be involved in the Academic writing workshop. I learnt a lot about the process of writing a scientific paper.</p> <p>It was also very fruitful to get a lot of information and resources regarding becoming a faculty member. I think this is very important for fresh postdoctoral students who don't know what decisions to take about their career after PhD.</p> <p>Q 2. Resources relevant for academic writing and information required for becoming a faculty member</p> <p>Q 3. Hokkaido University should incorporate doctoral students into the TA program properly in order to train them into becoming future faculty members.</p>
<p>Student 6</p> <p>Q 1. Exercises to give my presentation for those who are not familiar with my subject.</p> <p>Q 2. The situation of higher education in foreign countries.</p> <p>Q 3. I did not participate in this Workshop.</p>
<p>Student 7</p> <p>Q 1. I attended Workshop 2 (Professional Development for Young Scholars) of Program A at the University of Tsukuba on July 27th. It was incredibly stimulating for me to know that University of California, Berkeley, has such a useful program for graduate students in all aspects of academic life. The Preparing Future Faculty program at Berkeley seems greatly useful for graduate students to not only to be successful in pursuing an advanced degree at Berkeley but also in their future academic careers. Since graduate students at Hokkaido University do not have such a strong academic writing support system, those of us do not have as many opportunities as Berkeley's graduate students have in terms of improving the quality of one's publications. I was extremely amazed that Berkeley is willing to support graduate students in the development of academic skills as well as in their academic careers.</p> <p>Q 2. It was new information that the support system and the program for graduate students considerably differ depending on universities and countries. Director, Sabrina Soracco of Graduate Division Academic Service from University of California, Berkeley, discussed in the Symposium that the struggle to balance teaching, research, and service is already an issue for graduate students early in their academic careers. This significantly applies to almost every graduate student all over the world. The Symposium has made me realize that graduate students generally need to have more opportunities to express about our opinions. Professors and university need to hear more about what those of us think about our graduate programs. Our individual opinions might not mean much, however if we put them together we might be able to make a great improvement in professional development for young scholars.</p> <p>Q 3. I think that Hokkaido University needs to learn much from other universities in terms of professional development for young scholars. As we learned that University of California-Berkeley has such an advanced system for graduate students, I was deeply disappointed how different their support system is from Hokkaido University's. It might not be obvious; however, a number of graduate students in Hokkaido University are suffering from the development of academic skills necessary to successfully complete programs and preparing for future faculty positions a lot more than those of professors think.</p>
<p>Student 8</p> <p>Q 1. The oral presentation of my study in English was new for me.</p> <p>Q 2. The information of the education program conducted in Tsukuba University was new for me.</p>
<p>Student 9</p> <p>Q 1. Elevator talk</p> <p>Q 2. E-learning system in South Korea</p>

Q 3. Faculty development in universities abroad**Student 11**

Q 1. The lecturer was well organized and comprehensive, from academic writing and oral presentation skills, to a kind of tips for doing good works positively. For example, she told us to find not only weakness but also strength in our writing. In a sense, it had an effect like counseling. The lecturer allowed us to be imperfect, and push us to be on the process of developing for life-long. In other words, the lecturer emphasized the importance of personal development. In my opinion, the way is quite important in this situation in which environment surrounding universities is rapidly changing and many people are becoming life-long learners. If I have opportunity, I will try to teach like her.

Q 2. I understood that many universities now are trying to develop their faculties in similar but different ways. The similar points were that they admitted the necessities of developing teaching skills. In my understanding, they thought that university professors are not anymore special social class. They should try to be critical and reflexive on their and peers teaching, but in optimistic way. However, there were some differences in emphasizing points. For example, one speaker emphasized socializing of graduate students as future faculty members, another speaker emphasized the use of technologies, such as videotaping and e-learning. So, what was useful for me is that, broadly, understanding both ideal and practical ways of faculty development.

Q 3. First of all, I recommend that teachers try to be self-reflexive by video-recording their teaching with peers and, this is important, with fun.

Second, I am student of “Logical Thinking Skills in Academic Writing.” This class is outstanding and original even when comparing with way of teaching in UC Berkley. Thus, I think you should put out the quality and achievement of the class widely.

Third, you should push graduate students to pay attention to this new movement. This movement will not be able to be accomplished only by teachers’ efforts. Graduate students have to be open to current situation, other disciplines and international situation. You can help it.

At last, thanks a lot. This was truly supportive.

Student 12

Q 1. 今回のワークショップではアカデミックライティングのコースを選択したが、学んだことは論文が完成するまでのプロセスをどのように構成して執筆をしていけばよいかがということがわかった。これは論文執筆のために有益であった。一番興味深かったのは、まず、日本と違い、アメリカにはアカデミックサービスを提供するための学部（部署）が存在するということである。私の勉強不足が理由かも知れないが、日本の大学ではそのような学部はないのではないだろうか。（授業はあるかもしれないが）。ライティング（論文執筆）指導の点でやはり充実度が日本とアメリカでは違ってくるだろうということを強く感じた。私が所属している学部では、研究経過を発表する公的な機会がたくさんあるが、論文執筆に関して、その書き方や構成の仕方、そしてそれにまつわるトレーニング、またリヴィエズの方法などの指導は修士1年の間では十分にはなされていないような印象がある。

ワークショップの中でプレゼンテーションを行う機会があったが、このプレゼンテーションのアクティビティで強く感じたのは、一般的な読者が理解できるような内容の論文を書きたいということである。つまり、専門領域の人間しかわからないような論文ではなく、一般的な読者が理解できるものを提供したいということである。しかし、そのためにはこのバークレー校で行われているようなトレーニングの取り組みが必要になってくると考えられる。

Q 2. アメリカの留学中にアカデミックライティングの授業を受けていたことがあるが、やはり日本と違いライティングのトレーニングの機会が授業のなかでも非常に多く設定され、授業自体は大変だったが、ライティングのノウハウを知り、かつトレーニングもすることができた。アメリカでは授業だけではなく、そのようなサービスを提供する部署がしっかりと設定され、またそのための教員も準備されており、このことから小中高の教員養成だけではなく大学教員の養成にもしっかりと注目していることが伺えた。日本の大学の大学院は、大学教員養成のために大学院があるのではなく、レベルの高い専門的な知識や技能を深めるために大学院があるような印象である。ここから感じたのは、大学教員を目指すのであれば、やはりアメリカの大学院に行くことが現段階では最善だということである。しかし、このアメリカで行われているような大学教員養成に対する取り組みが日本で盛んに行われていけば、この「大学教員になるためにはアメリカの大学院が最善」という意識が変わるかもしれないと感じた。

Q 3. まず、大学院というところは修士も博士も論文を書き、業績をつくるということが命題だと思うので、そのためによりよい論文、そして読者を意識した論文を書くためのトレーニングの機会を提供することが重要だと感じた。また、博士課程終了後の新たな進学先として大学教員養成講座を開設することもアイデアとして良いのではないかとと思われる。つまり、「教員」なので、やはり「研究」だけが仕事ではないはずである。ティーチングの技術とライティングの技術をバランスよく身に付けている教員を養成する場を大

学が提供していくということが可能であれば、上述のように「大学教員になるためにはアメリカの大学院が最善」という意識は多少変化するかもしれないと感じた。

Student 13

- Q 1.** The workshop was a good opportunity for me to learn about academic writing skills. Two things, among other important aspects, were especially new and useful for me. First, I learnt about the importance of “take-home message” in one’s writing and oral presentation (elevator pitch technique). Second, I learnt about how to effectively read, edit, and elicit academic works. Professor Soracco’s suggestions on how to get a feedback on his/her paper and to edit someone’s paper or writings are very useful for my further career.
- Q 2.** I was a university lecturer before I came to Japan. After my study in Japan, I will return to my country and will continue academic career. So, this symposium was very important and useful for me to advance my knowledge of teaching and writing. Many useful and modular experiences from UC Berkeley, Tsukuba, and Seoul University were discussed at this symposium.
- Q 3.** I think it would be useful for Hokkaido University to have selective courses on academic writing at the graduate school level. Also the short-term academic writing and publishing workshops for PhD students will be crucial for our study and career.

Student 14

- Q 1.** アカデミック・ライティング実践に関するソラッコ先生のワークショップ②を通して、生産的な研究者として身につけるべき技術、能力を改めて再認識できました。まずここで注目しようとする問題を取り上げてみる。まず研究者として、常に研究成果を他人に発信することは学术交流を図るにおいて非常に大事だとされている。たが、印象論からして、多くの論文には専門外はもちろん、案外同じ専門の人にとってもわかりにくい文書が少なからずあるといえよう。また研究活動に欠かせない研究費用の申請にあたり、どのように書けば自分の研究の重要性を認めてもらえるのかに対して始終悩んでいたことが誰にもある経験だと思われる。これらの問題を面してライティングに関する自分なりの理解と努力が大いに期待されている。しかし、いったいどのような方針でどのようにすればそれを実現可能にするのか非常に難しいといわざるを得ない。いわば、十人十色の考えがあるからこそ、その分だけ選択にあたる躊躇と懐疑を抱えてしまうということであろう。このような切実な問題に対し、ソラッコ先生のいくつかのアドバイスは非常に役に立てると考える。①執筆の前、プランを立てる。②毎日書き続ける。③十分な時間の余裕をもって取り掛かる。④他人からの意見をフィードバックする。言われてみれば当然のような気がしがちになる。しかし、よく考えてみたら、これまで当たり前だと思ってあえて真剣に考えたことがないし、やったこともあまりない。だからというわけではないが、もう一度研究者になるための能力、努力、技術に関して、当たり前のことを考え直すきっかけとなることは自分にとって間違いのないと思っている。
- Q 3.** 米国における PFF の取り組みは大学院生にティーチングとライティングの力を向上させる役割を期待されている。このような取り組みの最終目的は大学院生の将来大学教員職に就くための支援をなすことである。またこうした支援に、有能な「書き手」はもちろん、優秀な教員になるための支援も含まれている。こうした PFF システムは大学院生自身のキャリア形成、また大学の実践教育の充実化に必ず貢献できることはいうまでもない。また、このシステムの導入の必然性についても異議はないと考えられる。しかしながら、問題はどのようにそのシステムを北大に取り入れるのか。実際に、北大にも大学院生教育支援プログラム（文学研究科の所属）という支援組織が存在している。提供されている支援プログラムに、アカデミックライティング、研究補助金申請書作成、博士論文の執筆・編集・投稿など、幅広い分野にわたっての支援内容が用意されている。しかし、どれぐらいの大学院生がそれを利用しているのか、またはそもそも組織の存在意義についてどのぐらい知っているのか、非常に疑問的に思われる。これを明らかにするために、まず院生を対象とした定期的なアンケート調査が問われると私が考える。これを通して PFF システムの不足を実証的に分析できるほかに、院生に PFF システムを知らせる効果も考えられる。また、教員自身の経験から今の院生にキャリア形成に関する情報の提供も大変有意義なので、教員を対象としたインタビュー調査は必要不可欠だと考える。最後に、アンケート調査やインタビュー調査のデータを蓄積し、そのデータから PFF システムの実態を時系列的に把握することができる。こうした手順を踏まえて得られたデータは北大なりの PFF システムの完備にきっと役に立てると考える。

Student 15

- Q 1.** I would not say, that the advices that professor Sabrina Soracco gave us on the Workshop was new for me, but the how she summarize them adding her own experience were very useful and motivating. I made a lot memos, and when I look at them now, I understand that keeping on mind points such as writing plan, keeping writing regularly, having enough feedback from various people, etc., should lead to the successful goal of writing good thesis, paper, etc.

I also liked very much the way of professor Soracco’s clear explanations and her managing the time of the workshop. Nevertheless the time was very limited each of us had a chance to get a short feedback and

try to make brief presentation. These activities I found very effective, as we could experience our own challenge and also the tries of the others and learn from each other.

Q 2. Except my own experience of being a TA at Slavic Research Center and the faculty of Media and Information, and also the experience of teaching at the Czech university, where we do not have any TA's system, but all graduate students are teaching, I did not know about the subject nearly anything, so I all the presentations were new and informative for me. I liked very much the way, how the university in Berkeley handles the organization of TA (GSI).

Q 3. I think that opening more classes, summer schools or individual lectures or guiding services of Academic Writing would be very useful for the students, and definitely it would improve their output.

In case of TA, I do not know, how this system is working in the Hokkaido University, but from my own experience being TA for the professor Hashimoto and his lectures on Czech language the active support of TA was greatly effective and pleasant for all three sides—professor's, students' and also TA's. I wish there would be similar TA's system at Hokudai as at Berkeley.

Observer 16. Wai Ling Lai (Paul)

Q 1. The workshop on Academic Writing was very interesting. I got to learn a different way of teaching Academic Writing at UC Berkeley. I think that the difference is important to help me better shape my Academic Writing course at Hokkaido University.

Q 2. Basically the same as above.

Q 3. In my opinion, I think that university education in English is crucial to developing Hokkaido University as an international university. Furthermore, I think that Academic Writing should be adopted as a common course for all university students. Needless to say, all university students need Academic Writing skills for their essays, reports, dissertations, etc. But unfortunately, Academic Writing course is not a compulsory course in Japanese university education. For this reason, most of the university students in Japan are not given a proper training in how to write academic papers, and most of them do not understand what is really important in academic writings. In order to improve the research as well as educational level of Hokkaido University, proper training in how to write academic papers should be taught at Hokkaido University.

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カリフォルニア大学バークリー校の講師による

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