CALIFORNIA STATE UNIVERSITY
FULLERTON
University Extended Education

Faculty Development Workshop and Specialized English Class Descriptions
Osaka Faculty Development Program at CSUF
California State University, Fullerton Extended Education
March 7th - 19th, 2011

I. **Faculty Development Workshop Topics**

Workshop 1: Reflective Teaching - How to Plan for Learning
This workshop will help participants to reflect on what it means to be a teacher and the various roles a teacher performs in the classroom. Participants will be encouraged to think back to teachers in their own life who made an impression and analyze what factors contributed to making the learning experience successful or not. Consideration of methods to employ a reflective teaching approach to maximize effectiveness in every class will be discussed.

Workshop 2: Scientific Teaching
This workshop focuses on the elements of scientific teaching, including the four steps of identifying learning goals, planning learning experiences and instruction, determining evidence for learning,   Participants engage in a variety of active learning strategies. Active learning strategies include a case study, and collective brainstorming. In their *Curriculum Design Framework*, participants identify a set of learning goals for a course they will be responsible for teaching.

Workshop 3: Instructional Strategies to Encourage Critical Thinking
In this workshop, participants will explore establishing classroom environments to support critical thinking and active learning, become familiar with adult dispositions for learning and higher level thinking, and have opportunities to design questioning strategies and class activities to support the goals of active learning and critical thinking.

Workshop 4: Integrating Technology and Learning/Teaching
The integration of instructional technology has become a catalyst to enhancing learning in the classroom. Increasing student perception demonstrates that technology has a positive impact on educational learning goals. In this workshop, participants discuss how instructors might initiate and guide particular technology –supported learning activities. The different roles technology might play in the classroom as well as reflection regarding the best uses of
 technology to make a significant difference in student learning will also be explored.

Workshop 5: Engaging all Learners
In this workshop, participants explore types of diversity found in college classrooms, including gender, ethnicity, age, social, cultural, economic status, learning style, and academic ability. Participants identify ways to create a more inclusive classroom. Active learning strategies

include use of audience response clickers and guided notes. In their *Curriculum Design Framework*, participants reflect on their learning goals, activities, outcomes, and assessments. They revise these to insure alignment and that they will engage and support diverse students.

Workshop 6: Assessment
This workshop focuses on assessing student learning. Participants are introduced to formative and summative assessments and engage in a variety of entry-level and progress monitoring assessments. Participants review examples of scoring guides and rubrics. Active learning strategies include self-assessment and pre/post questions. In their *Curriculum Design Framework*, participants determine the evidence for learning and select assessments that can be used to gauge progress towards the learning goals.

Workshop 7: Modifying your Teaching - Wrap-Up
In this workshop, participants review the elements of their *Curriculum Design Framework* and make final revisions. They also create an action plan that includes a summary of changes they have planned for their teaching, benchmarks for implementing these changes, additional resources needed, and how they will know if they are successful.

II. <u>**Specialized English Classes**</u>

o **Presentations/Lectures**
   o Participants will develop confidence in their speaking ability as they learn to create and deliver professional and technical presentations. Instruction and practice in listening comprehension, organization, clarity, effective transitioning, visual aids, body language, and speech patterns will also be covered. The main objective is to prepare visiting faculty for their in-class presentations or guest lectures in their respective mentor professor's classes.

III. <u>**Mentor Professor and Classroom Observations**</u>
   a. Mentor Professor and Guest Presentations
      i. Observe and discuss with mentor professor on effective American pedagogical methods and techniques to enhance student interaction
      ii. Implement techniques and skills learned in the FD workshops by giving a guest lecture in mentor professor's class, or other identified classroom setting that will appropriately showcase the visiting professor's research

   b. Classroom Observations
      i. Attend and observe graduate or undergraduate-level classes in a related or different discipline
      ii. Observe mentor professor classes