

Global Faculty Development Training Series: Implications for the Teaching Faculty and the University's Internationalization Program

Oliver Belarga

(Kansai University, Division of Promotion of Educational Development)

Keywords: faculty development, internationalization, professional education / ファカルティ・ディベロプメント、国際化、専門教育

Introduction

Our society demands high quality teaching and learning from teachers. Instructors have to possess a great deal of knowledge and skills with regard to both teaching practices in order to meet those demands and standards of quality education.

This research report will explore the Global Faculty Development Training and how this could be greatly improved at Kansai University.

Global Faculty Development (FD) Training at Kansai University refers to initiatives of the Division of International Affairs that aim to enhance the knowledge and English skills of teachers by means of orientation, training and support. The development training is also likely to affect attitudes and approaches and may therefore contribute to the improvement of the quality of the learning and teaching process at Kansai University.

Table 1. Number of Participants

FD Program	2016	2017	2018	Total
Workshops	18	13	30	61
One-To-One Sessions	10	10	11	31

The table above shows the increasing number of participants attending the Global Faculty Development Programs offered by the Division of International Affairs from 2016 to 2018. The increasing number of participants over the years is a

testament of the commitment of many Kansai University professors in developing teaching competency, at least in the area of using English as a medium of instruction or in developing their presentation skills for international academic conferences. Many professors believe that English skills development is essential to both teachers' education and teachers' professional development. They believe it is crucial to keep teachers' knowledge up to date, so they can deliver high quality teaching using English as the language of instruction. And this perspective emerged from the study done by Emmer and Sabornie (2015) on classroom management.

Table 2. Number of Sessions

FD Program	2016	2017	2018	Total
Workshops	4	5	13	22
One-To-One Sessions	57	34	24	115

Moreover, Table 2 shows the number of sessions conducted from 2016 to 2018. From 4 sessions in 2016, it went up to 13 sessions in 2018. The increasing number of sessions signify the commitment of the division in providing a regular workshop for faculty members. Global FD programs have been offered twice a month in 2018.

Why Global Faculty Development Series?

Teacher skills development is a continuous process that enhances teachers' teaching skills, master new

knowledge, develop new proficiency, which in turn, help advance students' learning. Studies in the past have shown that when teachers are effective classroom managers, their students achieve at a higher level (Omoteso and Samudara, 2011) and display more interest in the class subject matter (Kunter et al., 2007).

English skills development is essential to both teachers' education and teachers' professional development, it is crucial to keep teachers' knowledge up to date, so they can deliver high quality teaching using English as the language of instruction (Emmer and Sabornie 2015).

A plethora of research in classrooms has indicated that teachers do make a significant difference in student achievement (Ronfeldt et al., 2015). According to Vermunt (2014), a teacher showing much confidence in teaching influences student-learning outcome as a result. In this regard, teachers must undergo cognitive and metacognitive learning processes in order to achieve learning outcome in the form of changed beliefs about their practice or, even better, change in behavior.

Teachers with high quality teaching tend to do and find out more about their own craft, pushing out the boundaries of their learning and teaching, looking for the new topics and ways to teach. However, in order to achieve their maximum potential, ongoing professional development should be implemented in their schedules. Hence, at Kansai University we offer two training programs to match the busy schedule of the professors.

Teachers provided with proper training on up-to-date information and new research on classroom management, on emerging technology tools for the classroom, new curriculum resources, and more,

could become a successful factor to their assigned faculty. The best professional development is described as ongoing, collaborative, and connected to and derived from working with students and understanding their culture (Darling-Hammond et al., 2017).

Gearing Towards Internationalization

According to various authors, effective professional development trainings should firstly be aware of

Figure 1. Global FD workshop flyer in 2018.

Office of International Education Support
Division of International Affairs

**Global FD Series:
English Skill Up Sessions 2018**

Are we ready for global competitiveness? Take the first step. JOIN US!!!
We are holding training sessions as part of our ongoing efforts to offer classes in English (English Mediated Instruction) and expand our Global Faculty Development Series.
Please sign up and get ready for some great pieces of training ahead in 2018!

Topics & Schedule:

1. Professors as Students: Practical Brush Up English Exercises
Professors, like students, must use English to better improve their communication in a global environment. Take this interactive workshop as we discuss social issues in English and bring this exercise to your classes. Brush-up your English in the academic discussion!

Date	Day	Time
April 10	Tuesday	4:30 p.m. - 5:45 p.m.
April 11	Wednesday	4:30 p.m. - 5:45 p.m.
April 12	Thursday	4:30 p.m. - 5:45 p.m.

*All three sessions are conducted with the same topic.

2. Effective Contextual Teaching Workshops: Kansai University Experiences
Professors will share their teaching experiences using English at Kansai University. Hands-on workshops available to let you see the strengths and the weaknesses of the methods. Know what we have at home!

Date	Day	Time
May 15	Tuesday	4:30 p.m. - 5:45 p.m.
May 25	Friday	4:30 p.m. - 5:45 p.m.
May 30	Wednesday	4:30 p.m. - 5:45 p.m.

*All three sessions are conducted with the same topic.

3. Active Engagement: Effective Presentations for Academic Conferences
Boost your confidence when you make presentations in English! Bring home great tips to effectively answer difficult questions, even if you don't know the answer!
This session will be offered in June. The schedule is TBA.

4. Learning by Doing: Effective EMI Strategies at Kansai University
Be creative! Learn several strategies that are designed to help make learning in EMI (English Mediated Instruction) classes enjoyable, accessible and successful. The strategies help provide accessible quality learning to students with diverse language backgrounds at Kansai University.
This session will be offered in July. The schedule is TBA.

and address the specific needs of teachers. Once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge and teaching methodology creatively and confidently. This professional development is a domino effect towards internationalization of the university. Borko (2004) states that the most needed results are achieved should the program is prepared and planned systematically and is

formally presented with the focus on enhancement of personal and professional growth in the expansion of knowledge, skills and positive attitudes of the university instructors.

To assure professional development to proceed successfully and help in the internationalization process of the university, it should be a continuous process, contributing to the general improvement of education. Personal development is also enhanced by the diversity of the teaching corps regarding training, background, and needs. Professional development does not only require the informal and spontaneous learning of teachers from one another (Pianta et al., 2012) but also relies on the prior knowledge, wealth of potential and experience of each participant, which can be built upon and incorporated into further initiatives (Stronge et al., 2011).

Practical workshops, sharing and obtaining existing knowledge and skills with others during the training workshops are valuable tools for change and improvement. Programs must therefore cater for this diversity so that the needs of all participants can be met (Emmer, & Sabornie, 2015).

The Future of Global FD Training at Kansai University

Clarity of the training goals is an essential motivator for a successful workshop. Before the commencement of training, planners of training programs should reflect on what they wish to accomplish through training. Do they, for example, want all teachers to develop a desire for lifelong learning, to update knowledge and/or to be the best teachers possible?

The literature indicates that teachers do not necessarily see teacher training as a lifelong process

of critical thinking, reflection and self-direction. They often rely on rote learning of meaningless facts in their preparation for the teaching profession (Emmer, & Sabornie, 2015).

The purpose of Global FD Training programs at Kansai University should be to both enable and support teachers, wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining competence, confidence, commitment and a sense of the joy of teaching.

Assessment should therefore be an integral part of continuous professional training and the teacher must be given the chance to discuss with others what has been done. In support of this statement, Stronge and his co-authors (2011) contend that, guidance, support by one's own 'peer group', and formative assessment must be integrated into professional development.

Summary

Successful Global FD Program at Kansai University is dependent on

Figure 2 . The Global FD Series conducted in Spring 2018



the implementation of the following principles. Regarding the workshop itself: the objective should always be focused on facilitating the university's internationalization-at-

home program. Those include but not limited to the general improvement of education; formal and systematic planning of the workshop; stating and clarifying the aim of the workshop; focusing on critical thinking, reflection and self-direction; developing excellence by means of competence, confidence and enjoyment and adhering to teachers' contextual needs.

It is also important to consider with great effort the personal value for teachers that require focusing on teacher orientation, training and support; providing and broadening new knowledge and skills and the creative use of these; fostering positive attitudes and enhancing personal and professional growth.

Finally, the focus of the Global FD should also focus on the teachers' teaching approach: seeing development as a continuous process, using the diversity of the group and thus allowing for flexibility; sharing the existing knowledge and experience of the group; realizing the importance of assessment; and enhancing support of the peer group.

References

- Borko, H. (2004). "Professional development and teacher learning: Mapping the terrain", *Educational Researcher*, Vol. 33, No 8, pp. 3-15.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). "Effective Teacher Professional Development", Palo Alto, CA: Learning Policy Institute.
- Emmer, E. T., & Sabornie, E. J. (2015). "Handbook of classroom management (2nd. Ed)", New York: Routledge.
- Kunter, M., Baumert, J. & Koller, O. (2007), "Effective classroom management and the development of subject related interest", *Learning and Instruction*, Vol. 17, No. 5, pp 494-509.
- Omoteso, B., & Samudara, A. (2011). "The relationship between teachers' effectiveness and management of classroom misbehaviors in secondary schools", *Psychology*, Vol 2, pp. 902-908.
- Pianta, R.C., Hamre, B.K., Allen, J.P. (2012). "Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions", *Handbook of Research on Student Engagement*, Springer Publishing, pp 365-386.
- Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). "Teacher collaboration in instructional teams and student achievement", *American Educational Research Journal*, Vol 52, No. 3, pp. 475-514.
- Stronge, J.H., Ward, T.J., & Grant, L.W. (2011). "What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement", *Journal of Teacher Education*, Vol. 62, No.), pp. 339-355.
- Vermunt, J.D. (2014), "Teacher learning and professional development in Krolak-Schwerdt S.et al.(Eds.)". *Teachers' Professional Development*, Springer Publishing, pp. 79-95.