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

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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

<table>
<thead>
<tr>
<th>FD Program</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>18</td>
<td>13</td>
<td>30</td>
<td>61</td>
</tr>
<tr>
<td>One-To-One Sessions</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>31</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>FD Program</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>4</td>
<td>5</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>One-To-One Sessions</td>
<td>57</td>
<td>34</td>
<td>24</td>
<td>115</td>
</tr>
</tbody>
</table>

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

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**Figure 1. Global FD workshop flyer in 2018.**

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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 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


