



This LTI course is designed to learn about the new technique for higher education and improve teaching and presenting skills in English. This year we have joined this LTI course from the 27th of September to the 8th of October. Unfortunately, we could not go to UC Davis due to the Coronavirus. But I have learned much from this LTI course thanks to Mika-sensei.

At first, since I have an invited talk at the international conference online in the same period of this LTI course by chance, I practiced harder than ever to get my ideas understood by audiences, including English pronunciation. In particular, in my case, I understand that the English pronunciation of "b" or "v" and "the" is not good, therefore, I spent time practicing these pronunciations. Furthermore, I have also learned about presentation techniques such as "take-home message".

Also, I have learned about the new concepts and techniques in higher education such as "formative assessment" and "flipped class". In the LTI course, we have discussed and debated how to use these new teaching methods more effectively. Previously I did not use these techniques, I have really enjoyed the class. In particular, the actual practices for teaching using these new techniques from the second week were very nice experiences for me. I will try to use these techniques in my class in the future.

Difficulties in pronunciation in English were realized during the lesson. I know that the simple answer for this is to continue practice! Although I could not go to UC Davis, I would like to thank JGP office for giving me these nice experiences.

Yasuhiko Shimotsuma

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## LTI course 2021

I attended the laboratory for Teaching Improvement Course from Sep. 27th to Oct. 8 at Kyoto University, Katsura Campus. The course was instructed by Dr. Mikaela Huntzinger (Mika) from UC Davis, and six faculty members including me participated in the course. The LTI course was very impressive and valuable for me. First, I learned several teaching skills. Among them, I found “flipping the classroom” was one of the methods to achieve effective teaching. Next year, I would like to try flipping the classroom in my lecture. Second, I got several skills for presentation in English through the course. For example, it is very helpful to think about “begging-middle-end” and “signposts” for preparing a story of presentation. Third, I practiced difficult pronunciations such as r/l sounds in the class. Mika also supported us by personal lesson using Zoom. I really enjoyed her personal lessons every day. According to her evaluation, my pronunciation was improved significantly.

Overall, I had experienced and learned a lot of things during this course, some of which may be suitable for practical use. In addition, the course gave us a good opportunity that six faculty members with different backgrounds could commentate with each other. Finally, Mika perfectly arranged the class, and she always thought about us during the course. I deeply appreciate her continuous efforts.

Tetsuaki Fujihara

First, I would like to appreciate Mika lecturing and giving me a lot of advice for English presentation and lectures. Although we planned to visit UC Davis to take face-to-face lectures last year, in the present COVID-19 situation, unfortunately we had lectures with masks in Kyoto. Learning English speaking and hearing were partly difficult in the presence of masks; however, I really enjoyed her lectures and discussions about backward lectures and formative assessment. We should carefully consider whether in Kyoto University we can apply all the teaching techniques we learned in this course, but the techniques are definitely valuable and they will improve educational efficiency of our lectures. In particular, interactive lectures are important not only for students but also for instructors, and I guess that prompt feedbacks are the most effective to achieve good interactions between students and instructors. In addition, her pronunciation practices of difficult English words and sentences were very good for me because in my present situation I do not have many chances to talk and discuss in English. I guess that my English skills has been brushed up thanks to this course and I will keep practice my English speaking as she taught. Note that most of us had grant proposal deadlines during her lectures, and therefore we might have focused more on the lectures if we could arrange the lecture dates carefully. Finally, I would like to express my gratitude again to Mika and the professors in this class for their valuable comments and advice to my lectures and presentations.

Department of Molecular Engineering

Daichi Morimoto

## **Thoughts after the course of Laboratory for Teaching Improvement**

Hiroyuki Kojima

I was fortunately given the opportunity to participate in the two-week course of Laboratory for Teaching Improvement (LTI) by Prof. Mikaela Huntzinger. I spent an extremely fruitful time.

At the first half of the course, we started learning about the effective teaching method, Flipped Classroom, and training to speak English. During the class, we discussed and shared our thoughts about the concepts and techniques of the effective teaching, which we learned as homework before the class. We deepened our understandings about the effective teaching through the activities. I really enjoyed (also struggled with) the impromptu speech training, where we made a speech about randomly chosen topic thinking about the story structure, begin-middle-end. We had basic training of English pronunciations as well, such as, syllables, schwa sound, etc.

In the latter half, we practiced effective conference presentations and also effective teaching "Flipped classroom" using the new techniques we learned in the first half. She taught us the effective teaching using exactly the same techniques based on what she taught us. I experienced the effective teaching method firsthand as a student and also tried it as a teacher as well. Through the course of LTI, she always energized and motivated us to improve our English skills and to understand effective teaching. It was great opportunity for me to reconsider my educational activities in Kyoto university. After this intense two-week course, I have a sense of great achievement.

I am very grateful for her fabulous guiding in this two-week course and also for the JGP's support.

## Report on the class "Laboratory for Teaching Improvement"

Naoki Ishida

It was a valuable opportunity to learn practical techniques on how to deliver the class and how to present academic lectures in English.

The Laboratory for Teaching Improvement (LTI) class was held at Katsura Campus from September 27 to October 8, 2021. The objectives of the class were to improve our ability to teach chemistry and enjoy speaking English at conferences. The class was designed based on the concepts "*flipping classroom*", "*backward design*", "*Bloom's Taxonomy*", "*formative assessment*", and "*think/pair/share*". We have learned those concepts and experienced the effectiveness throughout the course firsthand. The discussion held on the final day of the class clearly showed that every student understood the value. The improved quality of the presentations (we had teaching and conferences demonstrations repeatedly throughout the two-week course) is an obvious indication of the effectiveness.

The LTI class has made a significant impact on my thinking of how to deliver the class and how to present academic lectures in English. The knowledge and techniques that I learned here will help design future classes and conference lectures.

This lesson was divided into two parts, “Effective teaching” and “Presenting in English”. In addition to these, phonetic exercises were also included, and the contents were very practical and substantial. Instead of following a preset syllabus, the class content was flexibly changed according to the skills and levels of the students, and assignments were given in advance and feedback on them was given in the class. This class design was based on the techniques which we learnt in this class such as flipping, backward design, formative assessment, think/pair/share. We, students, were asked to make one presentation demo in every class. It was of course tough, but it effectively improved our presentation skills with prompt feedback from the instructor. I really appreciate that this class has given us a very valuable opportunity to review our skills. We are used to using English through our research activities, but we are not always as confident about our English skills. This class has been a great help in getting confidence in my English skills. Last but not least, I would like to express my warmest appreciation to Mika sensei and the JGP office members for arranging this seminar under the situation of pandemic.