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個人の指導特性を意識して指導方法を改善する

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〈論 文〉

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Abstract

There is a growing trend towards universities recognizing the changing needs and demands of teaching faculty. The appearance of faculty development epitomizes this observation, with faculty conversely being held accountable for the quality of their lessons, resulting in teachers being aware of the need to maintain and improve their teaching skills while lessening bad habits or other behaviors that may prove obstructive to good learning. Within this ambit of study, one area that has not been readily addressed is the sufficient training and preparation of new teaching faculty. While some new faculty members may be readily experienced and have a long teaching and/or academic history, the demands and policies of each teaching establishment are different. As such, even experienced teachers sometimes need to adapt their styles, or at least recognize their limitations. Similarly, for newer teachers who have little or no experience, there is a clear need to provide a yardstick whereby they can objectively gauge and evaluate their own teaching abilities. We have attempted to do this by creating an audio-visual demonstration of various teaching styles, with a special focus on common but rectifiable bad traits. The end product is a series of short “bad teacher” movies displaying negative teaching examples, and an accompanying worksheet. This paper describes and discusses the design and application of this teaching tool.

昨今、教育実践改善の必要性を認識する大学がますます増える傾向にある。教育実践の改善には、学生と教員による共生的な関係が必要であることは広く受け入れられている事実である。そのため、教員は自らの教授技能を改善し、学習の妨げになる好ましくない習慣や行動を取り除くことを目指すことになる。こうした背景のもと、十分に検討されていない分野は新任教員に対する訓練や研修である。長い研究歴があり、十分な教授経験を持つ教員であっても、新任教員として新たに働き始める教育機関独自の教育政策や要求に応えるには、その教育機関に合わせてこれまでの教授方法を見直すことや少なくとも自らの限界を認識することが必要である。同様に、教授歴が十分ではない教員にとっても、新たな教員として自分自身の教育方法を現実的に評価し、判断する必要がある。一般的であり、なおかつ容易に修正できる好ましくない教授特徴に焦点を当て、視覚的に訴える動画教材を用いて様々な教授方法を示すことによって教授能力を高めることは、いかなる背景の新任教員に対しても実行可能な解決策である。

Key Words:

faculty development, FD, staff development, SD, teaching skills, teaching skills development

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1 Introduction

The combination of a shrinking student population and a static or declining financial base has created a challenge for higher education institutions in Japan. Having to do more with less while maintaining the quality of education has prompted many colleges and universities to look within their own structure for creative answers. One solution has been the adoption of “faculty development” (abbreviated to FD in Japanese), the expression first appearing over 20 years ago in the Japan University Council’s report in 1991. Although the program became mandatory in 2007, many institutions had responded earlier, following advisory guidelines to “develop the potential of ... existing resources and structures ... by viewing and using them in creative ways” (Professional and Organizational Development Network in Higher Education (POD), 2007).

The POD network model, upon which the Japanese FD model is based, notes that the most common focus for programs of this type is “the faculty member as a teacher” (Taguchi, 2011). This has led to a growing trend of recognizing the changing needs and demands of teaching faculty, and helped fuel a drive to improve skills and strategies used in class.

Under the Faculty Development umbrella, we consider the topic of necessary and desirable skills in academic staff by taking a backward approach and identifying common negative traits that educators may unknowingly demonstrate while teaching. We do this by creating a series of short movies demonstrating various teaching styles, with a particular focus on common but easily modifiable idiosyncrasies and/or character traits that likely affect the learning process. The movies are presented from a student’s perspective and are accompanied by a worksheet.

2 Educational Objectives

Faculty development has been implemented in Japan in a non-binding manner since 2004, becoming mandatory in 2007. As a result, the implementation rate moved from 89% in 2007 to 97% in 2008 (MEXT, 2010). However, implementation rates do not specify what has been undertaken. While the objective of faculty development may be the same across Japan, defined in the Japanese FD map as “the collective designation for organizational activities aimed at improvement of classes, improvement of curricula, and organizational improvement and reform” (NIEPR, 2009), there is no clear directive as to what specific tasks should be carried out, or how they should be implemented. Furthermore, as Sato (1996) notes, there are two fundamental approaches to faculty development in Japan; “teachers as technical experts” and “teachers as reflective practitioners”, which leads respectively to the “specialist model” and the “collegial model” (see figure 1). In the former, university teachers are seen as professionals when it comes to research, but novices when it comes to teaching, benefitting from a faculty developer and/or faculty development programs to raise their skills to a mandated level. In the latter, teachers are considered as “professionals not only at

research but at teaching as well”, with cooperation and interaction between colleagues being thought of as the most effective way of conducting faculty development (Matsushita, 2011). In reality, there are also hybrids of the two, or variations containing necessary or target elements.

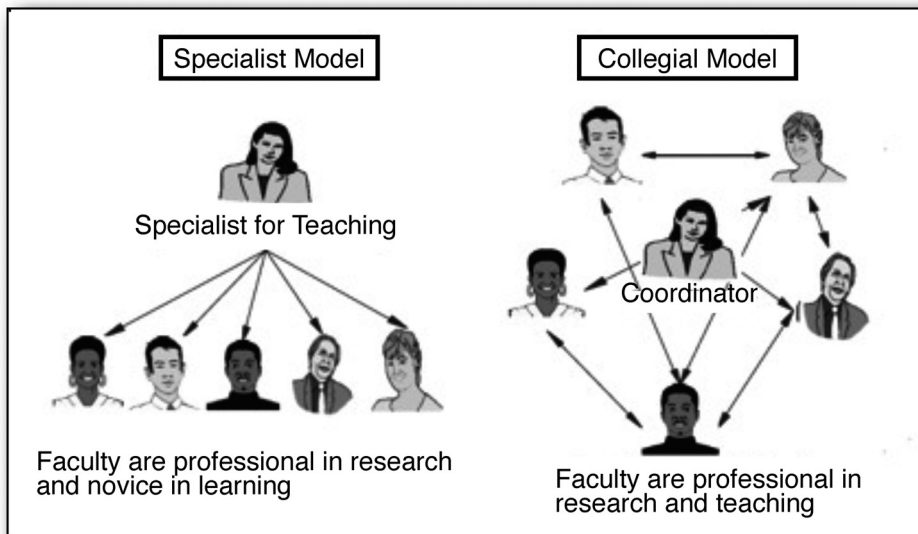


Figure 1 Specialist model and collegial model (Taguchi, 2007, p. 59)

Clearly, it is reasonable to assume that most teaching faculty employed at universities in Japan have had at least some exposure to faculty development. However, it is difficult to know what programs have been undertaken, how they have been undertaken or who the recipient may have been. Thus faculty at differing universities would almost certainly have had differing experiences with any form of faculty development. Similarly, it is reasonable to assume that new teaching staff will likely have had minimal or no faculty development pertinent to the needs of their new university. This holds just as true for new faculty who have recently graduated from post-graduate studies as it does for seasoned veterans from other universities or experts moving into academia from industry, although the extent may differ depending on individual experience.

Additionally, Tanaka (2003) and Matsushita (2011b) warn of the “mechanism of neglect” that faces future faculty members, where they receive much training as researchers but no training as teachers, leading to a replication of teaching methods by the new faculty - by default, teaching the way they themselves were taught.

As such, we perceived a need to produce appropriate material for new academic staff - in this case, the creation of a teaching skills movie to assist new faculty in the formation of good instruction practices.

3 The Problem

As part of the Japanese FD program, taking a collegial approach, peer review is often used as

a way to help and be helped. Tanaka (2003), the original proponent for the peer review of teaching at Kyoto University, espouses this approach. He contends that FD is nothing more than “the process of autonomous practitioners cooperating with each other to resolve issues as they appear on a daily and individual basis” (Tanaka, 2003, p.19). That is, he sees FD as a collegial process where participants construct and engage in a mutually supportive network. Peer review allows problems to be identified and ameliorated by a fellow professional.

However, despite its usefulness, there are logistical difficulties concerning the peer review process. It takes time, and unless the participants religiously take part in a large number of reviews, it may be difficult to experience or examine the multitude of obstacles to good teaching. Given that most teachers have at least some redeeming qualities, it is highly unlikely that any participant in the program will witness a large number of poor teaching strategies. Recognizing this, Yamagata University published a popular instructional improvement handbook in 2003 entitled *Atto Odoroku Jugyo Kaizen: Yamagata Daigaku Jissen Hen* (Amazing Collection of University Class Teaching at Yamagata University). Taking a multi-media approach, the university also produced an entertaining and easily understandable series of videos based on the tips in the handbook, aimed at instructional improvement, titled *Atto Odoroku Daigaku Jugyo NG Shu* (Amazing Collection of University Class Don'ts). The series is said to be both popular and effective as a teaching tool for faculty, old and new (Matushita, 2011).

Realizing the value of such an approach, we decided to develop a larger, more detailed repertoire of teaching “don'ts”. While most teachers are probably aware of their shortfalls and weak points, rather than relate our own experiences or things noticed during peer reviews, a short questionnaire was conducted with 2 classes of students. A total of 44 male and female students (34 male, 10 female) were asked to list teacher traits, behaviors, idiosyncrasies or habits which they perceived as obstacles or impediments to the teaching and learning process. Multiple answers were allowed, and a small free comments section was included (See Appendix A). All responses were anonymous. Students were also asked not to name specific teachers, and to refrain from vulgar or suggestive comments. It was explained that the purpose of the questionnaire was to form a list of teaching behaviors that students found inappropriate to enable a way for all staff to improve their instructional skills and style.

Of the 44 students, there were a total of 298 responses, making an average of 6.8 responses per student. The largest number of responses from one student numbered 17, and two students could only identify one irritating behavior. Excluding similar comments, there were 27 unique negative behaviors identified by students. Similar comments using different wording were counted in the same group. To avoid ambiguity, responses were in Japanese and translated into English. As the sample was relatively small, and from the same department and year group, it might be reasonable

to assume that a larger sample of different departments and year groups may yield a wider pattern of responses. It should also be noted that less than one quarter of the students were female, which may affect gender-related hindrances. The responses are included below in Table 1.

#	Hindrance	Number
1	- speaks in a small voice (or too big)	20
2	- incomprehensible (<i>tobi tobi hanashi</i>)	17
3	- doesn't caution noisy or sleeping students	17
4	- poor presenting skills (slides too fast, or writing too small)	17
5	- doesn't adjust teaching pace to students needs (too easy or too hard)	14
6	- seems poorly prepared	14
7	- unrealistic demands (reports, homework, reading)	14
8	- unable to answer student's questions appropriately	13
9	- pays too much attention to female students (gender favoritism)	13
10	- poor knowledge	13
11	- is late to class and/or finishes early	12
12	- talks about anything	12
13	- uses the same material over and over	11
14	- doesn't give homework	11
15	- doesn't take adequate hygiene methods	11
16	- inappropriate teaching style (not university)	10
17	- ignores problem students	9
18	- teases, uses sarcasm or isn't funny	9
19	- criticizes other teachers	9
20	- behaves rude/self centered	9
21	- afraid to speak or take questions	8
22	- only interacts with clever students (academic favoritism)	7
23	- doesn't respect students	6
24	- physical characteristics (head too shiny!)	6
25	- strange speech characteristics	6
26	- too friendly with some students (does not treat all students the same)	5
27	- teaches material different to the published curriculum	5

Table 1 List of hindrances to learning as identified by 44 students

The data is not intended to reflect statistical values or rankings, nor are the hindrances that students noted meant to imply that some hindrances are more common or more frustrating than others. The order and content would likely change with other respondents. The sole purpose of the survey was to identify traits in teachers that students see as problematic to learning. The free comments section was largely used to explain the reasons for the choice, or elaborate upon the response (see no. 24).

Some hindrances tend to overlap with others, but were seen as unique by the respondents.

4 The Solution

Having obtained a list of what students saw as obstacles to effective learning, we continued by designing an appropriate setting, format and delivery method. We conscripted teachers who were willing to model some of the problematic behaviors identified by students in the survey, and volunteer students who were happy to act as students in the movie. An appropriate selection of negative traits to be portrayed by the teachers was selected from behaviors identified in the survey.

Five teachers offered to help, with each condensing four or five negative traits into a short, approximately one minute span, which was filmed in a classroom. The five resultant movies were then edited to form both a “puzzle” movie and an “answer” movie. Before watching the puzzle movie, viewers (prospective or future new faculty) would be told that they were to be shown a short movie featuring five teachers exhibiting behavior that students perceived as an impediment to effective learning. The viewers would be told that they had to identify as many negative traits as they could in the movie, and would be given an accompanying sheet of paper to record any hindrances to learning that they might observe (See Appendix B). Upon completion of the puzzle movie, viewers would be invited to comment on any teaching hurdles that they may have observed. After drawing some consensus with other members and completing the discussion phase, the answer movie would be shown. Two examples can be seen below (See figures 2 and 3).



Figure 2 M Sensei modeling a rude self-centered teacher.



Figure 3 I Sensei modeling an (inappropriate) elementary school teacher

The attraction of the movies lies in the lighthearted manner in which they are presented. While many teachers would probably be more than happy to model paragons of teaching, showing themselves to be exemplary educators, willingly modeling bad traits is probably not something most teachers would readily or joyfully do. As a consequence, it was decided to try and present the negative mannerisms in a jocular, but accurate, fashion. Due to the diligence and dedication of the teachers involved, this was successfully done.

5 The Models

From the examples identified by the students in the questionnaire on negative teaching traits, we were able to portray 21 mannerisms or peculiarities that have been identified as obstacles to effective classroom learning. Each has been labelled with a humorous title appropriate for the type of behavior displayed by the teacher. They are listed in the answer movie in the order in which they appear. They can be seen below in Table 2.

#	Teaching trait name	Characteristic
Teacher #1		
1	The Hawaiian	The Hawaiian can not keep to time constraints
2	The time waster	The time waster often goes off topic
3	Mr. Video	Mr. Video often shows videos instead of teaching
4	The teaser	The teaser unnecessarily targets students
5	The optimist	The optimist sets unrealistic goals and deadlines
Teacher #2		
6	The God	The God sets arbitrary rules at his or her whim
7	The missionary	The missionary won't listen to others
8	The confuser	The confuser constantly changes conditions or demands
Teacher #3		
9	The chicken	The chicken is afraid to interrupt to gain control
10	The mumbler	The mumbler can only be heard in the first two rows
11	The grade school teacher	Teaches as if all students are still in grade school
12	The hysteric	The hysteric often becomes emotional inappropriately
Teacher #4		
13	The jump starter	Begins classes without acknowledging students' presence
14	The recycler	The recycler frequently re-uses material, irrespective of age
15	The typist	Uses many handouts or slides with much small lettering
16	The sprinter	Tries to teach a huge volume of material in a short time
17	The pretender	Pretends to know the answer when he/she does not
Teacher #5		
18	The <i>hentai</i>	The <i>hentai</i> pays too much attention to attractive students
19	The stinky guy	The stinky guy needs to pay more attention to hygiene
20	The repeater	The repeater often repeats the same word incessantly
21	The critic	The critic criticizes other staff to bolster their own image

Table 2 List of hindrances to learning included in the “Bad Teacher” movie

From comparing Table 1 and Table 2, it can be seen that only 21 of the 27 identified obstacles to good teaching have been included in the “Bad Teacher” movie series. This is partially due to the overlap of some traits noted by students, and also due to the difficulty of successfully mimicking some of the behaviors identified. They may be added at a later stage, along with others that have not

currently been identified.

6 Discussion

Our main purpose was to provide a method where inexperienced teachers would be made to think about teaching and the effect that likely unconscious behaviors had on the impact of their teaching. To this end, we developed a series of short movies with teachers demonstrating what students perceived as negative traits. The movies were then utilized as a teaching tool to promote discussion among new faculty, who were asked to watch the movie and identify behaviors which they thought might be inconducive to promoting learning.

To date, this program has only been carried out on one occasion with two new faculty, due to the small number of new faculty members entering the university since the movie's completion. Interestingly, while neither teachers was able to identify all of the modeled bad traits, other traits that were not intentionally modeled were noticed. In particular, Teacher #2 was identified as being too negative, and Teacher #5 was seen as too aggressive. Such identification of unintended bad traits, while embarrassing to the model teachers, is valuable as it demonstrates the worth of both observing others teach and discussing what was observed. New faculty were asked to rate and comment on the perceived efficacy of the movie as a teaching tool. A simple, arbitrarily graded sliding Murphy (modified Likert) scale was used to express degrees of agreement (See figure 4).

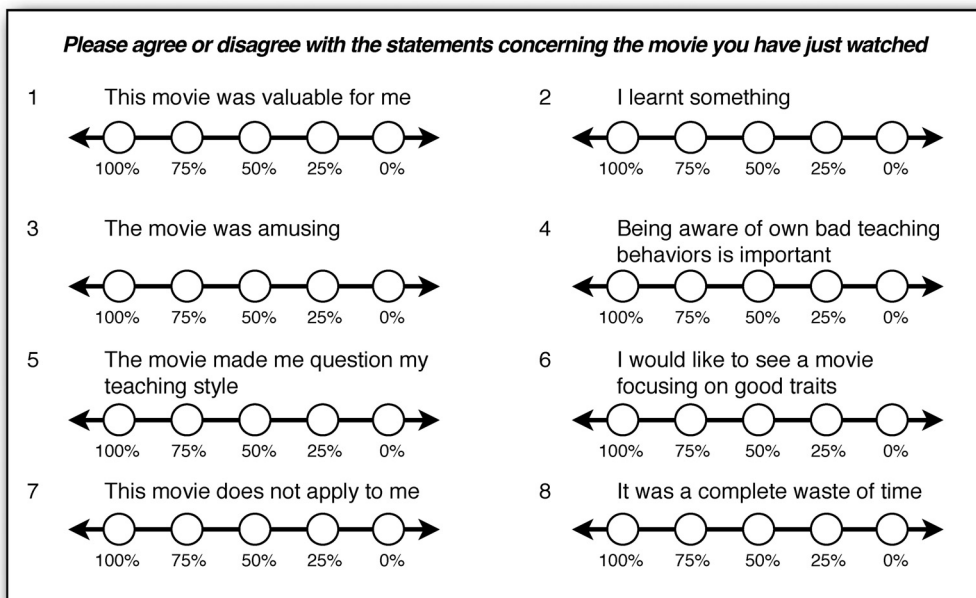


Figure 4 Subjective rating instrument for new faculty members who viewed the movie

If the numeric values were translated into levels of agreement, descending from 100%, the ratings can be respectively read as strongly agree, agree, neither agree nor disagree, disagree and

strongly disagree. Both respondents strongly agreed with the proposition that the movie was valuable (#1) and amusing (#3) and both agreed with the statement that they had learnt something (#2). Similarly, there was agreement on the movie's role as a reflective tool in evaluating one's own teaching style (#4, #5). While one respondent felt the movie did not especially apply to them (#7), both new faculty members agreed that they would like to see a movie focusing on good traits. This might be a good topic for future research. Clearly there is value in watching others teach and discussing their individual teaching styles. This is the crux of the learning tool we have devised.

However, Japan still tends to vacillate between two faculty development models. Tanaka (2003) emphasizes this, noting that what Weber (1951) calls the "Americanization of the university" has occurred in Japan, leading to a great divide between "*research* universities" and "*teaching* universities", with a resultant self-categorization of educators as proponents of one of the two mentioned types. In Japan, as noted earlier, this has resulted in two consequent models, the "specialist" model and the "collegial" model. The former, as typified by the PDCA cycle and often overseen by a faculty development specialist, is top-down, and offers both uniformity and relative predictability, but at the cost of mutual subjectivity. The latter, on the other hand, encourages mutual subjectivity over predictability. Tanaka (2011, p.17) notes that what is needed is "a healthy balance of the two models". He further advocates (2011, p.8) that "mutual faculty development" as the ideal, something of a blend of the two, an amalgam of communicative training courses but with a strong emphasis on mutual study and a reliance on fellow professionals.

Many programs or workshops offered under the auspices of the faculty development program provide support in the "specialist" sense. Workshops on using clickers in class, or how to promote active learning, for example, are appropriate examples of such a top-down approach, as is a categorization of faculty research and teaching activities, using a PDCA cycle approach. Peer review, on the other hand, moving up through the faculty and drawn from faculty needs, focuses on mutual support at faculty level, exemplifying the "collegial" model. Sakai (2011) approves of this latter approach, noting peer observation and peer review promote better understanding and teaching practices amongst faculty members.

Our "Bad Teacher" movie tends to be appropriate for either the "specialist" model or the "collegial" model. It exhibits top-down characteristics in that it was made to meet the needs of new teachers, and will likely be shown to all new faculty, just as other different programs or workshops may be held for new faculty joining the university. However, the movie is also a response to needs noticed at a collegial level; just as peer review is conducted among faculty members, the movie is designed to act as a springboard for discussion and introspection concerning ways to avoid negative traits in university teaching. As noted by Taguchi (2011, p.132) and inferred by Natsume (2011), "Faculty development can only be carried out collaboratively among the peers who comprise the

faculty”. The direct participants best know the situation, and are probably best equipped to deal with change or innovation. Tanaka (2003, p.19) further adds “Each educator is in a sense encompassed within his or her own unique situation. FD is not so grandiose as to be considered any sort of new enlightenment”. Thus, both imply that successful faculty development lies in mutual and shared activity by the faculty, within the faculty and for the faculty. This is clearly shown in “the circle of knowledge building and sharing”, developed by the Teaching and Learning Commons (Iiyoshi & Richardson, 2008) (See Figure 5).

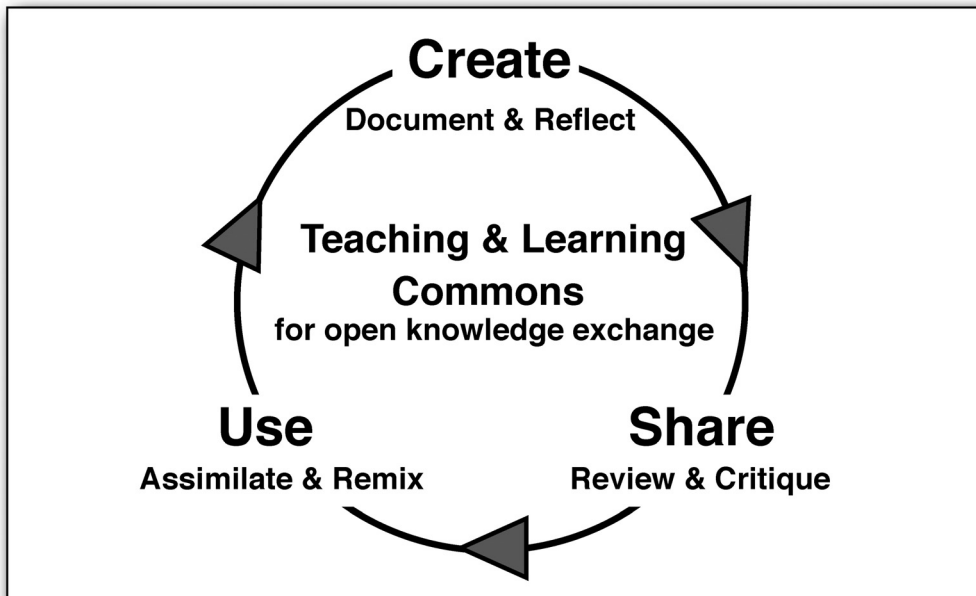


Figure 5 Circle of Knowledge Building and Sharing (Iiyoshi & Richardson, 2008)

The key aspects of the model are “creating”, “using” and “sharing” educational knowledge. The pivotal notion is that educational knowledge, made available through documenting and reflection, can be shared by peer review or critique, and using that knowledge through assimilation and remixing generates new knowledge, which continues the cyclic nature. Such open sharing leads to knowledge building and supportive environments, in turn leading to progress and improvement in mutual faculty development.

Coward (2010) notes that recent trends in faculty development have begun to take a generative approach, promoting mutual cooperation and interaction between university faculty, and encouraging faculty to mutually support each other in daily teaching activities. This has led to the construction of communities, networks and commons, an increase in the incidence and value of peer review of fellow faculty members, and what Matsushita (2011, p.xi) calls a need for “the tools and the space to share the practical knowledge that emerges out of this process”.

Whether considered from the perspective of a specialist model, a collegial model, a mutual

faculty development model or content for the Teaching and Learning Commons, the “Bad Teacher” video is eminently suitable as such a tool and can be used to help encourage discourse between faculty and promote discussion and awareness of obstacles to good teaching.

7 Conclusion

In looking at models, perceptions and functions of faculty development, we have examined why and how teacher development programs have been brought into higher education. We have also considered the role of faculty as teachers, not just specialists or researchers. In looking at attitudes concerning faculty development, we can understand why different models have been introduced in different situations. We have also seen that trends change, just as perceptions or needs change.

Recognizing the complexities of such a dynamic environment, we have devised a tool that is appropriate for the new directions that faculty development appears to be taking. Using humor and brevity, we have produced an amusing but pertinent short film that makes the watcher consider their own shortcomings as teachers. The jocular manner in which it was made tends to approach a difficult topic in a congenial way. It acts as a springboard for discussion, and hopefully makes educators question traditional approaches to teaching in front of a class.

We plan to upload the movie to a faculty development-related website, and make the movie available to any interested parties, along with the associated worksheet. While we are considering making a movie displaying other negative traits, it might be appropriate to make a “Good Teacher” movie beforehand. We are considering this.

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Appendix B

Good teacher, bad teacher

You are about to watch a video of 5 different teachers modeling behaviors that students have identified as obstructive to learning. You are asked to count and record as many bad traits as you notice. There is also a simple questionnaire for you to answer after watching the video. The movie is only 5 minutes long, and after some discussion you will be shown an answer movie, noting and describing the bad teaching traits that were intentionally modeled.

Teacher #1

Teacher #2

Teacher #3

Teacher #4

Teacher #5

How many bad traits did you notice? _____

What, in your opinion, was the worst? _____

Any comments? _____

Appendix B English translation of opinion sheet that accompanies movie