

The Practical Faculty Development (FD)
Program
AY 2026 Course Handbook

Ritsumeikan University
Institute for Teaching and Learning

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1. Overview of the Practical FD Program

(1) Practical FD Program

Practical FD Program aims to enable instructors to acquire knowledge and skills that allow them to reflect on their own teaching from both disciplinary and pedagogical perspectives, with particular emphasis on developing the ability to practice active learning. The content consists of materials designed to help participants acquire fundamental knowledge and skills required for effective teaching practice, as well as materials that provide systematic theories and information related to academic practices in education expected of university faculty members.

This program is intended for individuals who are currently teaching at a university or plan to teach in the future, including those with limited teaching experience in higher education, those aiming to become university faculty, those wishing to improve their courses, and those interested in teaching at a university.

Open Badges (as proof of achieving the learning objectives) will be issued to participants who meet the completion requirements set by Ritsumeikan University. All processes- from enrollment and course completion to the issuance of the Open Badge- can be completed entirely online, making it easy to participate.

Universities and higher education institutions can extract and combine content from this program that align with their organizational and desired learning outcomes, and use it as a training program that suits their objectives and target participants. This can develop their educational skills and professional ability to the level expected of university teaching staff, thereby assuring the quality of university education.

(2) Learning Objectives of Practical FD Program

- Acquire the fundamental knowledge and skills necessary to conduct classes independently in higher education institution.
- Acquire the knowledge and skills to autonomously enhance teaching competencies as a faculty member in higher education institution.

2. Teaching skills and learning support ability assured by the Practical FD Program

Items	Teaching skills/learning support ability	
1. Designing learning activities	1-1	Understands general theories of teaching and learning.
	1-2	Able to design a course while understanding how students learn and study.
	1-3	Able to design and plan learner-centered classes.
	1-4	Able to set objectives required for learner-centered classes and appropriately describe it.
	1-5	Able to set appropriate evaluation criteria and select assessment methods for learner-centered classes.
	1-6	Able to design and plan classes incorporating active learning.
2. Conducting teaching and learning activities	2-1	Understands teaching and learning strategies or methods for delivering learner-centered classes in higher education.
	2-2	Understands the features and usage methods of various technologies that support learning, and utilize them in classes.
	2-3	Able to revise or change lesson plans depending on the learning progress.
	2-4	Feels motivated to offer classes in cooperation with the students.
	2-5	Able to conduct classes incorporating active learning.
3. Assuring the quality of classes	3-1	Understands the optimal assessment method of educational outcomes for each teaching and learning strategy or method.
	3-2	Able to assess students objectively and rigorously for grading.
	3-3	Able to give effective feedback on the assessment results of educational outcomes to students.
	3-4	Able to reflect on his/her own classes and educational practice to improve them.
	3-5	Able to assess classes incorporating active learning.
4. Creating an effective environment for learning and learning support	4-1	Promotes the formation of learning communities.
	4-2	Able to utilize a variety of media and tools, especially those installed at the University, to foster an effective learning environment and support learning.
5. Constantly building expertise	5-1	Accepts and respects the diversity of students.
	5-2	Strive to constantly incorporate new knowledge regarding higher education and teaching methods.
6. Ability and skills specially required for university education	6-1	Understands the style of education and learning at your affiliated university.
	6-2	Understands the characteristics of students at your affiliated university.

※ Please refer to the curriculum map for the alignment between teaching and learning support competencies and the content.

3. Enrollment of the Practical FD Program

(1) Eligibility for the Practical FD Program, Enrollment Capacity

<<Eligibility>>

Individuals who are currently teaching at universities, or plan to teach in the future

(Those with limited teaching experience in higher education, those aiming to become university faculty, those wishing to improve their courses, and those interested in teaching at a university)

<<Enrollment Capacity>>

Unlimited

(2) Practical FD Program Term

Single Academic Year (April~March)

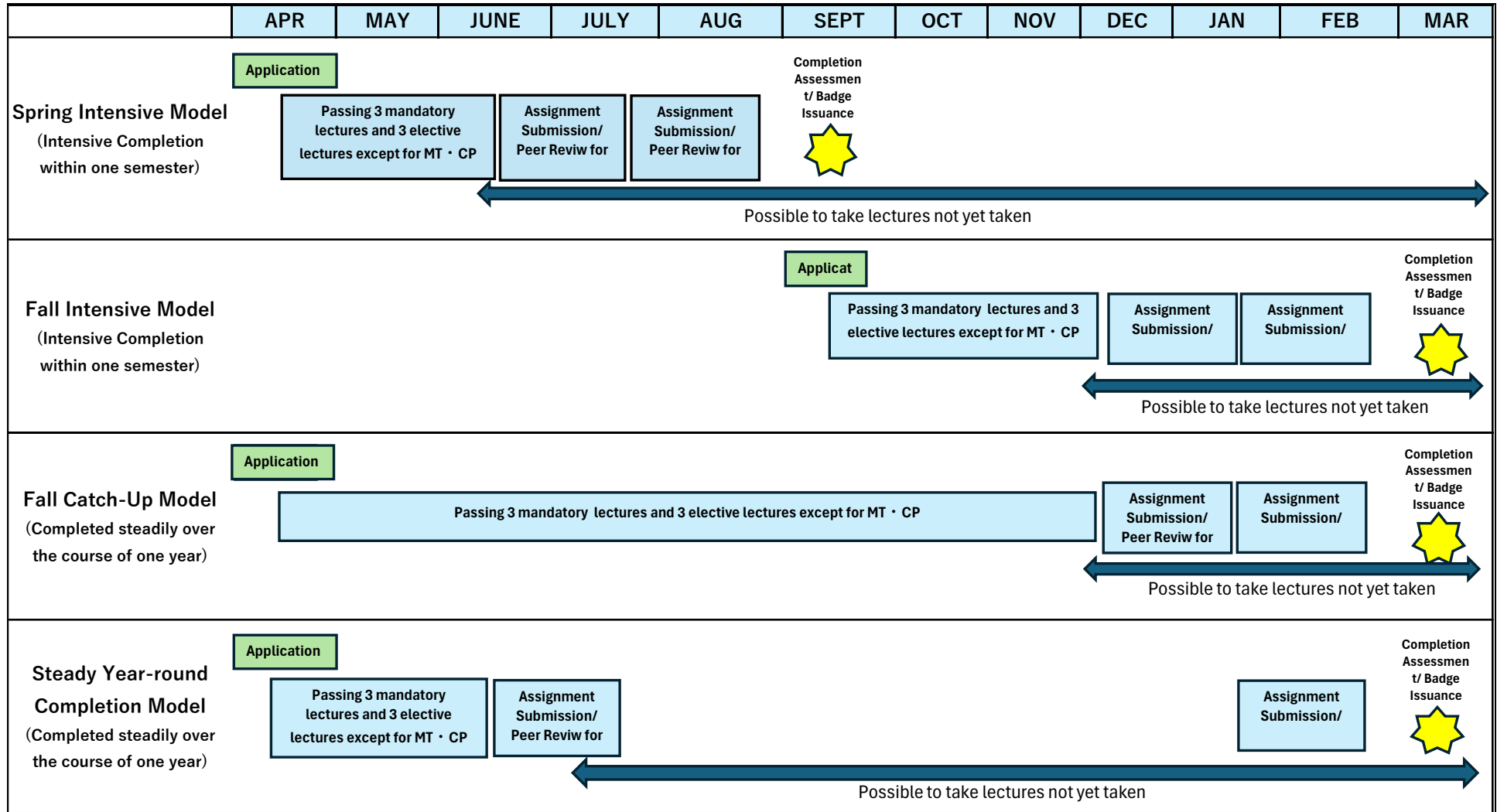
※Completion is assessed around September and March. VOD content provided in Phase 1 can be viewed until the end of March.

※Please note that your enrollment history will be reset once the academic year of enrollment has ended.

(3) AY2026 Annual Schedule (Overview)

	assignment	Previous MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR
Application Period	-	← Deadline: End of December →												
Period of Availability	-	← →												
Phase 1														
Viewing VOD Contents Passing the quiz	Passing the quiz	← →												
Phase 2														
Micro-Teaching	Phase 1: View Three required VODs + Submission of Worksheet					7/1 ✗					12/23 ✗			
	Submission of Class Video													
	Peer Review					7/7-7/16						12/26-1/7		
Phase 3														
Course Portfolio	Submission of Course Portfolio						8/17 ✗						2/15 ✗	
	Peer Review						8/21-8/30						2/19-2/28	
Completion Assessment/ Badge Issuance	-							9/4 (tentative)						3/5 (tentative)

(4) Model Plan for Completion



(5) Completion of Practical FD Program

Completion requirements are as follows.

- ※Ritsumeikan University will obtain and use participants' learning records (e.g., viewing logs, progress status, test results, submitted assignments, etc.) for purposes such as the administration of this program; internal and external public relations; analysis and improvement; pass/fail decisions; completion certification; implementation of peer review; preparation, reporting, and publication of reports on this program; and the creation of statistical materials.) .
- ※Upon completion, participants will be issued an **Open Badge (Open Badges 3.0)** corresponding to the type of completion achieved. For the issuance and awarding of Open Badges, participants' personal information will be provided to the Open Badge Network (<https://www.openbadge.or.jp/>).

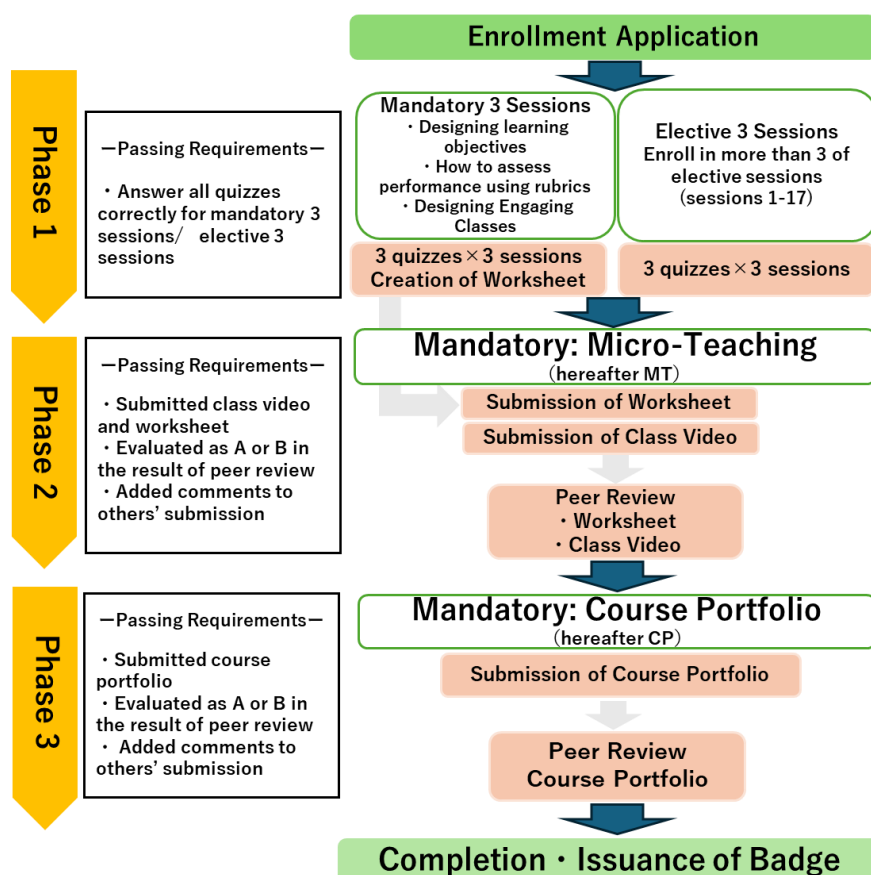
		On-Demand Sessions
Phase 1	Mandatory Section	3 Sessions
	Elective Section	3 Sessions
Phase 2	Mandatory Section	1 Session
Phase 3	Mandatory Section	1 Session
Total		8 Sessions

- ※The minimum learning hours required for completion are equivalent to 15 total learning hours including 12 class hours.
- ※Please note that the passing requirements vary by Sessions.
- ※Completion assessment and Open Badge issuance for this program take place in September and March.

(6) Completion Process

Participants are required to complete this program by progressing through Phase 1, Phase 2, and Phase 3. Upon meeting the specified passing requirements in Phase 1, participants may proceed to Phase 2. Similarly, upon meeting the specified passing requirements in Phase 2, participants may proceed to Phase 3. Participants complete the program upon successful completion of Phase 3. If participants do not meet the specified passing requirements for each phase, they may not proceed to the next phase.

This program includes “peer review,” in which participants view other participants’ class videos and worksheets. During peer review, a participant’s face and name will be disclosed to other participants. Participants must strictly manage any information about other participants that they learn through peer review and must not disclose or leak such information to any third party.



(7) Micro-Credentials/Open Badge

This program aims to foster learners’ motivation while promoting the visualization and portability of learning records and the digital transformation (DX) of education. Learning outcomes are recognized as micro-credentials, and upon successful completion, participants are issued Open Badges (Open Badges 3.0), which are digital credentials compliant with international standards. Open Badges include metadata such as learning outcomes and learning volume, making it possible to objectively demonstrate learning achievements and to utilize them as a mechanism that contributes to quality assurance in university education.

Micro-Credentials and Open Badge

<https://www.ritsumei.ac.jp/itl/outline/practical-fd-program/#micro-credential-openbadge>

4. Single-Section Participation in the Practical FD Program

This program allows for both systematic enrollment aimed at completion and single-section participation (where completion is not necessarily the goal), where participants can select only the themes that interest them and view VOD content. Learning styles can be chosen flexibly to suit one's own pace and needs.

For single-section participation, the content provided in Phase 1 (items in the "5. 5. Sessions" whose numbers start with "1") will be available.

Universities and higher education institutions can extract and combine content from this program that align with their organizational and desired learning outcomes, and use it as a training program that suits their objectives and target participants. This can develop their educational skills and professional ability to the level expected of university teaching staff, thereby assuring the quality of university education.

5. Sessions

The list of sessions is as follows. The Lecturers' affiliations are current as of the time of preparation.

① Mandatory Section

No	Session theme	Name of the instructor	Affiliation (at the time of shooting)	Year of Creation	Supported Languages	Note
1-M-001-J/E	Designing learning objectives	Tomoko Torii	Ritsumeikan University	2024	J/E	Submit the worksheet together with the micro-teaching video and participate in peer review.
1-M-002-J/E	How to assess performance using rubrics	Yoshimi Kozai	Ritsumeikan University	2024	J/E	
1-M-003-J/E	DESIGNING ENGAGING CLASSES	Hidehiro Nakajima	Ritsumeikan University	2024	J/E	
2-M-001-J/E	Micro-teaching	Tomoko Torii	Ritsumeikan University	2024	J/E	Only those who meet the passing requirements of Phase 1 are eligible to participate.
2-M-002-J/E	Reflection (face-to-face)	Ritsumeikan University Institute for Teaching and Learning		—	J/E	
3-M-001-J/E	COURSE PORTFOLIO —STEPS TO CREATE IT—	Hidehiro Nakajima	Ritsumeikan University	2025	J/E	Only those who meet the passing requirements of Phase 2 are eligible to participate.

② Elective Section

No	Session theme	Name of the instructor	Affiliation (at the time of shooting)	Year of Creation	Supported Languages
1-E-004-J/E	University Evaluation	Tomoko Torii	Ritsumeikan University	2020	J/E
1-E-005-J/E	Higher Education Policy – Postwar Japanese University Policy –	Tatsuo Kawashima	The University of Osaka	2023	J/E
1-E-006-J/E	Trends in First-Year Education : What kind of First-Year Education Leads to Success	Tsuyoshi Yamada	Kansai University	2024	J/E
1-E-007-J/E	◎Theory of Teaching and Learning, and Educational Practice	Kayoko Kurita	The University of Tokyo	2024	J/E
1-E-008-J/E	Foundations of digital pedagogy : Instructional Design Leveraging ICT	Hidehiro Nakajima	Ritsumeikan University	2022	J/E
1-E-009-J/E	Planning of University Classes	Hiroataka Oki	Ritsumeikan University	2018	J/E
1-E-010-J/E	Meaning and Methods of Grade Evaluation	Tomoko Torii	Ritsumeikan University	2015	J/E
1-E-012-J/E	◎Adolescent Psychology	Yuji Okada	Tokyo Metropolitan University	2024	J/E
1-E-013-J/E	Principles of Development and Characteristics of Each Stage	Junko Nishigaki	Osaka City University	2015	J/E
1-E-014-J/E	Foundation of Clinical Psychology and Its Application	Kanji Tokuda Masashi Kushizaki	Ritsumeikan University Kansai University	2015 2015	J E
1-E-015-J/E	◎Learning of Students with Developmental Disorders — Focusing on Autism Spectrum Disorder —	Hozumi Araki	Ritsumeikan University	2023	J/E
1-E-016-J/E	Methods of Research Supervision	Takero Nishino	Kyoto Tachibana University	2025	J/E
1-E-017-J/E	Designing performance assignments	Hidehiro Nakajima	Ritsumeikan University	2025	J/E
1-E-018-J/E	Teaching & Learning and Student Characteristics at Ritsumeikan University	Hidehiro Nakajima	Ritsumeikan University	2025	J/E

※Sessions marked with “◎” are recommended video for viewing.

※The “sessions” list in this English handbook includes only sessions available in English.

③ Self-directed Learning Section

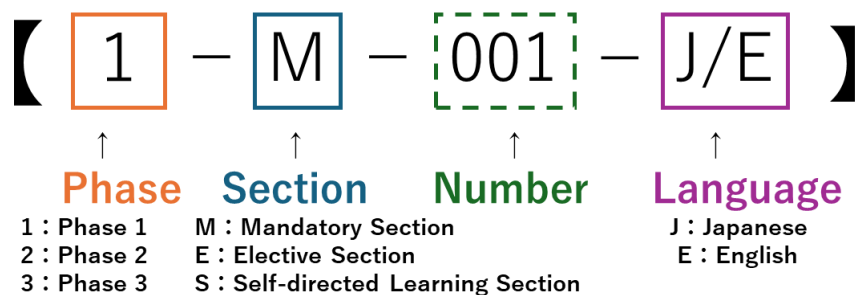
No assignments related to the completion or passing requirements are required for these sessions.

These sessions are intended to support learning and practice and may be used as a resource.

No	Session theme	Name of the instructor	Affiliation (at the time of shooting)	Year of Creation	Supported Languages
1-S-001-J/E	Cultural Gaps Faced by Faculty	Ritsumeikan University Institute for Teaching and Learning	Ritsumeikan University	2025	J/E

④ Numbering

Each session is assigned a number, systematically organizing the entire course and clearly indicating the position of each session.



6. Contact Information

Ritsumeikan University, Office of Academic Affairs, Division of Academic Affairs

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