

Joshua Kurzweil

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Summary

Key Skills/Experiences

- Seasoned teacher both in the classroom and online settings
- Developed curriculum and designed courses
- Created teaching/training materials including videos and coursebooks
- Worked on large-scale instructor development projects
- Organized large conference for instructor development
- Experienced presenter and keynote speaker at professional conferences
- Focus on bridging the gap between theory and practice in learning/teaching
- Published author of papers and a book on learning/teaching

Education

Master of Arts in Teaching

- 2007 School for International Training Brattleboro, VT, USA
- Focused on teaching English to speakers of other languages.
 - Wrote a thesis on experiential learning and reflective practice in teacher education.

Training of Trainers Course

- 2000 School for International Training Brattleboro, VT, USA
- Licensed to train the SIT TESOL Certificate course.

Post-graduate Diploma in TEFL (DELTA)

1998 Cambridge University Language Resources, Kobe, Japan

Certificate in TEFL (CELTA)

1993 Cambridge University Language Resources, Kobe, Japan

BA Anthropology

- 1990 Reed College Portland, OR, USA
- Wrote a senior thesis on anthropology and art: a cross-cultural comparison of Japanese and American aesthetic ideals in pottery.

Work Experience

Berkeley Learning Teaching Consultants

- 2006-present Educational Consultant Berkeley, CA
- Specializing in student-centered teaching, reflective practice, experiential learning, organizational change, curriculum design, instructor observation/feedback, and train the trainer work.
 - (2016 – present) Designed student-centered instructor assessment and training program for 32BJ, labor-management partnership, affiliate of SEIU, and the largest union of property service workers in the U.S.

- (2013 – present) Designed and delivered both online and face-to-face instructor training courses for LIUNA, a labor construction union with over 500,000 members, that take new instructors through a process of certification that has been accredited by ANSI.
- (2011) Led a project in which over 200 adult learning instructors whose pedagogical skills will be assessed. As team leader, I have worked with LIUNA training to create a proposal, plan and coordinate the project tasks, and train/manage 15 examiners.
- Other clients have included: UC Berkeley Haas Business School, East Bay Sanctuary, Bay Area NVC, and the California College of Art.

International Education Center

2004-present **Faculty/Curriculum Coordinator** Concord, CA

- Taught individual and group classes online through distance learning tools such as Canvas, Zoom, Quizlet, Google Docs, and Flipgrid.
- Developed cultural workshop presentations on topics such as the women’s rights movement, African American history, and Native American history.
- Responsible for ongoing curriculum development
- Facilitated faculty development workshops three times a year
- Developed guidelines/rubrics for teaching the various skills
- Created a resource/in-service training website for faculty
- Observed and mentored new and experienced faculty
- Taught in a six-level program that focused on academic skills for students preparing to go to Diablo Valley Community College.
- Taught advanced reading and writing classes in which students wrote research papers and did research using online databases.
- Taught the lowest level classes in which students worked on basic language and communication skills.
- Created a library of graded readers and instituted a program-wide system to enhance students’ reading skills.

Laney College

2024- Present **Instructor** Oakland, CA

- Designed and delivered courses for immigrant students from a wide range of countries.
- Courses include Basic English, Listening/Speaking, English for Healthcare Job

PH International

2012- Present **English Language Teacher Trainer** Republic of Georgia

- Designed and delivered workshops to train K-12 teachers in communicative language teaching and training trainers.
- Lead workshops in English Language Civics Education
- Did observations and feedback with teachers at over 10 different schools in Rustavi, Georgia

Marlboro College Graduate School

2015-2019 **Faculty, MATESOL Program** Brattleboro, VT

- Taught first-year course called “Principles of Language Teaching”
- Taught second-year course called “Pedagogy 2,” which focuses on teaching the four main skills (speaking, listening, reading, and writing)

School for International Training

2000-2018 **Trainer, Trainer of Trainers, Site Manager** Berkeley, CA

- Established a training site in Berkeley, CA and run the both the business and the training.
- Did marketing for the SIT TESOL Certificate course, handled finances, and gathered volunteer EFL students.
- Trained trainers of the SIT TESOL Certificate Course.
- Trained groups of ten participants toward a certificate in teaching English to speakers of other languages.
- Taught fundamentals of TESOL through workshops based on the philosophy of experiential learning and reflective practice.
- Have trained on courses in Japan, Spain, Costa Rica, and New York.

IELTS Examiner

Fall 2010- 2012 **Licensed IELTS Examiner** CSU East Bay

- Successfully completed the IELTS examiner training.
- Regularly working as an IELTS examiner, assessing both written English and oral interviews

United States Peace Corps

Spring 2004 **Educational Technical Trainer** Tbilisi, Georgia

- Designed and implemented a 12-week teacher training program focusing on Teaching English as a foreign language to 16 Peace Corps Trainees.
- Did community-based training that involved traveling to local secondary schools to observe and provide feedback on teachers' lessons.

Kansai University

2001-2004 **Instructor** Osaka, Japan

- Part of the Institute of Foreign Languages teaching skills-based communication courses.
- Project coordinator: team designed a detailed syllabus, learning outcomes, and an extensive file of classroom materials.

Kyoto University of Foreign Studies

1995-2004 **Instructor** Kyoto, Japan

- Taught communication courses based on content-based syllabuses.
- Designed courses and material using video, songs, short stories, and newspaper articles.

Educational Training Institute

Summer 2003 **Trainer/Instructor** Tbilisi, Georgia

- Designed and ran several three-hour teacher training workshops for some of the Georgian teachers of English employed at ETI.
- Taught English to Georgian students.

Osaka Gakuin Junior College

1994-2001 **Instructor** Osaka, Japan

- Taught low-level skills-based communication courses.

- A description and analysis of a writing assignment in which students research about their own cultural values and compare them to the values in the U.S.

Keynote Speaker/Presenter: Deliberate Practice in the 4 Skills

2016 **National Conference:** Instituto Guatemalteco Americano (IGA)

- Discussions about how to apply the Science of Learning to the teaching of the four skills, so that students can systematically develop their skills.

Tips and Trick for Making Learning-Centered Flashcards

2016 **Article (Guest Blog)** Quizlet Website.

- A practical discussion of how to use the online flashcard app/website to create and use flashcards in ways that focus on grammar, pronunciation, and vocabulary.

Supporting the Science of Learning in the Language Classes

2016 **Article (Guest Blog)** Learning Scientist Blog

- A discussion of how teachers can incorporate activities based on current research on the Science of Learning into their existing curriculum.

Intentionality and Awareness in Language Learning

2011 **Article** The English Connection (KOTESOL) Volume 15, Issue 4

- A discussion of techniques and principles that can be used to help raise student awareness of speaking so that they can develop fluency in an intentional manner.

Raising Awareness to Develop Fluency and Accuracy

2011 **Keynote Speech** IGA Conference, Quetzaltenango, Guatemala

- An interactive presentation with over 200 people on how to ways of helping students practice speaking skills in an intentional way.

Seeing Student Learning

2010 **Presentation** TESOL National Conference, Boston, MA

- A demonstration and workshop allowing participants to work with the ECRIF framework. Participants focused on the logical staging of lessons and ways of assessing student learning.

The Culture of Conversation Strategies

2010 **Presentation:** CATESOL Regional Conference, Santa Clara, CA

- A demonstration of original materials that guide students toward developing conversation skills while also building awareness of underlying cultural values.

Reflection and Focusing on Student Learning

2009 **Presentation:** CATESOL State Conference, Pasadena, CA

- An interactive workshop examining the ways of putting student learning at the center of planning and reflection. Participants worked with the ECRIF framework, a tool developed by the presenter to help understand the stages of the learning process.

Engaging Students as Readers

2009 **Presentation:** CATESOL State Conference, Pasadena, CA

- A demonstration and workshop focusing on techniques and principles for developing awareness, skills, and positive attitudes toward reading among students studying in an academic context.

Understanding Teaching through Learning

2006 **Book:** McGraw-Hill & The School for International Training

- An experiential teacher education course book covering the fundamentals of the teaching and learning processes.

Motivation and Learner Training through Oral Quizzing

2003 **Paper:** Internet TESL Journal Tokyo, Japan

- Discussion of how oral quizzing can be an easily implemented style of communicative testing, designed to create positive washback, both in learner motivation and habits.

PPP: Under the Microscope

2002 **Article:** English Teaching Professional (Issue 25, October, 2002)

- A discussion of current methodology and frameworks.

SIT TESOL Certificate/CELTA Co-validation Protocols

2002 **In House Document** Brattleboro, Vermont

- Document outlining the curricular changes CELTA courses need to make to allow them to award the SIT TESOL Certificate.
- Focus on the minimum requirements for supporting rigorous reflection among participants.

Experiential Learning and Teaching Frameworks in ESOL

2002 **Presentation:** JALT Teacher Training Conference Kobe, Japan

- Ninety-minute workshop exploring the application of the Experiential Learning Cycle (David Kolb) to other common teaching frameworks and lesson plans in ESOL.

Culture and Language Learning

2002 **Presentation:** JALT Chapter Meeting Osaka, Japan

- Worked with local members of the Japan Association of Language Teachers.
- Three-hour workshop on how to integrate culture into language lessons.

Personal Vocabulary Notes

2002 **Paper:** Internet TESL Journal Tokyo, Japan

- Discussion of student-centered teaching techniques designed to promote learner autonomy and train students in vocabulary skills.

Communication 1 Syllabus: Designed by Consensus

2002 **Paper:** Kansai University Forum for Foreign Language Education

- A report on the process of designing a syllabus for the first-year English Communication 1 class with ten English language teachers at Kansai University.
- Focus on group dynamics in course design when teachers come from very diverse training and cultural backgrounds.

Active and Autonomous Learners Through Oral Testing

- 2001 **Workshop:** JALT National Conference Kitakyushu, Japan
- Demonstrated results of classroom action research on using tests to develop positive attitudes and skills for learning.

Frameworks in Language Teaching

- 2001 **Presentation:** JALT Chapter Meeting Tokyo, Japan
- Three-hour workshop on how to lesson plan and analyze lessons in terms of current theoretical frameworks such as Present-Practice-Use, Pre-While-Post, Test-Teach-Test, and Task-based Learning.
 - Presented results from current research on how these frameworks are interconnected.

Adopting a Test-Teach-Test Approach

- 2001 **Presentation:** JALT Chapter Meeting Osaka, Japan
- Explained this theoretical model by leading an interactive workshop in which participants got a chance to assess student conversations, try to diagnose their needs, and plan lessons based around those needs.

Personal Vocabulary Notes

- 2000 **Presentation:** JALT National Conference Shizuoka, Japan
- Led a workshop for non-native speakers in the Sheltered English Program demonstrating classroom techniques that encourage autonomy in vocabulary learning.

Incorporating Free Conversation in Communication Classes

- 2000 **Presentation:** JALT National Conference Shizuoka, Japan
- Led a workshop for non-native speakers in the Sheltered English Program in which participants discussed ways of incorporating free conversation time in their classes.

Designing a Conversational Syllabus

- 2000 **Presentation:** JALT Mini-Conference Kobe, Japan
- Led a workshop on designing a speaking course in the Japanese context.

Developing a Conversational Syllabus

- 2000 **Paper:** Kyoto Gaidai Journal
- Discussed the practical and theoretical aspects of designing a speaking syllabus around communicative acts.

Assessing Gaps in Student Knowledge and Skills

- 2000 **Presentation:** Tokyo Jogakkan Tokyo, Japan
- Offered a framework by which participants could notice and prioritize gaps in their students' knowledge of English and communicative skills.

Neuro-linguistic Programming and TEFL

- 1996 **Workshop** Kobe, Japan
- Did an in-house training at Language Resources (a language school in Kobe) for teachers on the applications of NLP to TEFL.

Mind Maps: Tools for Learning

1996 **Presentation** JALT Mini-Conference Kyoto, Japan

- Led a workshop on integrating mind maps and non-linear note-taking skills with activities in content classes.

Reflectivity and Learning

1996 **Presentation:** JALT Mini-Conference Kyoto, Japan

- Led a workshop exploring different stages of learning and their impact on designing a lesson.

References

Available upon request