



Assistant Professor of Foreign Languages
MS in Geoscience

Shana Wolff

Education

University of Fukui, The United Graduate School of Professional Development of Teachers, Department of Professional Development of Teachers (In Progress)
University of Arizona, Department of Geoscience (Master of Science, Geoscience)
University of Wyoming, Department of Geology (Bachelor of Science, Geology)
Laramie County Community College (Associates of Anthropology and Associates of General Science)

Professional Background

Fukui Prefecture Assistant Language Teacher Private Hire,
Katsuyama Chubu Junior High School Assistant Language Teacher

Consultations, Lectures, and Collaborative Research Themes

English in Sciences, Geoscience, Communities of Practice, Engaging Classrooms

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Main research themes and their characteristics

「Communities of Practice in the Classroom」

My experience as an instructor ranges from teaching geoscience laboratory classes for university students in the USA to English language education of grade school children in Japan. Now I am teaching university students again, but this time my focus is teaching English. It is essential for students pursuing jobs in the fields of science to be comfortable with English. As a science college graduate, I am aware of the importance English has in collaborating and communicating on an international level.

In my 9 years of teaching, I have distilled my core ideas of what I want my students to get from my classes, namely: for students to be receptive and engaged in the learning process; apply knowledge in a community; and have the confidence to be adaptable in real-world situations. Class time is valuable for students to be immersed in the target subject and use it with active support of classmates and the instructor. It is essential to help each student make a connection between learning the subject and benefiting themselves. Lectures are part of class time, but the importance of student interaction is essential for building a community of practice. Student-student and teacher-student support builds confidence in the controlled setting of a classroom and makes a strong English learning community. The eventual successful application of material in class leads to confidence and transference of skills to areas of student's lives outside of the classroom. In the work force former students will not face the exact problems practiced in one singular lesson. Students must be able to draw on the knowledge and skills they learned in a variety of classes to solve new, evolving problems.



Major academic publications

Wolff, Shana M. (2010). An Analysis of the Plants Traditionally Used by Plains Indians as Topical Antiseptics for Antimicrobial Effectiveness. *Plains Anthropologist*, 55(216), 311-317