

English Abstracts

Developing Student Staff at Universities: A New Category for Student Engagement

OKI Hirotaka

This study examines several typical Peer Support Program examples, such as the Peer Leadership Programs and the Peer Tutorial Programs conducted in the US, and the Student Campus Volunteers, the Peer Net, and the Ritsumeikan Peer Support Programs conducted in Japan through a review of the effectiveness of the learning support activities and by summarizing the role of the peer supporters and highlighting the advantages of the various programs. To identify the future of these programs, the required training for the program and the program alignment are examined through case studies at Ritsumeikan Asia Pacific University and Mie University.

Through a detailed examination of the Student FD Staff activities, a subject which recently attracted attention in Japan, the definition and the position of the Student FD Staff was reconfirmed. A further student engagement category “Student Staff,” is then proposed, which encompasses the present Peer Supporters and Student FD Staff apart from the activities of faculty development.

Professor, Institute for Teaching and Learning, Ritsumeikan University

Student-Support Devices Embedded in Course Programs at Mie University

NAKAGAWA Tadashi

This study introduces the student-support systems embedded in first-year experience (FYE) and career course programs at Mie University. Although Mie University introduced elective problem-based learning (PBL) courses as an attempt to achieve the academic goal of providing a way for students to acquire the four basic competencies, many students did not enroll in these courses. To train all students in PBL, an FYE course in the PBL method was systematically introduced. Through this FYE, maladjusted students were identified, allowing them to be referred for relevant support. Mie University also introduced a career education program called the “Career Peer Supporter Certificate Program” in 2009. To be certified, students need to take the FYE, “Career Planning,” and one other career-training course. These career-training courses had classes such as “International Student Support Training,” “Handicapped Student Support Training,” and “Student Life Support Training.” If the certified students took additional courses in academic facilitation and mental support training, they were eligible to be Student Assistants in the program classes. These certified people organized Peer Supporter Student Committees for the various support activities. The evaluation proved that that the students who took these courses achieved higher academic competencies.

Professor, Assistant to President, Career Education, Mie University

Study Support for University Students with Developmental Disorders: Student Counseling Perspective

YASUDA Michiko*

SUZUKI Kenichi**

IDEHARA Chie***

This study examines how teachers and counselors support university students who have or present developmental disorder tendencies. Scores from two measures, the “Autism-Spectrum Quotient,” an assessment of behavioral features, and the “Needs Questionnaire for Students with ASD and ADHD,” an assessment of subjective difficulties, were utilized to classify freshmen at X University into four groups. The “support group,” who scored high on both measures, was given either a psychotherapy intervention or supportive messages consisting of feedback about future difficulties.

A psychotherapy case study involving students with developmental disorders who used the Student Counseling Center services at X University suggested the utility of psychological support when faced with determining university advancement at high school, as it was found that these students had been unable to assert their own preferences to teachers and/or parents. After entering university, academic support was deemed to be helpful in small group settings in the third year or later. It was further concluded that it is important for support professionals to develop nurturing relationships with students with developmental problems.

*Professor, Center for Student Counseling, Nagoya University

**Associate Professor, Center for Student Counseling, Nagoya University

***Assistant Professor, Center for Student Counseling, Nagoya University

Higher Education Anti-discrimination Reform for People with Disabilities

AONO Toru

In Japan, higher education systems and structures are currently facing a period of reform. In particular, the Basic Act on Education (Act number 120 of 2006) Article 4-2 states, “The national and local governments shall provide support in education to persons with disabilities, to ensure that they are given adequate education in accordance with their condition.” Support for students with disabilities in universities has become a pressing need. New legislation, operational from April 2016, places a duty on all public authorities, including higher education institutions, to actively promote equality of opportunity for people with disabilities. It will become the policy for all national universities in Japan to provide or reasonably modify accommodations for qualified students with disabilities, in accordance with the new anti-discrimination law for people with disabilities.

Professor, Research Center for Higher Education, Kanazawa University
(Visiting Professor, Center for the Studies of Higher Education, Nagoya University)

Vocabulary Analysis for English Education in the Engineering Field

NISHIYAMA Kiyohisa*

FURUYA Reiko**

Gang ZENG***

Emanuel LELEITO****

The importance of English education in Japan is increasing because of globalization. Many Japanese students study English to achieve higher scores in proficiency exams, such as TOEIC, which is a common method to evaluate English skills among Japanese organizations. However, in the field of engineering, the contribution of the vocabulary toward research activities, such as in the field of literature reviews and writing, is unclear.

In this research, three vocabulary lists were developed: (a) the General Vocabulary List (GVL), (b) the Engineering Disciplinary Vocabulary List (EDVL), and (c) the Engineering Interdisciplinary Vocabulary List (EIVL). GVL is the vocabulary from university entrance examinations and TOEIC, while EDVL is the vocabulary that frequently appears in journal papers in the five engineering disciplines of Nagoya University. EIVL is the vocabulary common to the five engineering disciplines.

The comparative analysis of the lists has revealed that more than half of the vocabulary in GVL is missing from EDVL. In addition, EDVL and EIVL have a larger proportion of the total number of words in the analyzed journal papers than GVL. On the basis of this analysis, the future of English education for engineering students is discussed and a part of the EIVL vocabulary is attached for reference.

*Associate Professor, International Academic Exchange Office, Graduate School of Engineering, Nagoya University

**Associate Professor, International Academic Exchange Office, Graduate School of Engineering, Nagoya University

***Associate Professor, International Academic Exchange Office, Graduate School of Engineering, Nagoya University

****Associate Professor, International Academic Exchange Office, Graduate School of Engineering, Nagoya University

Some Characteristics of the “Lifelong Guidance” Policy in EU and Career Development Activities of Universities in the UK

NATSUME Tatsuya

This paper aims at reviewing the contents and process of the “Longlife Guidance” policy carried out in European countries, as well as examining some characteristics of United Kingdom (UK) universities’ career development activities for students.

This paper reached the following conclusions:

1. The European Union regards Lifelong Guidance as one its most important goals. It urges some relevant bodies to study the contents of lifelong guidance and implement it in educational institutions, including universities.
2. In terms of implementing a Lifelong Guidance policy, the UK is the most advanced country in the EU.

In Scotland, a Career Management Skills Framework has been established by the government aimed at helping its people develop career management skills within the framework of Lifelong Guidance.

3. Universities offer some programs for helping students to develop career management skills and employability. The programs include academic subjects, extra-curriculum activities, career counseling, internships, career fairs, entrepreneurships, and so on.
4. There are some forms of collaboration among relevant bodies and persons in universities for implementing the programs. Career Development Centers are responsible for implementing the programs in universities in cooperation with research centers for career development, which are responsible for developing the content of the programs. Teaching staff offer academic subjects in cooperation with a specialized staff in career development centers.

Professor, Center for the Studies of Higher Education, Nagoya University

Developing College Students' Critical Thinking

KUBOTA Yuka*
IKEDA Fumiko**

Recently, similar to the trend in America, England, and Australia, fostering college students' critical thinking has become an important aspect of students' general learning outcomes in Japan.

The purpose of this paper is to examine the theoretical and practical issues for developing students' critical thinking in higher education and to show an example of educational practice that contributes to students' development during their first year, which serves as a foundation of improvement.

This paper reviews the field of critical thinking research and discusses the following four points: (1) the definition of critical thinking and Student Learning Objectives, (2) the generalizability and transferability of critical thinking, (3) four approaches to incorporate critical thinking in the curriculum, and (4) the problems specific to first-year students and an overview of effective pedagogy.

This paper concludes that to cultivate a college student's critical thinking, creating a cooperative learning environment toward social construction is important.

*Designated Assistant Professor, Center for University Education, The University of Tokushima

**Associate Professor, Faculty of Intercultural Studies, Yamaguchi Prefectural University

Understanding the Key Practices of College Teachers Who Successfully Facilitate Deep Approaches of Learning in Large Classes

NAKAJIMA Hidehiro

This paper examines the key practices of college teachers who effectively stimulate deep approaches for learning in large class environments. A qualitative study of faculty members recognized as the best professors in large comprehensive, private universities reveals three key components for successful teaching. First, the best professors expect students not only to comprehend the knowledge taught in the course but also integrate and apply it to social and professional settings. Second, to achieve the goals, the best professors prepare lecture notes and a set of questions. The comprehensively organized lecture notes include explanations of subjects, figures, equations, practical applications, and examples as well as the order of the presentation or designated color of text. Third, for better illustration of knowledge application, the best professors accumulate and revise the instances of social and professional problems on a regular basis.

Associate Professor, Center for the Studies of Higher Education,
Nagoya University

Improving the Teaching Practice in Malaysian Higher Education

KOBAYASHI Tadashi

This study examines the efforts for improving the teaching practice in Malaysian higher education within the context of global trends in quality teaching reforms. I focused on three levels of efforts: national, university, and classroom levels.

This study yielded four findings.

- The government urged universities to develop a new curriculum integrating soft skills and to implement in-service training for teaching skills.
- The government established the national center for improving teaching practices in higher education. The center provides a variety of programs for training trainers and developing a training model program for higher educational institutions.
- The Public University established a teaching and learning center, which provides training programs to employ teaching methods on the basis of Student-Centered Learning (SCL) and E-learning.
- More than half of the faculty members in higher education introduced the teaching methods based on SCL to their class.

The Malaysian government is reforming teaching practices in higher education with a “top-down” approach, using in-service training and personal evaluation for faculty members.

Research Fellow, Center for the Studies of Higher Education,
Nagoya University

The Effect of the University Staff's Job Description

HATA Keiji

This study describes an efficient method for the development of job descriptions for university staff in Japan through a comparison of job description in the US and the division of duties regulations in Japan.

The following five points are discussed: 1) The merits and demerits of the division of duties regulations in Japan. 2) How job descriptions are currently used for recruitment in the US. 3) The differences between specialist and generalist professionals in the US. 4) The different perceptions and notions of “team” in the US and Japan, in which the methods a supervisor uses to provide assistance to their staff’s career developments are elaborated on and the US perception of “team” as a collaboration between faculty and staff is investigated. 5) The efficiency of job descriptions.

Vice president, Otemon Gakuin University
Director, Center for Educational Development
(Visiting Professor, Center for the Studies of Higher Education,
Nagoya University)

Study Abroad Policy in China: the Case of State-Sponsored Graduate Scholarship Program for Building High-level Universities

GAO Yimin

This study examines the study abroad policy in China, focusing on the State-Sponsored Graduate Scholarship Program for Building High-level Universities. Based on the national policy for sending graduate students abroad, this study describes some of the practices in this program at selected universities, and analyzes certain positive and negative effects of the program on these universities.

From the analyses, the following results were obtained.

(1) The program for top level scholar cultivation is a part of the Science, Technology and Education as well as Talent strategies. This program was found to contribute to higher education, especially for high-level universities; (2) While the program did not contribute directly to the universities that sent students because of the weak relevance between the program and the universities' strategies, it resulted in stimulating them; (3) Problems with the program caused by a decline in students were found, such as educational difficulties and research team formation obstacles; (4) The program demonstrated the benefits of studying in world class universities and an acceptance of their values, and also showed a confidence in the return of the students and in the competition for self-financing studies abroad.

Professor, Institute of International and Comparative Education,
Beijing Normal University
(Visiting Associate Professor, Center for the Studies of Higher
Education, Nagoya University)

What is the Impact of “Leadership Development Program thorough Regional Problem-solving”?: Program Design and Evaluation by Action

NAKAHARA Jun

The objective of this paper is to examine the effect of “leadership development program thorough regional problem-solving” in particularly the learning that occurs in relation to the planning, supervision, and facilitation that the author conducted at the request of the corporate human resources departments. This program was conducted over the course of approximately six months from May through October 2014. Heterogeneous teams were formed with managers from five companies in differing industries. The program focused on action-based learning with the teams that first explored the regional problems confronting the town of Biei in Hokkaido, followed by a process of making proposals to the mayor and citizens of Biei on possible solutions to these problems. People in management are usually in charge of focusing not only on day-to-day operations but also on innovation within their organizations, and their role is to serve as primary agents that guide the development of the next generation of managers from among the diverse membership of the organization. However, active inertia gained after an organization excessively adapts to daily management often obstructs this role. This program offers an opportunity to those viewed as next-generation leaders from these five companies in differing industries to solve regional problems prevalent outside their organizations by working with managers from other companies and in doing so, aim to relativize their “fixed perspective” formed from active inertia. Additional objectives of the training are to further increase the participants’ desire for innovative behavior, allow them to encounter a greater range of people, and make them accustomed to thinking from a management perspective.

Associate Professor, Center for research and development of higher education, the university of Tokyo
(Visiting Associate Professor, Center for the Studies of Higher Education, Nagoya University)

The Effectiveness of the New Faculty Mentoring Program

NAKAI Toshiki

New faculty members might be uneasy and have questions about their competencies and career. They feel isolated and alone in the recent competitive academic profession market. The mentoring program is supporting the new faculty members through exchanges with experienced faculty members.

This study clarifies the effectiveness of a new faculty mentoring program through the survey of 19 mentees and 20 mentors. The findings from the qualitative analysis of opinions of the mentees and mentors are summarized as follows. First, mentees receive wide benefits from the program. The benefits are categorized into seven components, support on teaching and research, support on life, support on career development, expanding networking, role modeling, reducing anxiety, fun to talking. This shows that the mentoring program have both career and psychosocial functions and includes elements of faculty development. Second, mentors also receive wide benefits from the program. The benefits are categorized into nine components, acquiring knowledge on research, understanding a different academic field, understanding circumstance of new faculty members, expanding networking, collaboration, reflection and renewal, gaining vitality, satisfaction on supporting, fun to talking. Third, the effectiveness of mentoring program is affected by academic fields of mentors and mentees, sexes of mentors and mentees, mutual hesitation.

Associate Professor, Center for the Studies of Higher Education,
Nagoya University