English Abstracts

Future Strategies for Educational Innovation and the Use of ICT in Higher Education

IYOSHI Toru

The use of Information and Communication Technology (ICT) is a critical key for supporting and advancing diverse student population, student-centered learning, data-driven educational improvement, and internationalization of education. Building upon the historical and cultural overview, case examples, and social perspective of educational innovation in higher education and ICT‑enhanced education, this paper discusses and proposes the future strategies for Japanese universities.

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The Online Education Support Division at Nagoya University: Learner-centered Education and Curriculum Reform

YAMAZATO Takaya

This article is a transcript of the author's presentation at a symposium entitled "Possibilities and Challenges of Online Learning" held in September 2019. The article describes in detail the online education support division at Nagoya University, but the author does not divide the number of pages. He tries to reply to the five questions held up for the symposium in the context of "learner-centered education."

The article also deals with the OECD (Organisation for Economic Co-operation and Development) Learning Framework 2030 and then emphasizes the drastic curriculum reform, especially the urgent need to replace the current overcrowded curriculum. As one of the measures for this purpose, the author suggests lecture standardization and online teaching materials.

The shift to learner-centered education is a global trend, but the support system for this is insubstantial. This is a significant problem. If education reform is truly desired, the support system for education reform should be strengthened, and the university's resources (people, money, things, etc.) should be invested boldly.

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Open Educational Resources' Development, Utilization, and Offering at Hokkaido University: Activity at the Center for Open Education

SHIGETA Katsusuke

This paper examines the current state of Open Educational Resources' (OER) development and utilization at Hokkaido University. The Center for Open Education was set up at the Institute for the Advancement of Higher Education, which promotes the development, use, and offering of OER for the purpose of improving education at the university. In this paper, the outline of activity and results of the Center for Open Education are described.

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How Academic Organizations Support the Development of Online Educational Materials: Cases from the Innovation Center for Educational Resources of Kyushu University

OI Misato

In this study, I discuss how academic organizations support the development of online educational materials based on the current situation of and issues related to higher education institutions in Japan. First, I discuss the rough classification of activities for supporting the development of educational materials. I then briefly report on the current situation of education using Information and Communications Technology (ICT), which is the foundation of online education and support for development of online educational resources in higher education institutions in Japan. To introduce some examples supporting the development of online educational materials by an academic organization, I report some cases of Innovation Center for Educational Resources (ICER) in Kyushu University. Currently, systematic support for the development of online educational materials is in the introductory stage. However, some cases are introduced in the present study although it is difficult to show effective support methods systematically and quantitatively. To develop more effective support, it is necessary to investigate and respond to different needs appropriately in each organization.

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Structural Problems of Digital Teaching Materials in Universities: Copyright Issues and Proposals for Possible Solutions

ISEKI Takahiro

There is an increasing tendency in university classes to use digital teaching materials created by teachers. However, secondary use of materials from commercial publications such as academic/specialized books and popular readings is also seen in the process, which may risk copyright infringement.

Based on the results of interviews with university faculty members, this paper explores various issues related to the production and usage of digital teaching materials using commercial publications. In particular, this paper proposes a licensing model for solving copyright issues.

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A Review of and Perspectives on the Studies of Organizational Change in Higher Education

NAKAJIMA Hidehiro

This paper examines the possible issues in the empirical study of organizational change in higher education. Most of the previous studies in Japan have focused on the specific function within the organization, such as governance and management, and have discussed the organizational change issues through international comparison. However, few studies have been conducted on the issues of the organizational change process itself or the role of the member as the agent of change incorporating the extensive type of change. The organizational change also includes the various aspects of change, including adaptation, isomorphism, reform, and innovation.

The theoretical foundation of organizational change study stems from research on organizational psychology. Organizational learning is one of the important frameworks used in studies of organizational change. More extensive studies should be conducted focusing on the learning process among the members, the integrating process of learning, and the knowledge transfer across boundaries.

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The Image of the Teaching-only Professor and the Research-only Professor among University Graduates: Analysis of an Internet Survey in Japan

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The division of education and research among university faculty is an issue arising upstream of the debate on higher education policy. Regarding the balance between education and research, and the division of labor, previous studies have been accumulating, which target university teachers, but its recognition by people outside the university has not been fully examined. Therefore, in this study, based on the results of an internet survey of university graduates, we analyzed whether or not the type of work that does not involve education or research was judged to be "suitable for university teachers."

Analysis revealed that work styles that balance education and research tend to be judged as "suitable for university teachers." Conversely, the position of allowing a division of labor also occupies a certain percentage, and there was a tendency to allow a division of labor especially for those from private universities. However, even if they are in a position to recognize the division of labor, the evaluation of the traditional teacher image of "being involved in social contribution and management while balancing education and research" tends to exceed the evaluation of the image of research-only professors and teaching-only professors.

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What are the Characteristics of Utilization of University Staff's Independent Learning in their Organization?

NAKAMOTO Takashi

The purpose of this study is to clarify the characteristics of utilization of university staff's independent learning within their organizations.

In spite of pursuing self-development, university staff cannot necessarily utilize their learning in their organizations. Existing organizational structures do not always recognize the connection between independent learning and vocational relevance, so its utilization is not guaranteed. These structures sometimes create an environment unconducive to independent learning. Under these circumstances, how do they utilize their learning?

In this study, I analyzed an interview survey on the independent learning of university staff, using a framework based on the approaches of the individuals and the organizations.

The results revealed that the utilization of their learning in the organization is dependent on chance or the individuals' enthusiasm and that no stable system-based relationship was found.

These results suggest that the utilization of independent learning cannot be implemented simply by encouraging independent learning; therefore, a mechanism to adjust the relationship between the individuals and the organizations is necessary.

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Does "Third Route" in Continuing Education System Promote Social Movement?: The Case of Singapore's SkillsFuture Initiatives

SATO Yukiyo

This paper examines whether "Skills-based Modular Courses," which were newly introduced under Singapore's SkillsFuture initiative in higher education institutions, enable social movement of non-degree holders in their initial education in Singapore. This research designated this new pathway as "Third Route" and analyzed its function based on the practices of continuing education in Nanyang Technological University and the syllabi of each course (so-called normal academic and normal technical courses) in secondary schools. The main findings are as follows:

1. Singapore government promotes "Third Route" as national policy, aiming at diversity of career pathway.
2. However, blue-collar workers are not yet allowed to move to white-collar jobs, combined with other professional development programs set by social class and educational goals which are divided by academic ability in secondary schools.
3. Singapore government's intention lies in the background. They are trying to achieve the diversity of career pathway while maintaining both the white-collar labor market and the blue-collar labor market.
4. At this stage, this can be interpreted as the government's strong attempt to maintain "legitimacy of meritocratic elitism," which they use as a means of uniting multi-ethnic citizens to form national identity as Singaporeans.

Academic Specialist, Center for Student Counseling, Nagoya University

Issues in Common Examinations and Expectations for the Future: Focusing on the Impasse Encountered by the Policy to Introduce Private-sector English Examinations

OTSUKA Yusaku

In recent reforms to improve connections between high schools and universities, two major changes were planned for the new "University Admission Common Test" using private-sector English examinations and introducing descriptive short answer questions in Japanese, Mathematics I, and Mathematics IA. However, immediately prior to the 2020 academic year, when the new common examination were scheduled to start, the Minister of Education, Culture, Sports, Science and Technology first postponed the use of private-sector English examinations and then introduced short answer questions through notices issued on November 1 and December 17, 2019, respectively.

This paper summarizes the history of the reforms to improve connections between high schools and universities. Furthermore, it gives an overview of the decision-making on the introduction of private-sector English examinations and short answer questions and demonstrates that the lack of proper discussion from a specialist perspective appears to have been a factor that led to the breakdown. Additionally, the improvement in marksheet questions, responding to increasing diversity among examinees, and problems relating to the introduction of computer-based testing (CBT) remain as issues concerning common examinations, and this paper argues that conducting sufficient research in the future from a specialist perspective is critical.

Professor Emeritus, Kyoto University

A Study of "Teacher Education for Social Justice" in the U.S.: Focusing on the Function of Accreditation of Teacher Education

SATO Hitoshi

This paper examines the structure of sustaining "teacher education for social justice" in the U.S., focusing on the function of accreditation of teacher education. In the U.S., "teacher education for social justice" is one of the major topics as practices and concepts of teacher education. There are a variety of practices and concepts of "teacher education for social justice" since these are based on the context of each program. Therefore, ensuring and respecting the context and autonomy of teacher education programs is important to sustain "teacher education for social justice." In this paper, accreditation of teacher education is analyzed as the system to sustain "teacher education for social justice."

First, based on the paper by Marilyn Cochran-Smith, the framework of "teacher education for social justice" is discussed. Then, on the assumption of the analysis of accreditation as a function in sustaining "teacher education for social justice," one of the characteristics of accreditation, which is collective self-regulation, is indicated, and the development of accreditation of teacher education is discussed. The accreditation function is analyzed from two perspectives. The first directly requires teacher education programs to incorporate the content and concepts of "teacher education for social justice." The second ensures the autonomy of teacher education programs.

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Examining Unbundled Academic Professions: Experiences of Teaching-focused Academics in Australian Universities

SATO Machi

This paper examines the big-picture changes and driving forces behind the institutionalization of teaching-focused academic appointments and the issues they face in Australian universities.

There is increasing evidence that academic work has diversified as a result of a variety of forces, including the massification of higher education, advancement of technologies, managerialism, and so forth, in many countries. In response to such a situation, Australian universities introduced differentiated academic roles, which is part of an international trend.

According to the literature, there are a number of different and contradictory reasons for introducing teaching-focused appointments, from raising the status of teaching and creating career paths for excellent teachers to improving institutional research rankings by transferring research-inactive academic staff to teaching-focused appointments.

Emerging issues with teaching-focused appointments include 1) stratification of academic staff with teaching-focused academic standing below teaching-research academic; 2) unclear expectations, criteria for promotion, and role description; and 3) insufficient governance and management.

To understand the impact of having unbundled academic professions, it is necessary to conduct more empirical studies to capture living experiences of teaching-focused academics. Future research might also look at the outcomes of discussion by different stakeholders, such as unions, to capture the image of academic professions in the context of Australia.

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Education and Career of the Highest Ranked Group of Academic Achievement: From the Analysis of the Determinants of Income

HAMANAKA Junko

No one would disagree with the empirical examination of educational effects as a starting point for educational debate. This is because we cannot discuss public investment and the direction of educational policy without knowing the impact of school experience on careers.

This paper examines the educational effects of the highest-ranking level of academic achievement, which have not been analyzed in Japan. How can we determine that the experience at school is useful for a career when looking at people working in companies? Which are more important, experiences at high school or at university? Or is the current self-learning more important? Specifically, the method used was data analysis of a questionnaire survey conducted with graduates of four famous advanced schools. Approximately 3,600 graduates answered the survey, and more than half of them work in companies. After analyzing the determinants of income, we tried to identify what should be noted when we re-examine the education provided by top universities.

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Higher Education Quality Assurance in Taiwan: Improvement of University Evaluation and Diversity of Evaluation Methods

YANG Wu-hsun

In this paper, the author explored the roles of government and evaluation institutions and the real situation of quality assurance in Taiwan. Since the 1970s, when the numbers of higher education institutions started to increase, the Taiwanese government has been establishing university evaluation systems. In 2005, based on the establishment of Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT), university evaluation has been carried out in a regular and stable way. Because of this stricter system, universities and faculty grew tired of being evaluated. In 2017, the government allowed some universities that are superior in research or teaching to conduct evaluation activities based on self-evaluation instead of external evaluation. The conclusions are as follows:

1. Through institutionalization of university evaluation, the culture of quality assurance was established in university campuses. However, centralization of the governmental power remains the same, while the evaluation institutions changed their roles from "agent" to "partner."

2. Based on the types of comprehensive universities and technological and vocational universities, these two university evaluation systems are conducted with different evaluation standards and methods. In other words, university evaluation is a function of the classification of the university. Conversely, evaluation standards and indicators were simplified in each new evaluation cycle, but some universities copied the forms of writing from older evaluation and were unable to describe their own distinguishing features.

3. University internationalization, information disclosure, and institutional research (IR) are major factors which brought about more changes in university evaluation and quality assurance. In particular, through the application of databanks and artificial intelligence (AI), IR has been modernized in terms of admissions and teaching activity.

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Serving Adult Learners in American Higher Education: Barriers to Success and Strategies to Improve Degree Completion

GOSHIMA Atsuko

This paper examines barriers to degree completion faced by non-traditional adult learners in American higher education and identifies promising strategies for overcoming these obstacles, focusing on Wisconsin. Adult students attending for-profit institutions are unable to complete their degrees because of defaulting on their loans, resulting in poor labor market outcomes. The University of Wisconsin (UW) System has restructured UW Colleges and UW–Extension to widen access to higher education and ensure the sustainability of all the UW campuses. In order to provide high-quality, flexible education at a low cost, the UW System has expanded prior learning assessment (PLA) activities and developed the UW Flex program based on the direct-assessment competency-based education (CBE) model. At UW–Madison, the Division of Continuing Studies helps returning adults with various resources and personal assistance for exploring their career and education options. Japanese universities need to look at such models using continuing education professionals who can develop sustainable programs that respond to the needs of adult learners and changes in the business market.

Professor, Center for Teacher Education, Nanzan University

Continuous Development of Teaching Competencies in French Universities

NATSUME Tatsuya

This paper clarifies the outline of the governmental policy and current situation of teachers' training for education competencies in French universities.

It is necessary for university teaching candidates to pass the examination for qualification by the National University Council. Successful candidates are registered in the pass list and allowed to apply for recruitment by universities. Examinations by these institutions focus on research abilities and publications without paying attention to teaching abilities and activities. They show little interest in the education of teachers' communities.

In French universities, there are many students with academic underperformance because of a free admission policy (only high school certificates are required) and large numbers of students.

Various measures by the government had failed to improve the situation before the early 2000s. From around 2010, the government tried to improve the situation by adopting new policies for mandatory teacher training for education competencies, accompanied by financial incentives as well as personal evaluation of teachers focused on both research and teaching activities. The government seems to be changing the principles of its policies with respect for the teaching communities' spontaneity to the use of force.

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Training Teachers in University Teaching in France: What Systems and What Tools?

Nathalie YOUNÉS

In the context of the decree of May 9, 2017, making teacher training compulsory for associate professors in France during their first year of recruitment, by combining it with a discharge in the education service, French universities are embarking on a new era wherein the importance of learning to teach is recognized. This is a major change in an environment where career access and promotion are primarily dependent on the research portfolio and without an established teacher training. The question arises regarding training systems suited to the reality of professional conditions of the university teachers and the resources of the Higher Education establishments. In this respect, the French Ministry of Higher Education, Research and Innovation has piloted the design of a training system structured around a national massive open online course (MOOC) and local events led by the educational support services of the universities. This article presents the background to this initiative, the objectives and choices of the designers, and the principal results of an evaluative survey conducted in 2018 with the MOOC users.

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The Transition between Secondary Education and Higher Education in France: Is the Student Experience Strongly Influenced by the Study Environment?

Saeed PAIVANDI[*]

(Translated by) TAGAWA Chihiro[**]

The high student drop-out rate and reorientation of first-time students reveals the critical nature of transition between secondary education and higher education in France. Several educational initiatives and reforms have been tried in order to improve support for students in difficulty. One of the questions posed by research to students in France is regarding the effects of the educational environment on the academic and social integration of students. Data from the Student Life Observatory's 2016 National Student Life Survey (21,244 individuals) can help us to understand better the experiences of new university students. It is a question of examining the social and academic integration, taking into account their perspective on the pedagogical, social, and material conditions of their place of study. The data from this survey shows that the students' judgment about the general context of their training, quality of the pedagogy, and support tend to vary considerably according to the field of study and certain individual characteristics.

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Development and Utilization of PhD Skills Framework: Support of Independent Skills Learning of Nagoya University Graduate Students

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Graduate education needs to not only develop specialized knowledge and skills but also nurture transferable skills that would enable graduate students to play active roles in various professions. The Doctoral Education Consortium at Nagoya University has compiled a list of transferable skills that graduate students should acquire as a "PhD skills framework." This framework helps graduate students to identify skills they should develop from a wide variety of skills options and to set up opportunities in order to acquire those selected skills. This framework is expected to draw the attention of faculty and students of the whole Nagoya University community to the significance of these skills and become a starting point to provide a learning environment for skills development. This paper describes the background, purpose, components, process of the creation, and effective use of the framework to support the independent learning of skills. It identifies future challenges to the framework. This paper hopes to work as a resource for similar attempts by Nagoya University and other universities to assist in the skills development of graduate students.

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Determinants of Japanese Students' Decision to Engage in Study Abroad

IWAKI Nami

There is a growing body of research on study-abroad programs identifying positive outcomes such as gaining intercultural awareness, improving second language skills, and the long-term career impact on the student participants. However, there has been very limited attention devoted to study-related factors affecting students' intention and decision to study abroad. What motivates students to participate in study abroad programs in the first place? What are students looking for and what do they hope to gain from the experience? A variety of factors are likely to influence whether students choose to participate in a study abroad program, what program they select, and what benefits they expect to gain from participation. Since early 2000, the Japanese government has been implementing initiatives designed to internationalize Japan's education system, and one of these was to encourage students' participation to study abroad. These initiatives have been a success, and last year alone they have led to the participation of more than 105,000 students. If we hope to attract students to participate in study abroad programs and organize the programs in such a way as to optimize the students' experience, it is important that we are aware of what they are and how they impact students' decisions. The focus of this paper is to reveal the key factors influencing Japanese student's decision to study abroad.

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A Study on the Organizational Foundations of Higher Music Education (HME) in the United States: Focusing on NASM Certified Institutions

TAKAGI Miho

This study focuses on the diversity of the organizations that provide musical education at American higher education institutions, classifying their "organizational structure" into various types. Specifically, this study targets 644 schools accredited by NASM, the largest professional musical accreditation group in the United States, and classifies their organizational structure into various types to construct frameworks for spurring the development of research on higher music education (HME).

As a result of reviewing 644 schools in terms of internal organizations providing music programs in addition to institutional types, the study was able to classify organizational structures into nine types. Among these, it became clear that comprehensive universities comprise a significant share of HME in the United States, and that they could fulfill their roles by way of the following three types of organizational structure: music departments at colleges of arts and sciences, music departments at schools of arts, and schools of music.

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Japan's Academics in the "Third Space": Comparative Studies of Areas of Admission and Research Administration at National Universities

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In recent years, new types of academics have increased at national universities in Japan. They have the characteristics of the "Third Space" Professionals as described by Whitchurch. Their primary role is not education and research, but social services or administration. Among these kinds of academics, we conducted questionnaire surveys in two areas; admissions and research administration. In this paper, we reported the result of these surveys, and analyzed similarities and differences of the two areas.

In both areas, duties and backgrounds varied, and the percentage of non-tenure-track faculty was relatively high. Conversely, there was a notable difference in awareness of taking on teaching and/or research responsibilities. The majority of the academics in charge of admissions considered it necessary to take on education and research. In contrast, the majority of the academics in charge of research administration did not consider it necessary to take on education and research. These results indicate that the third space academics in Japan not only have a diversity of duties and backgrounds but also an awareness of their role as university faculty.

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