

English Abstracts

An Essay on Undergraduate Education at Nagoya University

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Many universities in Japan, including Nagoya University, are pushing forward with education reform, which started with a national change of policy of higher education in 1990s as an inevitable consequence of a “decline of scholastic ability” of students and the rapid development of information technology.

What is good teaching depends on two factors, the quality of teaching in each class and its fitness to the aims of education at Nagoya University.

For the first point, one should respect fundamentals of curriculum such as educational contents and educational methods. This will be effective at Japanese universities. In particular we have “Growing Mr. Tips” at Nagoya University, which is very helpful. Here, what is important is to consider education always from the view-point of students and to enhance their motivation for study.

For the second point, it is necessary to make the lesson aim clear and concrete, which is still an area of development at Nagoya University.

In the last section of this article we consider the articulation of the education of first-year students with high-school education and with the education of majors.

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A Seminar for Observing Psychological Phenomena: Toward the Acquisition of a Broad View and Deep Thoughts for Understanding Oneself

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In this paper, we describe a hands-on experience-based course for undergraduate students that we have been teaching for the past five years. We believe that one goal of a liberal education is to encourage students to experience various viewpoints and to develop critical thinking skills in order to refine and rationalize their own personal perspectives. In order to achieve this goal, we developed a course that used the observation of people as a means to explore core disciplinary areas of psychology. We developed materials that explored the perceptual, cognitive, social, cultural, and historical biases that people have. With these materials, this course offered students opportunities to reconsider their own frameworks (or ways of seeing) that they naturally acquired as they grew up. We discuss the effects and limitations of this method.

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An Experience Oriented Learning Process in a Basic
Seminar ' Earth Environmental School '
A Challenge toward Reforming University Education
to Contribute Developing a Sustainable Society

TAKANO Masao

Japan's middle and university education have progressed along with growth in the economy to supply adequate man-power to society. As a sustainable society is expected to substitute the growing society, various problems have been recognized in the education process. Among them, university students has little chance to develop their motivation to learn in disciplines with various experiences. In a basic seminar named Earth Environmental School, students try to find specific value to learn in university through activities in which they experience unfamiliar living in a rural area.

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A Course Enhanced by WebCT

YAMAZATO Takaya

WebCT (Web Course Tools) is a course management systems (CMS) that have been developed at British Columbia University to support faculty members for designing, developing and managing his/her class. The WebCT offers many useful tools, such as displaying html-files, discussion board, e-mail, online-quiz, and so on.

After using WebCT for several years, I found that it is possible to teach dynamically and interactively. Some of experiences I have learned using WebCT are reported, such includes a dynamic course administration, discussions among students, extensive study contents, and so on. As a conclusion, a need of faculty support is essential to enhance teaching and learning in Nagoya University especially for those using WebCT.

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Towards Experiential Learning in the Freshman Seminar: How to Construct an Interview

CHIKADA Masahiro

The aim of this paper is to describe how within seminars for freshmen the use of the interview can be employed as a means of encouraging experiential learning. The course aims to make students aware of the importance of sustaining human relationships through the process of the interview. The course sequence is as follows 1. Review the examples of student interviews contained in the textbook; 2. Identify the skills and methods employed in conducting an interview; 3. Plan the interview; 4. Conduct the interview; 5. Record the interview and 6. Reflect upon the process of interviewing.

As a result of this process the course received the highest student scores in their evaluations that had been witnessed. The explanation for these high scores is thought to be

- The fact that the course objectives met the needs of the students;
- The course involved providing out of classroom experiences;
- The textbook used was appropriate and found to be so by students;
- The experience of conducting interviews was collaborative and outcomes were shared among students.

A central element of analyzing the impact of experiential learning is to identify student learning outcomes. Therefore, teachers should ensure that they plan such experiences based upon appropriate theoretical frameworks and conceptual development imbedded within the experience. Experiential learning is a central element in ensuring the smooth transition of students from high school into university education.

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Internationalization of Higher Education: Performance Assessment and Indicators

R. Michael Paige

This paper provides a conceptual overview of the internationalization of higher education and presents a set of performance indicators for assessing internationalization. It begins by locating internationalization within the context of globalization and discussing the impact of globalization on tertiary education. The paper continues with overviews of the concepts of performance assessment, performance indicators, and a performance assessment model. It then presents a review of the global literature on internationalization at the higher education level. The centerpiece of the paper is the author's internationalization model, consisting of ten key performance categories, and the related performance indicators. The paper concludes with the observation that the internationalization of higher education is a complex process and represents a major educational reform.

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The Transition from High School to University: An Analysis of Advice for Students, Faculty and Administration

Carol Mutch

The research and theoretical literature recognises the first year university or college freshman experience as an identifiable period of transition. In order to make a successful transition from high school to university, students need to make their own adjustments and to be supported by the people and systems around them. Vincent Tinto explains that students need to negotiate three separate stages: separation, transition and incorporation. This paper reviews the literature from Western (predominantly English-speaking countries) on this transition phase and analyses the advice that is given to students, institutions and faculty involved in this crucial period of transition.

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An Examination of Effectiveness of Institutional Research at University

TORII Tomoko

Institutional Research (IR) is a range of activities on management information collection, analysis of data and reporting in higher education institutions. Today, IR in the universities of the USA and Australia, has become a solid foundation for quick decision-making and smooth management of an organization.

In terms of management of higher education institutions, IR is especially effective in aspects of decision-making on the basis of financial data. In particular, IRs in public universities in USA tend to focus on financial analyses which are directly linked to a university's allocation of resources. Planning and implementation of "the Course Experience Questionnaire" which has a close relation with the quality assurance of teaching occupies an important place in IR activities in Australian universities.

In the fluctuating higher education sector, IR provides a broad range of service and detailed assistance. The IR division plays an important role in analyzing the institution's activities based on quantitative data and qualitative data. Also, future planning reflects the results of analysis in order to assure an autonomous management in individual institutions. The IR division is a key unit of organization, although IR services in the USA have a different emphasis from those in Australia.

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The Effectiveness of Performance Indicators in Managing University Improvement: the Case of Nagoya University

KOMINATO Takuo

The purpose of this paper is to explore some of the implications of the effectiveness of performance indicators on the design of a university-wide strategic plan. Here, the paper offers a case study analysis of this process at Nagoya University

The effectiveness of performance indicators must be viewed from two sides. The one side is to design and to implement the strategic plan. The other side is to evaluate the strategic plan. Currently, the strategic plan at Nagoya University is not evaluated. Therefore, we analyzed the design of the strategic plan. The implications are following.

- 1) The strategic plan cannot be evaluated only through performance indicators.
- 2) However, the vagueness of the strategic plan is removed by using performance indicators and consensus building at the University is facilitated.
- 3) Writing aims and objectives within the strategic plan is enabled by the setting of performance indicators.

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Teacher's Training Function of National University Corporation

USHIOGI Morikazu

For old national university, the teacher's training function has been one of major functions. One of difficulties of managing teachers training colleges is, however, that it is dependent on market of supply and demand of teachers, it makes up-and-down every thirty years, and it requires more teaching staff than average colleges and less cost-effective. For National University Corporations, now more independent and self-reliant, future forecast of teachers demand is necessary to draw up their own long-term planning. In this project, future demand of primary and lower secondary school teachers are forecasted for every 47 prefectures. It found out four types, (1) sharp increase and sharp decline within 16 years (big-city areas), (2) stable demand, (3) demand increase after around 2010, (4) gradual decline of teachers demand.

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How to Organize the Faculty Development (FD) in the Large University

ABE Kazuhiro

This paper considers how to organize the faculty development (FD) in the large university from author's experiences to start the three day workshop for FD in the Hokkaido University School of Medicine in 1992, two day workshop for FD for whole faculty in the Hokkaido University, one or two day workshop for FD in several universities and Health Sciences University of Hokkaido. Workshop is the most effective of FD for changing consciousness of faculty staffs for education. This should be performed by a taskforce under leadership of the president, to propose problem solving by curriculum making, realistic educational problems need to be improved in each university. Taskforce may develop through active study groups for educational reform. Continuous information about FD and educational reform is necessary to stimulate motivation for educational reform. The products of the workshop for FD should be implemented by the curriculum committee or the other committees for the continuous improvement of education in each university.

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Psychological Approach to the Student's Evaluations

FUJITA Tetsuya

Many universities frequently use student evaluations. In this article, three types of approaches are discussed that student evaluations in psychological term. One of the approaches, is to evaluate the bias of ratings of students. This is important in terms of the reliability of class evaluations. The second is to allow the teachers explore if the class has improved. Making a hypothesis on the method of improvement, and giving tests by class evaluations, is the way used in psychology. The third approach relates to the psychological traits of students, and the class evaluations. There are many individual differences among students participating in class evaluations, and shows an important view in understanding students. To give class evaluations a true meaning, the three psychological views given above can be very effective.

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Implications from the Seven Principles for Good Practice in Undergraduate Education

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This paper describes a brief history and the practical application of the Seven Principles for Good Practice in Undergraduate Education, developed by a research group of the American Association for Higher Education. The Seven Principles are widely used in higher education institutions in the U.S. because the Principles are designed to be friendly to faculty members. The practical examples to implement the Principles are employed in many institutions. After we collected practical examples from ten websites of the Principles, we found the followings: There are large numbers of discipline-free practical examples for teaching improvement. The Seven Principles provide a well balanced framework because each principle has similar amounts of practical examples. The role of university teachers is widely defined including mentorship activities and out-of-class activities, and university teachers are expected to get involved in overall student development.

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