

English Abstracts

How Class Size Affects Teaching and Learning

NAKAI Toshiki

This paper examines how class size affects teaching and learning at Nagoya University. The findings from the analysis of large-scale samples of student ratings at Nagoya University are summarized as follows:

- There are 169 courses comprising large undergraduate classes offered by the Institute for Liberal Arts and Sciences.
- Class size has a significantly negative correlation with the following variables: “student motivation”, “chance for questions and comments”, “study outside the classroom”, “enthusiasm of instructor”, “satisfaction with class size”, “satisfaction with the environment”, “student understanding”, “intellectual stimulation”, “student achievement” and “student overall satisfaction”.
- Significant differences between large class courses and small class courses are particularly evident in the following items: “chance for questions and comments” and “study outside the classroom”.
- Outcome related variables such as “student understanding”, “intellectual stimulation”, “student achievement” and “student overall satisfaction” are slightly increased when class size increases over 100 students.
- Effective teaching methods in large classes are similar to those of regular courses.
- Students do not appear to be as dissatisfied with large class courses as their instructors.

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Large Scale Class in Specialized Subjects of Humanities: An Unsuccessful Attempt

KIMATA Motokazu

The objective of this present article is to report on my own experience of a large scale class in a specialized subject: “On holy image” (2004 – 2005). In order to teach highly specialized contents to a large audience composed of many students from various departments and with diverse levels of academic attainments, I had changed the goal of the class and attached importance to that students regard historical facts on holy images in the distant past from their own interests and questions based mainly on the current culture: original and its copies, photograph, etc.

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Actual Examples in Training Lecture Using Computer Systems

KITA Eisuke

This paper introduces the actual lectures for classes of more than one hundred students using personal computers. Lecture schedules, students, texts and so on are shown and then, the points to keep in mind in the lecture are explained. Finally, the problems in the lecture are discussed to conclude the paper.

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An Essay on Some Problems and Methods of Education on Any Lectures with Many Students

NISHIZAWA Yasuhiko

Nagoya University now has many courses with large classes. This essay identifies some of the problems of lecturing to large groups and proposes some methods to address these challenges, irrespective of discipline. These methods are suggested using the example of a lecture entitled “Challenge to settle any environmental problems”, supported by the UFJ Environmental Foundation. In this essay I identify two key challenges in teaching large classes. The one is how to grasp each student’s level of understanding. The other is how to understand students’ various interests. By trial and error, I reach two conclusions; first is that we must teach all of students with grate care. And second is that we must try to encourage and foster their growing interest. I recognize, now, that there is no royal road to education.

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The Training System for Future Faculty in France

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The purpose of this article is to investigate the actual conditions and problems of the training system for future university teaching staff in France. The aim of the system called ‘Monitrat’, is to let selected graduate students have classes in universities as future faculty members. They are offered with an allowance combined with a scholarship from the Ministry of Education for their contributions to education in universities.

Key characteristics of the Monitor System are follows:

1. Graduate students who are selected as a ‘monitor’ have some classes in universities mainly in the first two years, after participating in teacher training for teaching in the special training centers.
2. Monitors can prepare to become future professors by learning about the actual situation of university education and duties of professors. They also participate in the network among professors and their colleagues. These networks are a big advantage for monitors who wish to be future faculty members.
3. On the other hand, there are some problems with the system. For example, the workload of monitors is very heavy because many students in the first two years of university experience difficulties; for example, lack of academic knowledge and motivation. Moreover trainings for monitors does not necessarily correspond to the actual working conditions of the university environment and professors.
4. Compared with the Japanese system of teaching assistants, the French system of monitors has some advantages. There include a training system, special centers, and a tutorial system operated by professors.

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The Roles of Students, Faculty and Institutions in Quality Teaching and Learning at Nagoya University: A Survey Based on the Seven Principles for Good Practice in Undergraduate Education

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This paper aims to clarify effective roles of students, faculty members and the institution in promoting quality teaching and learning at Nagoya University. We conducted student, faculty and institutional surveys at the university using the inventories of the Seven Principles for Good Practice in Undergraduate Education, which was developed in the United States. Findings from the survey are summarized as follows:

Most of the items on the inventories of the Principles are considered to be effective for enhancing teaching and learning at Nagoya University. The faculty members mostly think that the behaviors described in each item are also important in their educational context. There are many behaviors which are desirable but not currently implemented in teaching and learning. The inventories could thus be used as tools for educational improvement. Furthermore, the high achieving students implement more positive behaviors than the low achievers, and there is a correlation between implementation of the various behaviors and student outcomes.

The result indicates the roles, responsibilities, and mutual relationships of students, faculty members and the institution. The paper concludes by proposing that this approach represents an integrated and well-balanced methodology for accomplishing quality teaching and learning in universities.

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An Analysis of the Development of the Liberal Arts Curriculum at a Comprehensive Research University: The University of Michigan at Ann Arbor

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The University of Michigan at Ann Arbor (UM), one of the outstanding research universities in the USA, is active in the development of a liberal arts curriculum with a high regard for ideas at the department level. In order to assure students of various learning opportunities, the College of Literature, Science and the Arts (LS&A) at UM provides a liberal arts curriculum with flexibility. The curriculum consists of “LS&A requirements”, “Distribution requirements”, “Concentrations” and “Electives”.

The lessons to be learned from curricular development at LS&A are:

- In order to utilize the characteristics of a comprehensive research university with various disciplines and to facilitate students’ independent learning, it is useful to create a liberal arts curriculum with a flexible structure. This structure should combine required courses which focus on basic knowledge and skills, and elective courses that have broad options.
- The clarification of the educational goal prior to the planning of individual courses and programs is necessary for curricular development. In particular, a curriculum which has broad options needs a clear high-level goal.
- An effective way to help students to design their own learning and to succeed in college through the flexible curriculum, is to build an academic advising service as a supplementary system for curriculum implementation into the undergraduate education system.

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The Functions of Institutional Research at State Universities in the US

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This paper examines the functions of institutional research at 34 state universities in the US, using the framework of Volkwein's (1999) four viewpoints: management information, reporting, policy analysis, and research activity.

The paper considers the relevance of Volkwein's viewpoints in the context current functions of institutional research.

The finding is that institutional research at the state universities in the US have functions as Volkwein exhibits. However, not all institutional research performs all functions, as proposed by Volkwein. Institutional research at the state universities in the US have wider functions than Volkwein suggests.

In the coming years, National University Corporations in Japan will have become manage self-governing institutions. They will have to plan, make decisions, analyze policies, and evaluate universities, using information and data.

To manage self-governance, National University Corporations in Japan will need to give serious consideration and attention to Institutional Research in the future.

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Impact Factor : Research Evaluation and Scholarly Journals

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Currently, there is a great deal of academic evaluation activity and evaluation in Japanese universities. “Impact Factor” came to be misused as one of the evaluation measurements. Originally, Eugene Garfield invented Impact Factor as a type of measurement that reflects the average number of citations per article for each scholarly journal. In some cases, Impact Factors have proved so attractive to many evaluators and researchers that they started applying Impact Factor not only to journal evaluation but also to research activities and researchers. This issue is complicated by the fact that, some journals require that papers be topical and current so researchers are shifting the questions they investigate to accommodate journals with a high-impact factor. In this paper, described the characteristics and history of citation, citation analysis and Impact Factor. We conclude that Impact Factor shows the rank of the scholarly journal in the same field. However, Impact Factor does not describe the research evaluation of the organization and the researcher.

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The Incorporated National Universities : Realities and Problems

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87 Japanese institutions which became “National University Corporations” in April, 2004 have now completed their first year. Their financial statements have been announced, and the results of evaluations, which were based on their first year performance reports, carried out by the National University Corporations Assessment Committee have been given out to the public. These reports focus not only on the practical way in which National Universities have turned themselves into independent administrative entities, but also on other significant issues. Some of these issues were predicted before incorporation though, quite a lot of issues have been newly recognized. These new issues are concerned with how to build new relationships between National University Corporations and the Ministry of Education, Culture, Sports, Science and Technology, and how to build new relationships between executive authority centered on the board of directors and each department within each National University Corporation. This incorporation is the largest reform over the past century in Japan, equal to or greater than the scale of reform of new universities immediately after World War II. The process of “trial and error” in order to build new relationships has just started. This article makes an attempt to examine the actual status of National University Corporations and their problems after their first year.

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Liberal Education in Research Universities

KINUKAWA Masakichi

In the first part of this paper, we discuss the meaning of liberal arts and general education in the Japanese context. We start from a quest for “KYOYO”. This word is very hard to translate into English. Some people assert that the German word “Bildung” is almost equivalent to “KYOYO”. “KYOYO” is a concept which determines existential behaviors of a human being. “KYOYO” is a concept which is deeply related to human ethics. Each human being needs to generate their own “KYOYO” by him or herself. So the character of “KYOYO” education is to support students generating their own “KYOYO”. In this context, there is no distinction between general education and professional education. Every teaching subject must contribute towards generating “KYOYO”.

In the second part of the paper, we consider the possibility of “KYOYO” education in research universities. We make a survey on the present situation of “KYOYO” education among large Japanese research universities. We conclude by proposing several ideas for improving “KYOYO” education in research universities.

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Work-Based Learning: a Practical Approach for Learning to Work and Working to Learn: A Case Study on Decision-Makers' Professional Development in Iran

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The work-based learning model of human resource development has captured a great deal of attention and has gained increasing importance in higher education in recent years. Work-based learning is a powerful phenomenon that attempts to help policy-makers, managers and curriculum developers improve the quality of the decision and organizational behavior. This paper tries to clarify the experiences of a “work-based learning” project and training model for the professional development of twenty-four decision-makers and curriculum developers at the Ministry of Education-Organization for Educational Research and Planning- in partnership with the University of Western Sydney of Australia from 2000 to 2002. The case study method is used to examine the role of the work-based learning model as an effective scheme for the professional development of human resources, enrichment of decision practices, and improvement of organizational activities and environment of workplace. This study illustrates that the examination of the work-based learning model offers the possibility for Iranian decision-makers and curriculum developers to integrate work and learning at the workplace and help each other develop the skills, knowledge and attitudes required for changing workplaces.

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