English Abstracts

The Reality of Higher Education during the Coronavirus Pandemic: Student and Faculty Feelings and Expectations

OKI Hirotaka

This paper clarifies students' and faculty members' emotions and expectations, as well as their level of satisfaction with and issues, related to web-based classes, based on student and faculty surveys, including student course evaluation at Ritsumeikan University. The results show that students' satisfaction with web-based classes was high in 2020 when web-based classes suddenly began and that it surpassed that of pre-coronavirus face-to-face classes by the spring semester of the 2021 academic year. In addition, in the spring semester of 2021, it became clear that rather than choosing between face-to-face classes and web-based classes, improving the quality of all styles of classes, such as promoting motivation to learn and providing feedback, would lead to a sense of fulfillment in terms of achievement, active engagement, and overall satisfaction.

In this sense, it will be important in the future to use the digital transformation that has been cultivated over the past two years in face-to-face classes to promote learning outside of class by assigning an appropriate amount of homework while keeping interaction and feedback in mind, and to increase the students' motivation.

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A Study of Student Support at Universities in the Age of Digital Transformation: Focusing on Osaka University's Welcome Channel

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The spread of COVID-19 completely transformed the way universities support students. The pandemic forced the introduction of online support, and consequently, digital transformation (DX) was promoted. Considering this change, the nature of student support in the post-COVID era is already being discussed. This paper aims to provide an overview of the scope and discuss the nature of student support in the post-COVID era of DX through an introduction to Osaka University's Welcome Channel, a student support project launched in 2020, the year the disease was declared a pandemic. An examination of students' worries about the pandemic, their responses to the Welcome Channel, and previously conducted questionnaire surveys on online classes and first-year education indicated that it would be effective to promote DX by first replacing the existing initiatives with online ones and then expanding these initiatives. In addition, in anticipation of the new skills students must acquire in the age of DX, it is suggested that new learning support be provided to develop metacognitive abilities and self-regulated learning skills that will enable students to select and use the information they need.

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Risks and Countermeasures along with Diversification of Learning: Based on the Discussion at the Symposium

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This paper focuses on the future directions of teaching and learning and student learning in higher education based on the symposium discussion, focusing on effectively using DX (Digital Transformation) in teaching and learning and student life.

There were some common points from lectures/reports by three researchers in the symposium. The most interesting thing was how to bring out students' activeness and independence with DX for facilitating student learning. Because students are required a self-regulation ability by student learning styles will be diversifying. Therefore, teachers and staff will require development programs and services on detailed designs.

In general, this symposium provided a useful opportunity to discuss the efforts of universities in the wake of the Corona disaster, including necessary measures from both the positive effect of opening up various learning opportunities and the risk of increasing learning options. A major challenge for universities in the future will be to find an appropriate combination and use of face-to-face and online environments while taking advantage of the lessons learned from the Corona disaster.

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Impact of Foreign Degrees
on Japanese University Faculty Career

KATO Maki

The purpose of this paper is to empirically clarify the attributes and career of Japanese university faculty members with foreign degrees and the impact of foreign degrees on job ranks and wages. The main data source is the School Teacher Survey at four points from 2007 to 2016. The results of the analysis show that the number of Japanese faculty members with foreign degrees increased slightly during the survey period to 2.76% in academic year 2016, which reflects less progress of internationalization than predicted by previous studies. Although the composition of the inverted pyramid for ranks is common, the ratio of high-ranking to other positions differs depending on the nationality or country in which the degree is obtained. The results also show that the Japanese university faculty members with foreign degrees are found most often in professors, women, universities in metropolitan cities, private universities, and the humanities and social science fields. When compared with Japanese faculty having Japanese degrees, Japanese faculty with foreign degrees gain higher ranks and wages even after controlling ages and others factors pointed out by previous studies.

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Academic Posts for Doctoral Graduates: Focusing on Inbreeding and Part-time Lecturer Jobs

KATO Maki

This paper aims to quantitatively understand the situation in which doctoral graduates find employment as Japanese university academic staff members immediately after graduation. The main data is the 2007 through 2016 School Teachers Surveys; these surveys identify the probability of being hired as a new-graduate academic staff member as 15.57%, which is analyzed controlling the student type and the desire to work as a faculty member. The own-school graduate rate for assistant professors or assistants, approximately 90% of new graduate, is 57.18%, which is higher than that of professors (21.28%), indicating the severe inbreeding of younger positions. However, this tendency is not seen in research universities with high inbreeding rate in all positions. These trends are largely influenced by the health sector, which accounts for more than 60% of younger positions; therefore, the actual conditions in other fields are slightly different. The probability of working as part-time lecturers, which is regarded as educational experience for doctoral graduates, is as low as 6.85%, although it varies depending on the academic field.

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Music Education Programs in the German Higher Education System: *Universität, Musikhochschule, Fachhochschule*

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In Germany, there are three types of higher education institutions: *Universität* (university), *Kunsthochschule* (art college), and *Fachhochschule* (university of applied sciences). Among the *Kunsthochschule*, those that focus on the field of music are generally classified as *Musikhochschule* (music college). Previous research on German higher music education has overlooked the differences in the music education programs offered by each type of institution and thus has provided only a fragmented understanding of German higher music education. The purpose of this paper is to clarify what kind of music education programs are provided in three types of institutions, focusing on *Universität, Muikhochschule, Fachhochschule*.

We clarified the following three points. First, *Musikhochschule* and *Universität* play a major role in providing music education programs, while the role of *Fachhochschule* is relatively small. Second, different types of higher education institutions offer different music education. Specifically, *Musikhochschule* is almost exclusively responsible for music production fields, such as instrumental music and orchestral music majors, while *Universität* is mainly responsible for academic fields, such as musicology and music history majors. Last, *Musikhochschule* and *Universität* cooperate with each other in the fields of musicology and teacher training.

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Recent Trends and Issues in Undergraduate Education Programs from the Perspective of Curriculum Management Theory

SUGITANI Yumiko

Since the mid-2000s, higher education policies have required organizational systematization of undergraduate education programs, and curriculum management has become necessary. This paper examines the status and issues of the relationship between curriculum design and management.

The results of national surveys of universities and faculties in 2003, 2017, and 2018 revealed the following. First, in recent years, the curriculum of specialized education has become more sophisticated and systematized, and a university-wide management system of liberal education has been increasing. Second, consistency between the diploma policy and the curriculum policy is considered very important, but the opinions and ideas of the faculty members are not fully reflected in such policies. Third, there are differences in the way of thinking between universities and faculties regarding policy formulation and curriculum organization. Fourth, curriculum design and management correspond to each other, and the quality of management is linked to the curriculum design.

According to the curriculum management theory, the linkage in curriculum design requires collaboration in management. However, while the curriculum seems to be systematized in appearance, there is concern about whether it is designed based on consensus and collaboration among faculty members.

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The Possibility of HyFlex: Innovation and Inclusion in Course Design, Teaching, and Learning

SUGIMORI Kimikazu

A year of emergency remote instruction prompted a trial-and-error process of hybrid classes that utilize the advantages of both online and face-to-face classes. Furthermore, in the search for the resumption of face-to-face classes, "HyFlex," which allows students to choose a more flexible learning with hybridized format, was introduced. However, the realization of such a system "often requires real-time in-class help (a TA or course assistant to manage the online students), an intentionally designed classroom and a great deal of patience from both the students and faculty," and the necessary innovations in the design of teaching, learning, and the classroom environment have been overlooked. In this paper, the author tries to redesign the future of university education by organizing the HyFlex concept and adding practical examples of various class sizes.

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Articulation between Upper Secondary Education and Higher Education in Japan: Problems and Proposals for Improvement

YAMAMURA Shigeru

In Japan, only a few students have acquired sufficient academic abilities to study at university. This paper aims to empirically clarify the problems of the articulation between upper secondary education and higher education and to make proposals for improvement. We analyzed our collected survey data and found the following. University entrance examinations are not a factor in increasing the length of study time in the first half of upper secondary school life. Developing learning habits in the first year, making friends who are motivated to study, creating "a place" for learning with friends, and improving self-efficacy will increase the length of study time.

The diverse university application requirements and upper secondary education coursework keep secondary school students from studying together. We must consider using common subjects for university entrance examinations and setting appropriate timing for selecting students. Furthermore, to help students be successful in higher education, upper secondary school curricula should be revised so that students can acquire the cognitive skills, such as creating and presenting; structuring and sequencing; and analysing, assessing and concluding, that are essential for success at the university level.

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Study Abroad Program Development by University Academics and Administrators: A Sensemaking Perspective

HOSHINO Akinari

This paper aims to supplement research knowledge on the motivations and development process of university academics and administrators in creating study abroad programs. Specifically, this paper explores what analytical framework would be useful for the study of university academics and administrators who develop study abroad programs. This paper examines the potential for the perspective of sensemaking in improving the development process.

First, the current status of the internationalization of Japanese universities and study abroad programs for Japanese university students will be outlined, as universities have become actively involved in study abroad program development in recent years. Next, the author summarizes previous studies on the motivations of individual university students to study abroad, study abroad support policies, and university academics and administrators' motivations for international education activities. Furthermore, based on these previous studies, the author points out that the push-pull factor theory, which is a bilateral analytical framework, does not work well when three parties (university students, host country, and university) are involved in study abroad. In the end, the possibility of an analytical framework that utilizes a sensemaking perspective will be discussed.

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Detailed Reflections on Instructor's Facilitative Actions Utilizing Video Recordings: A Case in an In-person Active Learning-Style Large-Enrollment University Economics Classroom

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This study focused on two out of 15 active learning (AL)-style lessons in a large-enrollment economics class at a university; one was the "best" and the other was the "worst" lesson based on subjective evaluation by the instructor. Utilizing these video recordings, the following three points were investigated; associations between the subjective evaluations and lesson construction from a macro perspective (#1), quality of in-class interaction from a micro perspective (#2), and usefulness of combining these macro and micro-level analyses for reflections on the instructor's in-class facilitative actions (#3). For macro-level analysis #1, differences in time allocation between lessons were investigated. Compared with the pre-planned ideal schedule, the best lesson was comparable while the worst showed a difference. For macro-level analysis #2, the instructor's intentions on teaching behaviors and students' intentions on responsive behaviors during communication processes were extracted from video recordings and reorganized with an analytical tool by Nakano & Mitachi (2013). The analysis led to the instructor's awareness of feasible improvement measures in the class, which were unachievable by memory-based reflection. These two results suggested that the detailed analysis of lesson construction and quality of in-class interaction with video recordings is useful for reflections on the instructor's facilitative actions in the class (#3). Moreover, the analytical tool utilized in this study was found to have a high affinity with the nine areas in Phase 2 of the ALACT model by Korthagen (2001=2010), hence, in combination with video reflection, the tool can bring awareness to various essential aspects of AL-style large class.

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Problems of Synchronous Online Classes from First-Year Students' Perceptions: A Discussion Based on Analysis of Open Responses

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Most student surveys conducted during the coronavirus pandemic have been questionnaire surveys with mainly selective items, and they deal entirely with the evaluation of online classes. However, there have been very few attempts to focus on synchronous online classes and identify areas for improvement based on students' perspectives. In this study, we explored the research question "What do first-year undergraduates perceive as problems with synchronous online classes?"

We applied quantitative text analysis by KH Coder to 79 reports on how people perceive online classes on Zoom and conducted correspondence analysis using the words extracted by morphological analysis. The interpretation of the similarity of the extracted words revealed the following the problems of synchronous online classes:

A) Physical strain and difficulty in maintaining concentration

B) Lack of opportunities for interaction that counteract the advantages of home learning

C) Effective use of the Zoom platform in consideration of the learning environment

D) Differences in adaptation to digital data

E) Difficulty in communicating on the system

F) Positive and negative impacts of the communication environment on online attendance

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Assessing the Effectiveness of Distance Learning: Possibilities and Challenges of Online Education

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The International Education & Exchange Center at Nagoya University began introducing online distance learning courses due to the spread of COVID-19, which is still preventing students from traveling abroad. This paper introduces one of the student programs, the "Global Communication for Future Leaders" run by Monash College in Australia, and report the learning outcome of the program. We conducted pre- and post-surveys asking students what they are looking for and what they would like to accomplish through the program. In the pre-survey, most students' first goal was to improve their speaking skills through the program. However, in the post-survey, students were more satisfied with being able to broaden their horizon through the program and interaction with other participants from abroad. Also, in the pre-survey, students showed little expectation of learning Australian culture online, but in the post-survey students' interest in Australian culture and community had increased. After the program, all participants' development of career goals grew, and students recognized the importance of developing intercultural competence and being willing to take on new challenges, which are important elements of becoming a global leader.

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Initial Response to the New Coronavirus and Interim Questionnaire at Institute of Liberal Arts and Sciences, Nagoya University

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Online classes can function well with appropriate support and motivation for faculty and students and will continue to be practiced in the future. Eighty percent of both students and faculty members responded positively to a questionnaire on the implementation of distance learning conducted by the Institute of Liberal Arts and Sciences, Nagoya University. In particular, there is a good affinity with teaching and learning methods that take advantage of the unique characteristics of online courses, such as the use of video, no restrictions on study time, and no need to commute to school. In addition, the effectiveness of active learning is visible in how students respond to explanations and questions, provide prompt feedback, and have many opportunities to communicate and work in groups. Furthermore, during class time, instruction focuses on exercises, practical training, and discussions (including question and answer sessions), while the necessary knowledge is learned online outside of class time. Fortunately, the pandemic seems to have provided sufficient groundwork for introducing and supporting active learning in the future. For this purpose, it will be essential to train the teaching assistants and mentors in each class and the information and communications technology support for active learning.

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