

# English Abstracts

# Possibilities and Problems of University's Integration and Alliance in the University's Greater Change Era

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The purpose of this essay is to evaluate the value of university integration and alliance during a time of more institutional change. To this goal, after defining what university's integration and alliance are, the author proposes a new image of higher education: the realization of a society in which i) higher education is accessible regardless of regional characteristics, ii) everyone can access higher education, and iii) recurrent and reskilling is achievable independent of the local community.

The author highlights the following factors of the greater changes: 1) the relationship between neoliberalism and higher education, 2) the effect of the global financial crisis on universities, 3) the relationship between universities and the widening economic disparity, 4) the impact of geopolitics, particularly that between the US and China, on higher education, 5) the economic stagnation caused by the COVID-19, 6) the impact of the Ukraine war on higher education, and 7) the retreat of GAFA and the quick changes in IT environment.

The neoliberal economy cannot resolve today's problems, and universities cannot overcome difficulties based on prior experiences. We need a new vision for the university, and we should consider the university's integration and alliance as constructive ways to fulfill that vision.

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# Practices and Challenges of the Collaborative Education Projects in the University Collaborative Promotion Corporation: The Case of University Alliance Yamanashi

SHIMIZU Kazuhiro

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In this report, I would like to describe the background of the formation of the General Incorporated Association “University Alliance Yamanashi” and introduce the practice of the liberal arts collaborative courses in the collaborative education projects of the University Collaborative Promotion Corporation.

The background of the collaboration between University of Yamanashi and Yamanashi Prefectural University is as follows; 1) The two presidents, both of whom had a mindset of reform, are close friends, 2) We have a shared sense of crisis regarding university management and higher education, 3) The two universities are geographically close and their faculty structures are complementary.

We have developed three principles for collaboration; 1) Maintaining the autonomy and originality of each university, 2) Win-win relationship between the two universities, 3) Leading trials that also serve as models for other universities.

And we have set out three aspects of our collaborative projects; 1) Collaborative educational projects that take advantage of the strengths and characteristics of both universities, 2) Student support projects that take advantage of economies of scale, 3) New university branding aims at regional development.

In the first year, 53 courses were offered, including 39 liberal arts courses, and 2,982 students took these courses. This year, 132 courses (including 3 graduate school courses) are offered.

The results of the cooperative education projects are as follows; 1) A mindset of university reform based on university cooperation has been fostered, and momentum toward further university reform is growing at both universities, 2) Mutual cooperation has been strengthened and a regional cooperation platform has been established centering on the Regional Human Resource Development Centers of both universities, and both universities are becoming a leader in human resource development in the region, 3) University functions will be further enhanced through strategic redistribution of resources obtained by university cooperation projects.

Finally, we are planning to unify our liberal arts education offerings, to jointly offer early childhood education courses and teacher training programs, and to develop a new joint undergraduate courses in the future.

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Executive Director / Vice President, University of Yamanashi

# University Collaboration and Cooperation in the New Era

HAMANA Atsushi

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The goal of this paper is to classify collaboration and cooperation through examples of various interuniversity collaborations and cooperation that the Kansai University of International Studies has been working on. It also aims to investigate future opportunities for small- and medium-sized private universities to engage in inter-university collaboration and cooperation.

What are the advantages of interuniversity collaboration and cooperation?

Interuniversity cooperation within the same region was the Ministry of Education, Culture, Sports, Science, and Technology's original intent, but it is entirely feasible to work with universities in other regions that do not compete with it for student recruitment ("distance collaboration that cools the soup") is fully possible.

In terms of international cooperation, there is great potential for forming and using international consortiums. The optimum kinds of cooperation and collaboration should be carefully chosen by each university and combined in accordance with its goals, themes, and surrounding circumstances.

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President, Kansai University of International Studies

# Cooperative Education in Nagoya and Gifu Universities about Aerodynamics: A New Challenge for Overcoming the Distance between the Universities

SUNADA Shigeru\*

ITO Kazuaki\*\*

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The purpose of this paper is to state the new education program related to aerodynamics at Nagoya and Gifu universities, which are members of the Tokai National Higher Education and Research System, as a reference for other universities. Through lectures and hands-on training, the new program, which was developed in consideration of the requirements of industry, enables students to learn aircraft design, its production, and flight evaluation sequentially. The two universities are far apart and the distance between them is about 50 km. To go over this distance, new remote techniques are used. The faculty regulations of the two universities were changed and the support of faculty members was required for the management of cooperative classes. It should be noted that the financial support from the Cabinet Office and Gifu Prefecture was crucial for the promotion of this new program. The Education and Research Center for Flight Engineering at Nagoya University and the Intelligent Production Technology Research and Development Center for Aerospace, which was founded at Gifu University, have played a key role in developing and running this program.

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# The Effectiveness of Online PBL in Learning Problem-Solving Skills: A Comparison with Face-to-Face PBL Using Direct Assessment

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This study clarifies the effectiveness of online Problem-Based Learning (PBL) by comparing it with face-to-face PBL, targeting students in Department Y of Faculty X at Niigata University, who had been studying the field of oral health and welfare through a PBL-based curriculum. We compared the degree of acquisition of problem-solving skills between 23 second-year students (online group) who had conducted online PBL in 2020 and 18 second-year students (face-to-face group) who had conducted face-to-face PBL in 2019. As an assessment tool, we used the modified Triple Jump, a performance assessment developed to directly assess problem-solving skills, and examined the results of the assessment conducted at the end of the first semester of the second year. Additionally, to infer students' learning motivation, we also examined their approach to PBL and class satisfaction using a questionnaire. The results showed that there was no difference in the degree of acquisition of problem-solving skills, the way students engaged in PBL, or their level of class satisfaction in the online group compared with the face-to-face group. We believe that online PBL is as effective as face-to-face PBL in learning problem-solving skills and in cultivating motivation for learning.

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# Learning Behavior of Professional Vocational University Students: Case Study of Freshman Students at “A Professional Vocational University”

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TATEISHI Shinji\*\*  
TANIMURA Hidehiro\*\*\*

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This paper examined 1) the influence of college choice and vocational orientation on learning behavior and 2) the influence of class characteristics on proactive learning by using a first-year student undergrad survey of “A Professional Vocational University.” The key findings are as follows.

First, Students chose “A Professional University” because of a comparison with other universities rather than professional training colleges. Survey respondents considered other universities when making college choices but rarely considered professional training colleges.

Second, enthusiasm for class and satisfaction with class does not depend on the type of high school they graduated from, but on expectations for practical training and exercises, which is one of the unique characteristics of professional vocational universities, and on occupational relevance that is the relationship between future career prospects and class contents.

Third, in terms of proactive learning, group work and discussion opportunities in class encourage the actual students’ behaviors, while lessons that are designed to be easy to understand facilitate student preparation and review. However, these interpretations are provisional because the timing of the survey coincided with COVID-19 and many classes were being held online.

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# Consciousness Concerning University Classes by Practical Professors: A Case Study of Career Studies, Media Studies, and Tourism Studies

NINOMIYA Yu

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Practitioner teachers are increasingly teaching in undergraduate programs at universities. This paper clarifies the characteristics of education by practitioner teachers through the analysis of interviews with the parties. The narratives of the 12 full-time faculty members with practical experience were characterized by both competence and performance models. First, for the former, there are two modes: the regions mode, in which knowledge about the practice is recontextualized, and the general skills mode, which focuses on “trainability.” The latter is the liberal/progressive mode, which emphasizes the learner’s position relativizing business values, and the populist mode, which concerns itself with the fields from which the practitioner faculty members come. Modes other than the domain studies mode are at variance with the policy intended to promote the hiring of practical professors. The limitation of this paper is that it focuses on the subjectivity of the practical professor and does not address the effectiveness of education by them.

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Associate Professor, Academic Assembly, Gunma University



# Challenges of Residence Life Programs to facilitate Students' Learning and Learning Outcome-Based Assessment in Japanese Higher Education

CHO Shinichi\*

ABE Yukiko\*\*

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This study examines challenges of residence life programs to facilitate student learning and learning outcome-based assessment in Japanese higher education.

In the United States, the shift to learner-centered higher education has led to the development of residential life programs focused on student learning. However, the development of residence life programs in Japanese universities are just starting. Therefore, based on the analytical framework of the previous study about Living Learning Communities (LLCs) in the United States, we conducted case studies, including semi-structured interviews with staff and RAs (residential students) in these residential life programs.

Both university residential life programs have three elements in common with LLCs in the United States: the academic environment, co-curricular environment, and social activities in the residence hall. Furthermore, implementing learning outcome-based assessment led to a paradigm shift to learner-centered residence life programs. However, there are still issues to be examined regarding the collaboration with faculty/academic affairs organizations around consistent goals and objectives and assessment in creating educational residence life programs.

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# Experiences of Becoming a University Student During COVID-19: Interviews with the Class of 2020

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ONO Mariko\*\*\*\*\*

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This paper examines the experiences of becoming a university student during COVID-19 based on 12 interview studies. Since 2020, universities have been restricting activities on campus because of the outbreak of COVID-19. How did students who entered the university in 2020 experience becoming university students? What is the impact of the experience on their understanding of being a university student and the university?

According to the 12 interviews with students from three different institutions, their understanding of the university and student life motivated them to take to start a new life although their activities were limited to online. However, their experiences were considered unreal as they lacked physical experiences of meeting new people, using the campus facilities, and joining club activities. They had controlled relationships as they were able to decide to connect or disconnect when the relationships were online. As a result, they were not sure if they were becoming a university student or a 4th-year high school student. The results indicate the importance of having physical experiences of student life for students in the transition to higher education to make sense of what it means to be a university student.

Further investigation is necessary to identify the impacts of such experiences on student life in the future.

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# Student Exchange Agreement in Japanese Higher Education: Focusing on Reciprocity and Stratification

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OTA Kazusa\*\*

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This study provides an overall picture of study-abroad agreements held by Japanese universities. Using data from the Ministry of Education, Culture, Sports, Science, and Technology (MEXT), we found that in the academic year 2017, there are 26,747 agreements in Japan as a whole, with Asia accounting for about half, Europe (26.89%), and North America (15.21%), with these three regions accounting for more than 90% of the total. The overall average proportion of reciprocal (mutual tuition waiver) agreements was 57.26% with regional differences of partners; higher rates in Europe (64.35%) and lower in North America (48.07%). The use of agreements over the three years from the academic year 2015 showed that the rate was approximately 60% in Asia and 60%-70% in Europe and North America, with differences depending on the institution. The number of agreements per student was about twice as large for public institutions and about three times as large for national institutions compared to private institutions, and for both national and private institutions, the number of studies abroad agreements was higher for more selective university groups, with a larger percentage in Europe than in Asia. In terms of the mutual reciprocal agreement proportion, the rate was lower for national universities in the selective groups, while the rate was higher for private universities in the selective groups, indicating a twist phenomenon depending on the establisher and tier.

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# Educational Competencies Evaluated at Recruitment of Faculty in Japan: Longitudinal Analysis with JREC-IN Data

KATO Maki

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This study identifies the changes and characteristics of educational competencies in an open requirement for faculty in Japan. Using the data from 2001 to 2020 of JREC-IN, a portal site for career support for researchers, this study analyzes the frequency of the term “mock classes” and “syllabus” being listed in the application items regarding the appearance of educational competencies. The results reveal that both variables gradually increased from about 1% at the beginning of the period to 23.07% and 6.75%, respectively, at the end of the period. The percentage of mock classes and syllabi requested in the recruitment from 2015 to 2020 differed among types of universities, subjects, and ranks; It was higher at private universities and junior colleges than at public universities. Humanities and social sciences were also overwhelmingly more common than natural sciences, and associate professors and full-time lecturers were requested more often than other ranks of recruitment. The results also showed differences by rank and tenure, such as that more applicants for the tenured position were sought to show educational abilities than others for fixed-term positions, while the tendency was not confirmed in the associate professors and full-time lecturer positions.

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

# The Use of Online Classes in Universities after the Covid-19 Pandemic: Challenges of Online Classes from the Perspective of the Learning Cycle

TAGUCHI Mana

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The Covid-19 pandemic increased the usage of online education, which was not previously common in Japanese universities. The experience of online classes on both lecturer and student sides may cause changes in university education in the future. It will be vital to investigate how online classes can be administered without the limitations of face-to-face classes, taking into consideration how online classes were provided during the Corona Disaster. When doing so, it is important to think about what kinds of online classes would be most beneficial for learning, taking into account the fact that the spread of e-learning was limited in Japan prior to the Covid-19 pandemic. With reference to the theory of the “cycle of investigative learning,” I will define the function of teachers in online classes in this essay. I will also discuss the challenges of online classes from the viewpoint of the cycle of learning.

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# Student Representatives and Internal Quality Assurance at UK Universities: How Do Students' Unions Engage Student Reps with Quality Assurance?

TANAKA Masahiro

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This study explores how students' unions at United Kingdom universities engage student representatives through internal quality assurance. Specifically, it analyses how the student representatives are selected, how they are trained, and what their roles are according to their titles, by referring to the case studies of the following five British universities: The University of Reading, The University of Worcester, The School of Oriental and African Studies University of London, Royal Holloway University of London, and Newcastle University. The results reveal that at United Kingdom universities, the student representatives who participate in internal quality assurance can use the voices of the entire student body to enhance their educational experiences because students' unions (i) manage the selection and training of student representatives, (ii) define the role of student representatives hierarchically, (iii) centralize the information obtained through the activities of student representatives and return it to the student body as a whole. Based on the findings of this research, the implications for Japan are presented.

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# Possibilities for Educational Digital Transformation at Universities

MURAKAMI Masayuki

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To organize and introduce the research and practices, this study uses the four-tier model of teaching and learning management to examine digital transformation (DX) in higher education from two perspectives: online classes and educational data analysis.

This essay on online classes demonstrates how university organizations have supported them, how faculty practiced online classes in compliance with COVID-19, and how students evaluated them. Future university classes will take into account the best mix of in-person and online instruction.

This paper discusses research on learning analytics and visualization in higher education and the status of Institutional Research at Osaka University, concerning the analysis of educational data. The potential and difficulties of analyzing educational data analysis are considered.

Finally, it discussed the need to accumulate and implement various studies corresponding to the four-tier model of teaching and learning management to boost digital transformation and learning transformation in universities in the future.

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# Advertising and Public Relations of Modern Universities in Japan: Focusing on the Analysis of the Content of the HP in the 2010s

HASHIMOTO Koichi

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University advertising and public relations activities on the Internet have become more active in recent years. Thus, this paper takes university HP content, extracts the characteristics and differences of its appealing content from quantitative text analysis, and examines the positioning strategies and organizational identities of university groups in terms of their attributes.

Using the Web Archiving Project (WARP) HP archive by the National Diet Library, I sampled 141 universities (representing 20% of the listed 4-year universities) and collected textual data for the June terms of 2011, 2015, and 2019 academic years for each university. Co-occurrence networks, correspondence analysis, and topic model analysis were used to extract the characteristics of the content of the appeals in the university world, and to identify differences in positioning and changes over time for each university group, which can be divided by founder and year of establishment. The results of this analysis provide important suggestions for future research on university advertising and public relations, organizational identity, and branding.

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Professor, Open University of Japan



# Accounting Education in English as Foreign Language for Instructors and Students: Literature Review and Experience from the G30 Program at Nagoya University

NOGUCHI Akihiro

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This paper is the interim report of the international joint research project “Accounting Education in English as Foreign Language for Instructors and Students” by Nagoya University Graduate School of Economics and the University of Guam School of Business and Public Administration (Mrs. Martha G. Suez-Sales, and Dr. Maria Claret M. Ruane) since 2020 to clarify the opportunities and challenges faced by instructors and students in the case of accounting education in English as a foreign language.

Although the on-site exchange was blocked due to the COVID-19 pandemic after March 2020, online activity continued and the results were presented at ICBEIT on March 19th, 2021, in the panel session entitled “Accounting Education in English as Foreign Language for Instructors and Students” with Mr. Jason Katigbak, CPA, University of Guam and IP&E Holdings, LLC, and in the presentation on March 17th, 2022, entitled “Accounting Education in English as Foreign Language for Instructors and Students: Literature Review.” This paper is the first publication of the results of the international joint research project.

Based on the literature review and discussion, opportunities and challenges are described for accounting education taught entirely in English in Japan. We conclude that to make the most of the G30 program at the School of Economics, encouraging non-G30 Japanese students to be enrolled in the G30 program lectures is the key.

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# An Exploratory Study of Factors that Promote Learning Bridging between Regular Curriculum, Co-Curricular, and Extracurricular Activities, through the Perspective of Student Engagement

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MATSUI Kenji\*\*

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The definition of the notion of learning bridging in the context of university students' learning is "bridging what has been learnt from multiple situations." Beyond just capturing the reality of what college students study, this concept can be seen as having significant implications for how students will be able to use their abilities in society in the future.

This study sought to address these issues by focusing on the relevance of cross-situational learning and the basic factors that develop learning associations and behaviors. Based on the examination of an interview survey of 30 university students, methods of learning engagement and activities were assessed as factors that build a connection between "learning in the classroom" and "experiences in other different activities."

Four categories and subcategories emerged from the findings: (1) deep quantitative or qualitative involvement in certain learning and activities; (2) implementation of experiential learning beyond the scope of a single activity; (3) experiences of diversity that go beyond the confines of university and faculty; (4) an objective view of one's field of learning. The study also puts forth a theory regarding the relationship between these categories and the meaning-promotion in learning bridging that uses these categories as factors.

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# Relationship between Admission Centers and Decision-Making Bodies and Faculties of National Universities: Based on the Narratives of Faculty and Staff

ONO Mariko

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To multidimensionally and holistically assess the qualities and abilities of applicants for university entrance examinations, it is important not only to establish an Admission Center (AC) but also to establish an internal system that enables discussions involving the university. Therefore, this study conducted an interview survey of members in charge of admission to understand the relationship between AC and decision-making bodies, and faculties from the perspectives of the decision-making process and networking methods with faculties.

The results revealed that the expectations of the university's executive board regarding multidimensional and holistic assessment and their views on where the authority for admission decisions lies can influence the decision-making process and define the relationship between AC and decision-making bodies and faculties. Specifically, the relationship between the executive board and the faculty, and the AC may affect the ease of decision-making.

The methods of networking with faculty were found to be both individuals- and organization-driven, but what they all had in common was the recognition that the cooperation of faculties is essential for the implementation of the admission. In other words, the significance of network building lies in deepening mutual understanding through day-to-day operational support and creating a situation that promotes negotiation of interests.

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# The High School-University Articulation in Inquiry-Based University Entrance Examinations: From the Interviews with Faculty and Staff

TANAKA Kohei\*  
ONO Mariko\*\*  
OKADA Kohei\*\*\*

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There has been a growing interest in ‘Inquiry-Based University Entrance Examinations (IBUEE)’ since MEXT has recently focused on reforming high school education, university entrance examinations, and university education in addition to emphasizing inquiry-based learning in high schools. This study aims to examine the design and management process of IBUEE and its curriculum articulation with educational programs at universities to establish a view of the high school-university articulation that IBUEE offers. This study used a semi-structured interview survey to achieve its goals. As a result, both external and internal factors triggered the implementation of IBUEE, which was carried out through a top-down or bottom-up approach. In the process of developing the purpose of each university’s entrance examination, the settings that define the mission of each university were sometimes incorporated into IBUEE. We also demonstrated how these environments could be actively directed toward connecting with educational programs in certain situations or indirectly supportive of such linkages in other cases. Furthermore, we demonstrated that there are two types of high school-university articulation perspectives held by IBUEE. The latter type is aimed toward connection with careers and lives while the former type is what is oriented toward connection with research at universities.

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