

# English Abstracts

# Significance of Specialized Education of Economics in the School of Economics, Nagoya University

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Focusing mainly on microeconomics, macroeconomics, econometrics, and applied economics, this article explains the implementation of the specialized education of economics at the School of Economics, Nagoya University, and examines its significance. The school has educational goals of enhancing basic analytical ability and voluntary exploration ability. To achieve these goals, the school has formulated a curriculum in which students first learn introductory mathematics and statistics, before taking basic specialized courses and then specialized courses (including lectures and seminars). The significance of economics as specialized courses may differ depending on the levels of knowledge and understanding of economics needed by students. Knowledge and understanding of economics help students who need economics as a common sense of being members of society enjoy consumption activities in daily and social life. Such knowledge and understanding enhance the ability of students who need economics as non-academic professionals to make accurate judgments in business activities as well as help students who need economics as academic professionals prepare for learning theoretical and empirical analyses at graduate schools. Given the significance of economics, students who wish to learn economics as a part of their specialized courses might suffer serious consequences without the availability of these courses at the undergraduate level.

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# Curriculum Reform in Humanities Education: The Case of Nagoya University

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Because of the Japanese government's economic austerity and the decrease in the population of 18-year-olds, Japanese universities are confronted by many difficulties. In particular, the Japanese Ministry of Education has urged national universities to take active steps to abolish humanities organizations or convert them to other more "useful" ones. Such a demand is absolutely absurd since a decline in the study of humanities will likely hamper the growth of creative work, even in the field of technology. We should also admit, however, that humanities education in Japanese universities has room for improvement. Therefore, we should first overview the current status and issues of humanities education and then discuss measures toward its improvement. In this paper, we will focus on bachelor's education with special reference to the School of Humanities, Nagoya University, which has recently undertaken organizational restructuring and curriculum reform.

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# School of Informatics in Nagoya University

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Recently, the requests and the demands for the university education becomes complicate more and more. Because the School of Informatics is set up in the situation in such times, the education system is designed well for accomplishing various social requests in an education purpose, a curriculum and so on. A purpose of this report is to introduce the sophisticated education system of the School of informatics. At first I explain a social and a scientific requests shown in the setting of the School of informatics. Then, I introduce education purpose and the admission fee policy of the information department, curriculum policy and diploma policy. Finally I describe the characteristic professional training curriculum of the information department. After the specialty subject that added the introduction of the basics of subject crossing subject specialized in a line of thought fusion type, specialty and total compatibility as a characteristic of the specialized basic subject, the introduction of the quarter system, introduction of rate specialization, the unit of the practical education, I easily speak a specialty subject.

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# Reorganization and Specialized Education in the School of Engineering, Nagoya University

TAGAWA Tomohiko

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A new education system will commence from academic year 2017 in the School of Engineering and the Graduate School of Engineering, Nagoya University. The ordinary 4 + 2 + 3 system for the undergraduate (4years), postgraduate (2years), and doctorate (3years) courses will be shifted to a 3 + 3 + 3 system including a “late specialization system” in the basics (3years) + specialization (3years) + innovation (3years) system. In this report, this new system of undergraduate and graduate schools is explained in comparison with the present 4 + 2 + 3 structure. Then, the new education system will be discussed with actual examples, including the role of specialized courses.

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# Academic Program for the School of Agricultural Sciences of Nagoya University: Current Status and Strategy for Reformation

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The School of Agricultural Sciences of Nagoya University seeks to develop individuals with knowledge and training in agricultural sciences, capable of contributing to society through their humane attitude toward all living organisms, comprehensive decision-making abilities, and creative problem-solving skills. It has been 10 years since the last reformation of the undergraduate curriculum, and some issues such as the polarization in student achievement and the redundancy in the course contents have been pointed out. Moreover, given the current situation that almost 80% of undergraduate students attend graduate schools, the curriculum committee has been promoting the reform of academic programs with educational continuity at universities and graduate schools in mind. In the new academic program, many basic subjects have been made compulsory in an effort to make all first- and second-year students acquire basic knowledge needed for advanced education. Third-year students must take many special subjects and laboratory exercise, including the subjects that act as a bridge to graduation work in the fourth year. Each department offers a wide variety of programs and improves curriculums in order to develop students capable of working in graduate schools and places of employment.

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# Self-Recognition in Women's Colleges in Japan: Content Analysis of Presidents' Messages

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This article presents content analysis of presidents' messages of women's colleges from the viewpoint of self-recognition. It examines how presidents recognize their own colleges under difficult conditions in order to survive. Concretely, the following research measures were taken: collecting presidents' messages on each college's website, analyzing all the texts using quantitative text analysis, and extracting common core features and differentiation strategies.

The findings were as follows:

- 1) In presidents' messages, the content with the largest amount of words was "the model of student development," followed in order by "the college's history and mission" and "the educational policy."
- 2) Women's colleges tend to list "an emotionally intelligent person," "a self-reliant person," "a person with high levels of expertise," "a person who can contribute to society," and "a person who is cultured and educated" as models of student development. This indicates that these personalities embody the central ideals of women's colleges.
- 3) Colleges that were previously women's colleges are less likely than women's colleges to refer to "an emotionally intelligent person," "a self-reliant person," and "a person who has good leadership skills" as models of student development. This shows that only women's colleges prefer and retain such models.

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# Effects of Students' Attitudes in "Lecture" and "Active Learning" on Learning Outcomes: Results of the Questionnaire Surveys at a Junior College

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This paper examines how students' learning during both lectures and active learning can have an impact on learning outcomes for developing competencies. Active learning is considered to be more effective than lectures in the development of competencies. However, the differences between them have not been empirically treated.

In this study, first, the "Lecture Attitude Scale" was developed to measure the quality of students' learning during lectures. It was necessary to examine how students' learning was focused on both lectures and active learning. Next, questionnaire surveys were administered twice (Time A and Time B) to 90 female students at A Junior College. The main finding is that students' learning during both lectures and active learning can have an impact on the development of competencies to some extent. This suggests that students' learning during not only lectures but also active learning should relate to the development of competencies.

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# A Case Study on the Gaps in Institutional Evaluation and Planning

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This paper aims to report on a case study of a state university in the U.S., describing how institutional evaluations and strategic planning presumably work dissonantly but make sense of events among people who participated in the evaluation process. From the viewpoint of the positivist paradigms, data analysis, institutional self-study, and future projection must be connected logically under rational explanations. However, emphasis on the rationality and consistency between evaluation and planning does not necessarily bring about institutional effectiveness. This paper re-examines the process of evaluation and planning as a socially constructed narrative that has a positive impact on organizational integration.

The main findings are as follows. First, all data and evidence provided by the office of institutional research are not examined thoroughly but questioned partially to facilitate interactions among members of the evaluation committee for collective understanding of the issues. Second, the process of appraisal and projections are decoupled from central issues in the institution and accomplished symbolically. Third, focusing on interaction to develop diverse interpretations of fact and data has a significant effect on organizational integration.

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# Lifelong Learning for Adults as a Business Model in French Universities

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This paper aims at clarifying the actual conditions and problems concerning the lifelong learning for adults in French universities. We examined the contents of documents published by the French Ministry of Education and lifelong learning centers in universities as well as interviews with people working at the centers.

Subsequently, we obtained the following findings:

1. Lifelong learning centers in universities offer education with a tuition fee, although the initial education is free of charge. Enterprises have to make contributions to such centers if they are to enroll their workers.
2. Universities do not succeed in attracting adult students because of the competition among organizations in the same business and the lack of understanding between the presidents' teams and faculty members with regard to lifelong learning.
3. Some conditions for lifelong learning to be sustainable as a business model are as follows: a. quality of education, b. development of partnership between universities and industries, and c. change of faculty members' mentality toward lifelong learning.
4. It is possible to theoretically transfer the results of pedagogical innovations pursued by lifelong learning to the initial education; however, doing so is difficult in practice.
5. At present, it is difficult to sustain lifelong learning as a business model in universities even though universities enjoy some advantages offered by the French government.

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# Active Learning Considered from the Viewpoint of Instructional Design

KOGO Chiharu

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This paper focused on the keyword “active learning,” which has recently received much attention in Japan, and examined several instructional design models for active learning elements. Course design methods were proposed in three different forms of education. From the very time instructional design was conceived, it embodied the idea of active learning and learner-centeredness—for example, the principle of learner testing, the evidence-based cycle of improvement, and authentic methods of evaluation. In the representative models of instructional design—Keller’s ARCS (Attention, Relevance, Confidence, and Satisfaction) motivational model, Gagné’s nine instructional events, and Kogo’s rocket model of course design—elements of active learning are incorporated. On the basis of instructional design principles, the design and development of active learning are proposed in the following three forms of education: personalized training for no more than 10 students, group work training for no more than 100 students, and massive online courses for more than 1,000 students. In conclusion, every form of education will become active through instructional design principles.

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# Implementing Assessment Practices in Japanese Universities: Issues and Challenges facing the IR/IE Office in Yamagata University

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Japanese universities are required to formulate clear learning objectives and independently demonstrate that the educational programs that they provide are effective. To accomplish these requirements, most universities are working toward a coherent set of “3 policies.” These are locally known as the Diploma Policy, the Curriculum Policy, and the Admission Policy and are considered to be fundamental in the assessment of student learning outcomes.

In this paper, we will address how the IR/IE Office in Yamagata University formulated those three policies and describe the issues and challenges that we faced during the process. In the U.S., academic programs and their outcomes are clearly defined and closely related; however, those relationships scarcely exist in Japan. To tackle these problems, we examined how U.S. universities assess their effectiveness.

Since our research is currently ongoing, we cannot share the entire assessment process. However, this paper will aim to help other Japanese institutions in their continuous improvement by sharing what we have learned from formulating our three policies and assessment plans.

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# The Present State and a Remaining Problem of University Entrance Examination Reform: From the Perspective of Performance Assessment

NISHIOKA Kanae

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This paper aims to examine the 2020 reform of the articulation between high schools and universities in Japan, focusing on the assessment methods used in university entrance examinations. Policy discussions following the Report on Qualitative Change promoted multi-dimensional assessment in university entrance examinations in order to develop competencies and abilities.

The number of universities that use both the National Center Tests and the second round of tests given independently by each university for general entrance examinations have both declined. There are many universities that demand that candidates take no more than two subjects for examination. Admission office (AO) entrance examinations, or examinations for candidates recommended by high-school principals, are recognized to be inadequate measures of examining academic achievements.

Against this backdrop, the University Candidate Academic Achievement Tests (provisional name) to be introduced in the 2020 reform are expected to evaluate wider achievements than the present National Center Tests through their use of problems such as short-answer questions and conditional descriptive questions. The unique entrance examination of the Faculty of Education, Kyoto University, examines a wider learning history and logical/critical thinking of candidates by using a portfolio, tasks, and oral examination.

The 2020 reform, however, has a limitation in that it has not produced a plan to incorporate performance tasks that are in the process of being introduced in various subjects for the university entrance examination.

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# University Entrance Examinations in China from the Point of Relations between High Schools and Universities

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This paper aims to show the characteristics of university entrance examinations in China. It is very important to identify students' talents or measure their special qualities, and most Chinese universities' entrance examinations use the National Center Test for University Admissions. Recently, entrance examinations that include application recommendations (including self-recommendations) in order to avoid excessive competition have been increasing in China. Major Chinese universities have their own entrance examinations that are contrary to the government policy.

Further, the number of university entrance examinees is increasing. However, universities must select students carefully. Chinese universities' entrance examinations are facing serious problems in various aspects related to students, universities, and the government. This paper analyzes the current situation of university entrance examinations in China.

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# Investigating the Collaborative Reflection: The Case of “Contextualizing Self in Society” at Waseda University

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This study focuses on the class “Contextualizing Self in Society,” provided as six lectures at Waseda University. This paper aims to investigate how these lectures reflect collaboratively on their teaching practices. We analyzed reflection sessions from July 2015 and February 2016. The framework of teachers’ reflections consisted of students’ learning (contexts/contents) and results (success/failure). Our results showed that collaborative reflection fostered shared understanding of practice and of students’ learning. The challenges to student performance that they shared concerned how students make their own narratives, how they thought about social problems with their own authorship, and what teachers could do when students encountered difficulties. Although we did not find a final solution, we could agree on what the problems were and come up with trial solutions. The most effective measure for practice improvement is to convert tacit knowledge with common understandings. The results also showed that relating concrete student performance to the class context enabled deep class reflection. We concluded that collaborative reflection can improve the classroom experience for lectures.

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# Problems Recognized through Technical Writing Education for Engineering Students

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This paper aims to introduce the problems recognized by the author through technical writing education implemented for the students in the School of Engineering, Nagoya University, as well as their solutions. Recently, research universities, including Nagoya University, have stressed on the importance of publishing a considerable number of papers in international journals to gain a higher reputation. Typical English education in Japan, which is not very suited for writing papers in the fields of engineering, does not focus on a particular disciplinary field. On the basis of findings of technical English writing education, the author argues that the students fail to complete their paper because of an unorganized understanding of their research information. Two tools, the abstract format and the research map, have been developed for organizing complex research information preparation tools for the students. The abstract format is designed to consider technical contradictions, whereas the research map is a model of research activities. These are applications of the theory of inventive problem solving (TRIZ).

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# Preliminary Study on the Formation and Advancement of University Research Administrators in Japan

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The present article studies references on University Research Administrators (URAs) such as policy documents and research papers, to discuss the future direction of research on URAs, who have recently been prominent in Japanese universities.

Several findings have been derived. The URA program by the ministry aims to allow researchers to concentrate on research, whereas many other references indicate the orientation toward the cooperation between universities and the industry. Research administration divisions have been established in universities before policies have been formulated, but university executives are not satisfied with the current URA status. Lastly, becoming a URA is repeatedly stated as the options available to Ph.D. holders, since the expansion of career variety for Ph.D. holders has been on the political agenda.

URAs in Japan are policy-led professionals/experts within the closed society of universities; therefore, studying the formation and advancement of URAs in Japan may require detailed investigations such as intensive interviews of URAs, professors, university executives, and administrative staff members of universities.

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