



Researching
Japanese
Higher Education
1998-2008

Center for the Studies of Higher Education
Nagoya University

Researching Japanese Higher Education

1998 - 2008

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Nagoya University

First Edition

DAITEC Co.,Ltd.

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Published by DAITEC Co.,Ltd.

4-85 Chikara-machi, Higashi-ku, Nagoya 461-8620, Japan

Tel +81 52 932 5768 Fax +81 52 932 9666

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Researching Japanese Higher Education: 1998 - 2008

ISBN: 978-4-86293-025-5

First Edition

Printed in Japan

CONTENTS

PREFACE	1
<i>Editorial Board</i>	

SECTION I

JAPANESE HIGHER EDUCATION

Senroku Uehara's View on Undergraduate Education after World War II in Japan	5
<i>Tomoko Torii</i>	

Economies of Scale and Scope in Japanese National Universities	33
<i>Hidehiro Nakajima, Keith J. Morgan, Tomoko Torii, Takuo Kominato, and Terumasa Ikeda</i>	

SECTION II

TEACHING AND LEARNING AT NAGOYA UNIVERSITY

How Class Size Affects Teaching and Learning	49
<i>Toshiki Nakai</i>	

Who Enhance Quality of Education? A Survey Using Student, Faculty and Institutional Inventories	65
<i>Toshiki Nakai, Hidehiro Nakajima, and Masahiro Chikada</i>	

Supporting Faculty Development A Case of the Center for the Studies of Higher Education	83
<i>Tatsuya Natsume and Kayo Aoyama</i>	

SECTION III

DEVELOPMENT OF TOOLS FOR TEACHING AND LEARNING

Mission Possible? A Self-Study on Mission Driven Research <i>Terumasa Ikeda</i>	95
Developing <i>Learn with Professor Tips</i> <i>Kazuhiisa Todayama and Masahiro Chikada</i>	113
The Development of a Web-based Course Management Tool for Faculty Development <i>Hidehiro Nakajima, Toshiki Nakai, Masahiro Chikada, Tomoko Torii, and Terumasa Ikeda</i>	129
Development of <i>Seven Suggestions from Professor Tips</i> <i>Toshiki Nakai</i>	145
Development of <i>Study Tips</i> Involving First-year Students in the Academic Community <i>Masahiro Chikada, Kazuhiisa Todayama, Tatsuya Natsume, Masahiro Chikada, and Toshiki Nakai</i>	159

FUTURE PROSPECTIVE <i>Kazuhiisa Todayama</i>	181
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APPENDIX: Notes on the Establishment of the Center <i>Yoshiko Saitoh</i>	185
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LIST OF AUTHORS	189
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EDITORIAL BOARD	191
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PREFACE

Editorial Board

This book, *Researching Japanese Higher Education: 1998-2008*, is being published in commemoration of the tenth anniversary of the Center for the Studies of Higher Education at Nagoya University and for the purpose of introducing Japanese higher education and its research style to various readers outside of Japan. It is edited in the form of a collection of selected articles originally subscribed to in Japanese by current and former members of the Center. Most of the articles are from back issues of the Center's refereed journal entitled *Nagoya Journal of Higher Education*. In the case of a current publication articles are translated into English for the first time with some updates.

The main part of the book is divided into three sections. The articles in Section I explain characteristics of Japanese higher education. Senroku Uehara, who studied in the first article, was a university president who made an impact on educational thought on universities after World War II. The seminar at his laboratory has been famous for producing personnel that leads the discussion of university education or are active in social movements. The second article was a timely publication because it studied "economies of scale and scope in Japanese national universities" and was presented just before the semi-privatization (reform into an independent administrative agency) of Japanese National Universities on April 2004.

The articles in Section II show the situation and status of teaching and learning at Nagoya University. One clarifies an effect of class size on teaching and learning while two others discuss how teaching and learning could be enhanced. The former proposes the collaboration and role sharing among stakeholders such as teachers, students, academic affairs members, etc; the later examines ways of supporting faculty development (FD) activities by reviewing the status.

In Section III collected articles revisit courses of several tool developments for FD or students' learning at the Center. The tools introduced in this section are: a collection of teaching tips, an online course management tool, suggestions for collaboration and role sharing and a learning guide for first-year students. Also, there are other recently developed tools such as a handbook of curriculum design and a faculty guide to classroom English, which do not appear in this book. As an informational aid, a note about the course of the establishment of the Center is included at the end of this book.

Some of the main articles mention that Japanese scenes of FD have been limited in teaching and learning, or education at most, of the university. The following *Future Prospective* points out that FD should and could have a wider scope that includes research management and career development of faculty members. It also gives advice on what the Center should intend to do throughout the next decade, including supplying information about Japanese higher education to all parties of interest. We hope that this book can play a big role in starting a new age and trigger further communication with you.

Acknowledgement

Editorial board members appreciate writers and other contributors to this book: Dr. Yuka Kubota (Research Fellow) and Ms. Kukiko Okada (Research Assistant) who compiled articles, Dr. Bruce Macfarlane (the former Visiting Professor at the Center; currently at the University of Portsmouth), Dr. Motoki Fujii (the former Contract Lecturer at the Center; currently at Shizuoka University) who assisted with proofreading, Ms. Miho Yamamoto and Ms. Mina Kohjiki (officers of Academic Affairs and Planning at Nagoya University) who took care of budgetary and clerical aspects.

We are appreciative of those who have advised, supported and collaborated with the Center during its first decade. It is our wish that this book successfully expresses our gratitude for their contributions.