Achieving the Globalization of Education: Waseda’s Educational Reform

20 November 2008

Global Penetration of the World’s Universities
Policies of Regions/Nations: US

- USA
  - Concept of the "Global University"
    - Set a goal of sending 1 million students abroad
    - Growing awareness of working together with the international community since the 9/11 attacks
    - Encouraging young researchers to participate in international symposiums, as well as joint international research to emphasize collaboration

Policies of Regions/Nations: Europe & Australia

- Europe
  - "Bologna Process"
    - Promote freedom of movement within the Higher Education Learning Zone

- Australia
  - Aiming to create a "cultural bridge" between the West and Asia
    - IARU and UMAP
    - Identifying exchange students as an important source of income
    - Low-price, high-quality English education due to the strength of the dollar; warm climate, safe
Global Penetration of the World’s Universities

Policies of Regions/Nations: Asia

China
Investing in designated institutions to increase international competitiveness
- Plan to send 5,000 doctorate students on exchange (CSC Program)
- Measures to discourage top researchers from going to the US

Singapore
Aiming to be the World’s Educational Hub (Global Schoolhouse)
- Goal of hosting 100,000 privately-funded exchange students & 100,000 corporate management trainees
- Attract prominent researchers from the world’s top universities
- Create a societal system that competes with those of advanced, English-speaking countries

Korea
Switching to an English curriculum
- Attracting top talent from abroad (exchange students & faculty)
- Promoting study abroad (950,000 studied abroad in 2005, with 60% choosing the US)

Japan
Policy goal of 300,000 international students
- As part of its Global Strategy, the government has set a goal of 300,000 international students by 2020
- To increase the competitiveness of educational research, programs to attract talented international students
- Government agencies and organizations are collaborating on designing comprehensive plans

Brain Drain from Asia
Asia’s brightest students & researchers are likely to go to universities in the US or Europe

Presence of US and European Universities in Asia

China
The University of Nottingham Ningbo

Singapore
INSEAD
The University of Chicago
Johns Hopkins University
Duke – NUS Graduate Medical School
Waseda University’s goals in the 21st century

- Strengthen fundamental education (English, Japanese, mathematics) and achieve educational reforms by promoting informatization of education
- Accept 8,000 international students by achieving the Global Campus (currently, 2,830 students)

Educational Reforms

- Open Education
- Language Learning, Global Literacy
- Internet On-demand Education

Global Campus

- Asia Cyber College (ACC) Project

1. Open Education

1. Before

2. After

Each school offers its subjects
Open subjects Open to all students at any school

Open Education Center
Lecture-based Model and Discussion-based Model

Teacher

Student

Self-contained

Systematic Knowledge

Memory Retention

Knowledgeable

Communication

Question

Think

Examine

Class-contribution

Analogy & Create

Peer Review

Lecturer

Student

Teacher & students

Teacher

Discussion-based Model

Lecture-based Model

Theme Study

Shared minor for the entire university

Reinforcing major

Acquiring secondary strength in addition to major

Learning another area to apply and use major

Issuing a Certificate of Completion

Open Education Center and Open Subjects

Open Education Center

Open Subjects

More than 3000 subjects

Theme Study (Minor)

19 courses

Study Abroad Program

Endowed Chair

Study Abroad Program

Tutorial Chinese Program

Public Agency

Open Subjects offered by partner universities

20 languages

Language Learning Program

Theme College

Only for 1st and 2nd year students

Capstone Subject

Okuma Juku

School G

School B

School F

School D

School E

School C

School B

Theme Study Courses in 2008

EU/European Integration Research

Movies/Films

English and Cross-cultural Understanding

Australian Studies

Sensitivity Culture Study/Aesthetics

International Cooperation

Science of Language

Korean Studies

Journalism

Strategic Environmental Studies

Software Science

Intellectual Property

Communication

Mediterranean Culture

China Studies

Data Analysis

City and Region Studies

Japanese Education Studies

Media Culture Studies

Peace Studies
Theme College

- Cross-school open seminars
- Interdisciplinary seminars for students who start participating during their first year before specialized education
- Only for first- and second-year students
- 260 subjects in 32 courses

Examples:
- China Studies
- Peace Studies
- EU/European Integration Studies
- International Linguistic Culture Studies
- etc...

Okuma Juku

Coordinator: Mr. Soichiro Tahara
Lecturer: For the courses, Mr. Hajime Takano, Mr. Shigetada Kishii and others were invited as visiting professors, and leading business people were invited as guest lecturers

Style: Lectures by guest lecturers
Discussion-based classes with lecturers
Q&A, discussion, group work
→Presentation
Constructing human networks beyond industry, government, and academia

Other: Summer camp
(agricultural work experience)

Waseda Method: 3 Step Method

2. Language Learning and Global Literacy

Step 1: Tutorial Language Learning Program
- Acquiring basic communication skills
- Small-class lessons (4 students per tutor)
- Constructing environments where students “have to speak”

Step 2: CCDL: Cross-Cultural Distance Learning Program
- Place to practically improve international communications skills using a common foreign language (English, Chinese, Russian, etc.)
- Joint seminars with overseas partner universities (61 universities in 21 countries in 2007)

Step 3: Cyber Seminar / Cyber Lecture
- Real-time interactive remote lectures and joint seminars on more specialized themes and using a teleconference system
Step 1: Tutorial Language Learning Program

- Fostering excellent communication skills in small-class lessons for a group of 4 students
- Small-class tutorial lessons for 10 weeks (twice a week, 20 classes in total)
- Classes are organized by learning purpose (General Course, Business Course) and by level (beginner, intermediate, advanced)
- In addition to the lessons, detailed individual instruction from tutors for each student using “Can-Do List” and “Final Review Sheet”
- 80% or more of students increased their TOEIC/TOEFL scores

Number of Participants:
- 2004: about 8,300 participants
- 2005: about 9,500 participants
- 2006: about 9,500 participants
- 2007: about 8,200 participants

Step 2: CCDL: Cross-Cultural Distance Learning Program

- Online chat (simultaneous interactive type) cross-cultural interactions
  - Real-time online chat (text and voice) with a partner in an overseas school at least once a week (about 45 minutes)
  - Opinion exchanges on various themes including current issues, fashion, lifestyle, university life, culture, sports, education, religion, traditions, and social values
  - Efforts to achieve mutual understanding with people of different backgrounds
    - Acquiring expression capacity
    - Improving Mean Length of Utterance (MLU)

Number of Participants:
- 2005: 3,416 participants (Waseda, 2,235; overseas, 1,181)
- 2006: 5,305 participants (Waseda, 3,211; overseas, 2,094)
- 2007: 6,378 participants (Waseda, 3,379; overseas, 2,999)

Step 3: Cyber Seminar / Cyber Lecture

- Real-time interactive remote lectures and joint seminars where students study more specialized themes using a teleconference system and a foreign language
- Discussion in specialized areas
  - Cyber Seminar: “World Englishes and Miscommunications”

Participating Universities:
- Chulalongkorn University
- De La Salle University
- Fudan University
- Korea University
- University of Malaya
- National University of Singapore
- Waseda University
- etc.

3. Internet On-demand Lectures
Internet On-demand Lectures

Reforms from knowledge-based to problem-solving style education

Advice / Opinion

Lecture contents

Anytime  Anywhere  Repeating

Interactive communication among participants

Waseda e-School

Class size: 30 students

Teaching Assistant

Teaching Assistant

Team teaching

Students (including business people, homemakers and overseas residents)

Growth of Internet On-demand Lectures

Waseda e-School established

Number of lectures

Year

7 17 125 231 389 466 857 2001 2002 2003 2004 2005 2006 2007

Number of students

Year

262 2,062 231 88 2001 2002 2003 2004 2005 2006 2007

Merits of Internet On-demand Lectures

- Greater time-and-space freedom of educational functions
- Greater time-and-space freedom of learning places for students
- Increased educational quality by publicizing teaching materials
- Individual learning through BBS and Teaching Assistants
- Both economic and academic incentives for graduate students by serving as Teaching Assistants
FOLC: Forum for On-demand Lecture Circulation

Objectives of establishing the FOLC

- Establish basis for distributing on-demand lecture contents
- Mutually distribute distinctive lecture contents among universities and other higher educational organizations
- Establish new problem-discovery and -solving style education through individual instruction

Asia Cyber College (ACC) Project

Overseas Bases of Waseda University

Waseda Education (Thailand)
Waseda Shibuya Senior High School (Singapore)
Waseda-Olympus Bioscience Research Institute (Singapore)
NTU/Waseda Double MBA Programme (Singapore)

Waseda University Singapore Branch Office (Singapore)
Waseda Shibuysen Senior High School (Singapore)
Waseda-Olympus Bioscience Research Institute (Singapore)
NTU/Waseda Double MBA Programme (Singapore)

Fostering leaders who will play an active role in Asia and create an Asian community
Thank you.