

Research on Soetanto Method on the Internet-Based Education Platform

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Abstract

For hundreds of years, education is basically based on the mode that teachers and students complete the process of teaching and learning face-to-face in a specific time and space. However, with the rapid development of science and technology, the popularization of computer and the emergence of Internet, teaching mode has changed greatly since the 21st century. Online Education, a newly emerging kind of education mode has been spreading throughout the world, which brings a huge impact on the traditional face-to-face teaching way.

Over the past 25 years, Professor Ken Kawan Soetanto has laid emphasis on the face-to-face interactive teaching with students in the classroom, using his unique teaching method (“Soetanto Method”, abbreviated to STM) to directly implement touching education on students. STM has inspired students from all around the world, giving them the motivation to learn and live, and even influencing their whole lives. Nevertheless, the question of whether STM can conform to the trend of online education comes up under the background of information era. Is it possible for STM to widely spread on the platform of Internet as well as gain similar effect with that of traditional face-to-face teaching mode? Based on the above idea, this thesis has done relative research on the subject by collecting data, shooting video, designing questionnaire and analyzing results.

Keywords: Education, Science Technology, Soetanto Method, Online Education, Analysis and Research.

1. The impact of science and technology on education

Face to face teaching method (abbreviated to: f2f education) has been widely acknowledged as the most traditional teaching method. Dating back to the Spring and Autumn Period (770 BC ~ 221 BC), with the rise of private school in China, especially under the most profound influence of Confucius private school, the mode of education changed from the primitive imitation and word of mouth, to the mode that teachers and students complete the process of teaching and learning face-to-face in a specific time and space. Similarly, in the Western history, school education, which was called "Academia", appeared in ancient Greece in 385 BC, the most famous example of which was Socrates' "question-and-answer dialogue"¹. In both the East and the West, face-to-face education has a history of thousands of years. Having been handed down from generation to generation, it is still the most widely accepted mode of education in this field.

With the development of science and technology, teaching modes have also been affected and changed. In the nineteenth century, correspondence education was popular for a time in Europe. In the 1950s, with the electronic communications technology developing rapidly, some universities in the United States began to put credit courses on the radio and television. The development of satellite technology in the following decade, as well as that of the optical fiber communication technology in 1980s, has further boosted the popularity of radio and television teaching mode. Based on the above, it can be seen that the change of education mode is an inevitable result due to the development of science and technology.

1.1 Computer Aided Instruction

In recent years, computer has been utilized as a means of school teaching aids. Computer Aided Instruction (CAI), Computer Aided Learning (CAL), Computer-Based Education (CBE), and Instructional Applications of Computers (IAC) are four common

applications in education. CAI is always the most widespread method among all, which mainly adopts the following six patterns: 1) supplementary exercises to the common teaching; 2) personal guidance; 3) counseling through communication (similar to Socrates' "question-and-answer dialogue") 4) teaching content-related games; 5) simulation of experiments, training and other real phenomena; 6) the problem-solving mode that uses rules and concepts to master the solving process and get the answer to the question². In addition to the high requirements on the hardware of computers, more importantly the core of these six modes is the courseware design, in particular the teaching content.

1.2 Internet-based Education

The development of the Internet is closely related to the computer, which is the basic carrier of the Internet. In 1991, with the establishment of "Internet society", the progress of the combination of computer, Internet and education has been accelerated, thereby leading to the concept of "Internet-based Education". Internet-based Education is basically divided into the following three forms.

The first mode is the "blended learning" that began in 2000, defining as "the combination of f2f education and online education to a certain percentage". This is the most typical way in Internet-based Education, which is also known as "distributed learning". This means that the Internet-based Education is not limited to the form of distance education; it can be used as an auxiliary tool to f2f teaching, or can also be implemented in a completely virtual teaching space.

Online courseware is another important form of Internet-based Education. One of the most famous examples is the MIT OpenCourseWare Program which officially launched in 2001. The program provides high-quality university courses and digital educational resources that with free open license, including the three components of curriculum plan, assessment tool and subject content. It is designed to make the project content accessible to anyone at any time via the Internet.

In 2008, the raise of Massive Open Online Courses (MOOC), which is mainly divided into cMOOC and

xMOOC, proposed a new form of teaching for Internet-based Education. cMOOC is a way that connects learners around the world together through a common topic or theme and allows learners to build learning network and knowledge base through communication and collaboration. xMOOC is much closer to the traditional learning model, operating the cycle of "feedback, learning, feedback" based on open educational resources. MOOC has been rapidly springing up globally since 2012 and has shaken the traditional higher education³.

The above forms of Internet-based Education laid a solid foundation for this new educational method. With the emergence of 4G network and smartphone, the combination of these two provides online education a broader space to develop the learning model of the future.

1.3 The Characteristics of Internet-based Education

Internet-based education is the one that breaks the limitation of time and space. Teachers and students can make teaching and learning occur at any time any space.

The most important feature of Internet-based Education is learner-centered. Student-centered not only means that Internet-based Education promotes active learning, mastery of course material and student control over the learning process⁴, but also because it creates a kind of education mode that everyone can accept, breaking the social class and age limit and expanding the scope of the teaching objects.

A scholar once has summarized the characteristics of distance education into four "any", which are: anyone, any age, anytime and anywhere⁵. However, from my perspectives, more precisely these four "any" should be the features of Internet-based Education. Above the four "any", there should be a fifth "any" in the characteristics – any course. That is to say, Internet-based Education is a mode of education that "any person of any age at any time any place can freely access any course", which breaks the limitations of traditional f2f education and other distance education.

1.4 The Target and Significance of the Thesis

Soetanto Method (abbreviated to STM) is an

educational method that Professor Ken Kawan Soetanto, a professor in School of International Liberal Studies (SILS) of Waseda University, aiming at inspiring the heart of students with the passion of teachers⁶. Over the past 25 years, Professor Soetanto has been utilizing this unique education idea to touch many of his students, helping them to get back their learning motivation, and even influencing them to change themselves and their lives. In 2008, Nikkei Business Online of Japan had opened a column named “Motivate People with Sincerity” and reported on Professor Soetanto and his STM for 16 times. The series of reports had received wide attention from Japanese society⁷. STM not only caused a sensation in the education sector of Japan, but also generated certain effects in Europe, the United States, Indonesia and other Southeast Asian countries, and China as well.

As a successful teaching method that has its own system, STM has always been practiced under the traditional face-to-face teaching way. However, under the background of the rise of Internet-based Education, if STM could keep pace with the time and be widely spread on the platform of Internet, it would be possible for STM to inspire more students and benefit more people. This exploration is an essential attempt, whether from the point of view of education or of social significance.

2. Introduction to *Soetanto Method*

Professor Ken Kawan Soetanto is a current professor in Faculty of International Research and Education of Waseda University, who has made rich and incomparable academic achievements with four PhDs in engineering, medical science, medicine and education, and three titles of academicians in the United States and Japan.

In 2012, in the co-published essay with Professor Soetanto⁸, Mai Higuchi defined STM as a method that “allows the teaching of knowledge, skills and furthermore of human potential development, allowing students to find growth within them, gaining intrinsic motivation, confidence and the spirits to challenge.” It is a relatively complete cognition of STM, which can be called as a definition.

2.1 The Content of *Soetanto Method*

After years of development and perfection, STM today mainly contains the following twelve items:

- 1) Care Every Student
- 2) Teach and Grow; Learn and Ask
- 3) Consciousness >> Knowledge
- 4) Knowledge + Skill + Humanity (*Ningenryoku*)
- 5) Interactive Operational Control (IOC)
- 6) Acharya
- 7) Education that Ignite Humans’ Inner Spirit
- 8) Touching Education
- 9) Shocking Therapy
- 10) Tit-for-Tat Education
- 11) Give a Man a Fish and You Feed Him for a Day; Teach a Man to Fish and You Feed Him for a Lifetime
- 12) The Fish Rising to Jiang Tai Gong's Hookless and Baitless Line

In my opinion, there are four core elements among all. Initially, the understanding to “Education” is the basic of STM. In Chinese characters, the word “Education (*Jiào Yù*)” is formed by two letters “Teach (*Jiào*)” and “Grow (*Yù*)”, which means that teachers should not only impart knowledge, but also nurture students. However, higher education today lays more emphasis on “teach” than “grow”. Professor Soetanto discovers the problem and pays great attention to it, which makes him emphasize more on the upbringing of students. Contents such as Interactive Operational Control and Touching Education are all created based on this starting point.

Knowledge + Skill + Humanity (Ningenryoku) is the content that Professor Soetanto has attached great importance to for many years. Professor Soetanto points out that, humans should not only be satisfied with acquiring knowledge from education, but also should develop their own specific *skills* based on the knowledge. It is necessary for students to keep their motivation, make in-depth development on a specific field and learn the essential professional skills, thereby improving their ability. On top of that, it is vital to add *Humanity*, or say *Ningenryoku*, to education as well. *Ningenryoku* was defined as the following three specific elements: 1) Basic learning ability, acquisition of professional knowledge and process knowledge and

other knowledge abilities; 2) Communication skills, leadership, civism, normative awareness, and the ability to learn from each other on the basis of respect for others, and other interpersonal skills; 3) Enthusiasm, endurance, the pursuit of one's own lifestyle, ability to achieve personal success and other self-control capacity⁹. The definition of *Ningenryoku* is not only a comprehensive summary to Professor Soetanto's teaching philosophy, but also a precise expression on the teaching content that Professor Soetanto permeates in his classes.

The third point is *Interactive Operational Control (IOC)*, a method that inspires students through interactive teaching. It lays a solid foundation for raising students' intrinsic motivation and achieving good teaching effect mainly through repeatedly practicing the complementary mode that contains in-class management, teachers' preparation and students' preparation. From the initial stage of knowledge impartation and skills training, it will gradually reach the advanced stage of teaching effect that leads students to a positive mind and a happy life⁷.

The higher level of *IOC* is *Touching Education*, which is also the core of STM. Nowadays, there are only 20% to 30% of university students who have passion on study. Teachers particularly prefer these "good students" while teaching, thus the rest 80% of the students are neglected over time. Professor Soetanto has noticed this problem, considering that one of the most essential factors for this phenomenon is due to the fact that teachers cannot effectively stimulate the learning desire of students or the lack of passion on teaching. Therefore, starting from himself, he is committed to complete the education of all students with *Touching Education*. *Touching Education* advocates teachers to use passion and sincerity to move students and light up their hearts, providing "the joy of wisdom" and "the enrichment of mind" to those who are passionate on learning, as well as making those who lose their goals and motivations cheer up and taste "the joy of learning" and "the moving heart" through their own efforts⁷. This is the ultimate goal of *Touching Education* and the most distinctive selling point of STM.

2.2 The Significance of *Soetanto Method*

Soetanto Method is significant in many aspects. Initially, for students, STM stimulates students' learning enthusiasm, improve students' ability of active learning and help students maintain their intrinsic motivation, making them deeply understand the fun of study. STM is also beneficial for students to improve their comprehensive ability, cultivate their emotional intelligence to help them to better adapt to the society. The effect of this education approach is either immediate or profound, which exerts a positive impact on students both in short term (higher education period) and long term (one's whole life).

Moreover, for teachers, STM called on teachers to reflect on their own problems in teaching. "Whether lack passion on teaching", "whether only focus on some students", "whether educate students sincerely"... all of these questions warn numerous of university and college teachers to arouse them to attach more importance on nurturing students. For higher education, STM focuses on the issues of university education confronts, such as "knowledge-centered trend", "egoism", "strict entry and tolerant exit", and "prioritization of research". The past experience and practice of STM have proved that these status quos are possible to be changed, which raised the concerns of society to above issues.

Lastly, students cultivated by STM are indispensable talents for social development, for they not only have certain knowledge and specific skills, but also are outstanding in humanity, which is beneficial for the society. STM has also been used in career education for many times. It successfully moved or shocked some of the hearts of the middle aged and elderly, making them spontaneously introspect themselves. The above shows that STM can be well-adapted and influential to the society.

2.3 The Implementation of *Soetanto Method*

A student had made a relatively overall summing-up on the components of Professor Soetanto's classes, which contained seven items: ① Class Rules; ② Assignments (including Papers and Presentation); ③ Telling Stories (including Professor's Real Stories and Other's Moral Stories); ④ Teaching Style (including

Way of Speaking and Body Movement); ⑤ Student-Student Interaction (including Classmates' Real Stories, Helping Classmates and Q&A); ⑥ Student-Teacher Interaction; ⑦ Student Feedback¹⁰.

The seven components above can be called as the ways to implement STM.

However, due to the certain limitations of Internet-based Education, five components are possible to be implemented online through Danmaku, Comment Boards and etc., which are Telling Stories, Teaching Style, Student-Student Interaction, Student-Teacher Interaction and Student Feedback, while Class Rules and Assignment are hard to achieve. Under the circumstance that some of the implementation ways cannot be guaranteed, is it still possible for STM to get the recognition of learners and strike a responsive chord with listeners, thus achieve its positive effect and make the spread of STM on the Internet meaningful? A series of practice, survey and research are going to be done in the following.

3. The Practice on Soetanto Method on the Internet-based Education Platform

3.1 Components of Internet-based Education

The current Internet-based teaching model usually consists of two parts in terms of the content: video contents and text contents.

3.1.1 Video Contents

Video contents of online teaching mainly include three parts: real-time video recordings of teachers' in-class lectures, video demonstrations of in-class learning materials and supplemental videos as reference materials. These contents mainly exist in the form of digital videos on the Internet.

Digital video is visually characterized by intuition, accuracy, beyond time and space, high efficiency and universality. The intuition of video reflected in the fact that audiences can visually watch and hear the relevant people and things they want to know with the help of the keeping records function of video. For the reason that video can convey a great deal of information, it is possible for audiences to efficiently receive a considerable amount of information within a short time. The universality of video is developed on account of the emergence and expansion of computer-based

Internet, making videos spread across the Internet as well as boosting the development of Internet-based Education. The above explains the reason of using digital video in this practice.

3.1.2 Text Contents

As the second component of Internet-based Education, text contents mainly include books (including textbooks), blackboard writing, word files, PowerPoint slides and etc. For thousands of years, text contents have always been the principal part of face-to-face education. Teachers and students accurately convey, record and communicate knowledge and information through text contents, as well as assign, complete and submit homework.

Paper-based text contents have gradually turned into electronic version since 1990s due to the popularization of Microsoft Office (Word, PowerPoint and etc.). At the same time, the development of the Internet brings the electronic version of text contents online and makes it an element of Internet-based Education.

Most text contents on the Internet take the form of academic databases. Many prestigious universities and research institutions in the world have their own academic journals. Students can search the text contents they need freely and acquire knowledge through reading them in these databases.

Text contents are still one of the essential factors in education. The questionnaire of this practice is made in terms of text on account of its characteristics of interaction, record, accuracy, transmission and cross-time-and-space.

3.2 The Production of Soetanto Method Video

Based on the above technical and content characteristics, as well as the following three aspects, the form of video was chosen to be utilized in the practice on Soetanto Method on the Internet-based Education.

Initially, the form of video carries out the main function of f2f teaching. The voice and facial expression of Professor Soetanto can be heard and seen directly through the video, which is equivalent to migrating f2f education to the Internet, just like receiving education in the classroom. This ensures the implementation feasibility of the video-based practice

on Soetanto Method to the maximum extent. Moreover, if people wanted to receive education of STM in the past, the only way was to come to Waseda University and make f2f communication. However, it is accessible from the Internet now through the video, meaning that there is no time and space limitations any more. This proves the high efficiency and trans-time-space features of the video. Therefore, the video of STM was produced for the research.

3.3 The Design of *Soetanto Method Research Questionnaire*

In this research, questionnaire is utilized to help record the statistics and reaction after watching the video. It is necessary to prove the researches, data resources and ideas stated in the previous two chapters through social investigation in order to make it clear whether the above statements can resonate with the masses and be accepted by learners and audiences. The firsthand feedback of the social investigation can reflect the real thoughts of the audiences, which makes the conclusion of this research valuable, objective and future-oriented.

Soetanto Method Research Questionnaire designed for the research is divided into 5 sections with 10 questions, including 5 single response questions, 3 multiple choices question, a matrix multiple choices question and a short answer question. (See Appendix 1: *Soetanto Method Research Questionnaire*.)

The first four questions from Question 1 to Question 4 are designed to collect the basic personal information of the respondents, including sex, age, education background and occupation. The purpose of investigating personal information is to observe, research and analyze whether answers in the latter sections are influenced by different sexes, ages, education backgrounds and occupations.

For the reason that both Soetanto Method and Internet-based Education are the main content of this thesis, it is necessary to make a simple survey on both parts with equal number of questions.

Question 5 and Question 6 belong to “multiple choices on Soetanto Method section”, aiming at gathering the audiences’ feedback on the 12 items of STM described in Chapter 2. By collecting the data of

the degree of recognition of these 12 items and calculating the average, it is possible to compare the figure with the data of STM in f2f teaching.

“Multiple choices on Internet-based Education section” is designed to investigate the frequency of learning online and the preferred expression forms of Internet-based Education, including Question 7 and Question 8. Results of the former question are closely related to the public acceptability of Online Education, while the latter question is for the sake of discovering useful forms for Internet-based education and observing the future trend.

Question 9, or “multiple choices on the combination of STM and Internet-based Education section”, is the most significant question among all. It aims at knowing the preference of respondents on the proportion of combining F2F Education and Internet-based Education, as well as the reasons why respondents select the corresponding option.

Question 10 is the last question which belongs to “short answer section”. It is aimed at getting any kind of feeling / question / suggestion / opinion of the video content from the respondents. A restriction was set to this question, making it a required question, which means that the respondents must leave a word on this question or else the answer cannot be submitted. The above is all of my deliberation on the design of this questionnaire.

Sojump.com is chosen for this research because it is the earliest developed and largest online survey site that is trusted by 90% of colleges, universities and research institutes in China. It is helpful to getting enough samples from China efficiently, even if the investigator of this research is studying in Japan.

3.4 Statistics and Results of *Soetanto Method Research Questionnaire*

The questionnaire was uploaded onto *sojump.com* at 1:24 PM (GMT+08:00) on November 21st, 2016 and the investigation was started at 5:24 PM (GMT+08:00) on the same day. In order to have enough time for analysis, research and thesis writing, the deadline of the investigation was set at 11:59 PM (GMT+08:00) on December 6th, 2016. During the 16-day inquiry period, 140 responses of the survey have been collected. Some

statistics and results are presented below. (See the detailed statistics in Appendix 2.)

3.4.1 Statistics of Personal Information Section:

Gender Statistics: There are 60 men and 80 women among 140 respondents, respectively accounting for 42.86% and 57.14%. Overall, the number of females is higher than that of males.

Age Statistics: The questionnaire is mostly answered by respondents who aged between 20-year-old and 30-year-old, with 60 people comprising 42.86% of all 140 respondents. 39 people are aged between 30-year-old and 40-year-old, occupying 27.86%, while 22 people are at the age of 40-year-old to 50-year-old, constituting 15.71%. The proportion of answerer aged between 50-year-old and 60-year-old is 6.43%. Under 20-year-old and over 60-year-old account for 5 people each. Overall, the participants are mainly young people, following by middle-aged, teenage and elderly. In the next chapter, the impact of the age distribution to the survey will be discussed.

Education Background Statistics: About 60% of the respondents have undergraduate degree. Most of the rest 40% participants are conferred either master degree or doctoral degree, while only 2.14% of all are high school graduates. This shows that the education backgrounds of almost all the 140 responders are relatively outstanding at least with university experience, which guarantees their proper understandings to the video contents, as well as ensure that the respondents will leave relatively objective comments on the questionnaire after watching the video.

Occupation Statistics: Among all the 140 participants, only 32.15% of which are students and educators. The rest 95 respondents are social people from different walks of life, such as Internet Industry, Financial Sector, Medical Profession, Press, Design Industry, Engineering Profession, Management Sector, Construction Trades, Individual Household and etc. The above result reflects that the audiences of the video have high social representativeness. The influence to the research will be elaborated in the next chapter.

3.4.2 Statistics of the Recognition Degree in “Multiple Choices on Soetanto Method Section”

refer to “4.2 The Analysis of the Recognition Degree on

Soetanto Method”.

3.4.3 Statistics of “Multiple Choices on Internet-based Education Section”

Question 7 of the questionnaire is about the frequency of learning online for the respondents. See “4.3.1 The Analytical Investigation on the Frequency of Utilizing Online Education” for relevant data and analysis.

Question 8 is a multiple-choice question, investigating about the preferences of the respondents on forms that are beneficial for improving the learning efficiency of Internet-based Education. Four choices are set up for the question (the explanation of each form is offered inside the following bracket), which are Video (Record the video, audio and slides of teaching and upload it online), Animation (Make the content of teaching visualize into 2D or 3D animation), Interaction (Divide the content of teaching into several units, such as text, pictures, videos, animations and etc. to achieve interactive learning) and Gamification (Make the content of teaching into a courseware which is designed in accordance with games’ pattern to achieve edutainment). See “4.3.2 The Analytical Investigation on the Recognition Degree of Online Teaching Means” for relevant data and analysis.

3.4.4 Statistics of “Multiple Choices on the Combination of STM and Internet-based Education Section”:

The question stem of Question 9 of the section is “If you have a chance to accept the teaching of Soetanto Method, would you like to listen to the professor face-to-face, or to use forms like video, animation, interaction and gamification to study online, or prefer to combine both ways in different proportions? (Please choose one from A to E. The relevant reasons are presented in the vertical)”. See “4.3.3 The Analytical Investigation on the Practice on Soetanto Method on Internet-based Education Platform” for relevant data and analysis.

3.4.5. Short Answer Section

Among all the 140 collected surveys, there are 33 participants that do not leave any comment in this section, accounting for 23.57%. The rest respondents more or less make comment in Chinese on either STM or Internet-based Education. The answers will be

attached to Appendix 2, while some of the valid statements will be utilized in the next chapter's analysis.

4. The Research on Soetanto Method on the Internet-based Education Platform

4.1 Reasons of Choosing China's Internet-based Education Platform as the Basis of the Research

4.1.1 The Orient and Soetanto Method

As the practical object of this investigation, the contents of STM are widely acknowledged as eastern philosophies of education that are full of the essence of Confucianism. Professor Soetanto was once described as "Confucian of today" in Japan¹¹. Many of his educational thoughts are interlinked with the spirits of Confucius. It is not difficult for Chinese people to resonate with the modern Confucian educational ideologies that reflect from STM, for the reason that they are quite acquainted with those ideas. Moreover, it will be easier for the respondents to understand the questions and provide better answers in Chinese due to the fact that the ideas of Confucius have been spread based on Chinese for thousands of years. Therefore, the collected data of the research can be relatively reliable. This is one of the reasons why China is chosen for practicing the research on Soetanto Method.

4.1.2 Number of Netizens and the Investigation

The number of Internet users in China ranks first in the world. According to statistics of 2016, the total number of Chinese netizens was about seven hundred and twenty one million people¹². China's online education users are about one hundred and three million people¹³. However, in the meantime, the figure of Japanese Internet users was just about one hundred and fifteen million people¹². That is to say, the scale of China's online education users is close to that of netizens in Japan. The huge population of audiences on Chinese Internet-based Education Platform to some extent guarantees the number of the participants of the research, which makes the second reason.

4.1.3 Internet-based Education and the Research

Chinese government offers substantial support and protection to the newly-developing education method. China's fiscal expenditure of education in 2013 was

2448.82 billion RMB¹⁴, while the investment on education information technology was 55.22 billion RMB¹⁵, occupying 2.25% of the total expenditure. However, in the meantime, the Japanese Ministry of Education, Culture, Sports, Science and Technology has a budget of 466.1 billion JPY while that for educational informatization was 14.568 billion JPY¹⁶, comprising only 0.36% of the total budget. In such a context of investment, the effect of the research is more anticipated in China than in other countries.

In addition, the development of China's Internet-based Education is in a leading position in the world. According to the statistics in 2015, the growth rate of China's online education reached at 52%, ranking second in the world¹⁷. China is the most superior among that of all the Asian countries affected by eastern philosophies.

In conclusion, making China Internet as the platform of the practice and research on Soetanto Method is a representative and relatively reasonable choice.

4.2 The Analysis of the Recognition Degree on Soetanto Method

The order of recognition degree in this section is decided based on the statistics and results of Question 5 of the questionnaire, arranging the numbers of people who agree with the contents and its corresponding percentages from high to low.

From the statistical results presented in Chapter 3, it can be seen that the percentages of agreement that outnumber 50% involve five contents of STM, which are "Give a Man a Fish or Teach a Man to Fish (81 people, 57.86%)", "Consciousness >> Knowledge (78 people, 55.71%)", "Teach and Grow; Learn and Ask (77 people, 55%)", "Knowledge + Skill + Humanity (71 people, 50.71%)" and "Arcarya (71 people, 50.71%)".

4.2.1 The Analysis on the Top Ranking Contents

"Give a Man a Fish and You Feed Him for a Day; Teach a Man to Fish and You Feed Him for a Lifetime" has the highest degree of recognition. The phrase is a very well-known Eastern philosophy with a certain degree of Confucianism in, which has been spread in China for more than two thousand years. Although the content is not highlighted in the video, the act for

professor Soetanto to apply this idea to STM in practice receives the approval of a majority of audiences.

4.2.2 The Analysis on the Content that Ranks the Second

The approval rating ranks second is “Consciousness >> Knowledge”, the conceptual foundation of STM that was emphasized in the video by professor Soetanto. This content receives the most replies on the support reasons in the brief comment space. Each reply is informative, insightful and effective.

4.2.3. The Analysis on the Third, the Fourth and the Fifth Ranking Contents

The contents with the recognition degree that ranks the third and the fourth are “Teach and Grow; Learn and Ask” and “Knowledge + Skill + Humanity”, which are the major points mentioned in **2.1 The Content of Soetanto Method**. It can be discovered that the ideas described in the video are grasped by the audiences. The cognition of “Teach and Grow” and “Learn and Ask” in the video strikes a chord with the respondents. Meanwhile, about “Knowledge + Skill + Humanity”, the requirements of fostering students, some participants express their strong identifications on “Humanity”, or in other words “Comprehensive Ability”.

“Arcarya”, another typical oriental philosophy, ranks the fifth in the statistics. The audiences make comments like “Act as an exemplary person”, “The power of role model is infinite” and receive the connotation of “Arcarya” conveyed by the professor even though it is just briefly introduced in the video.

4.2.4 The Analysis on “Care Every Student”

The sixth of the list is “Care Every Student”(65 people, 46.43%), the figure of which is high in both recognition degree and disapproval rating. It can be seen from the answers that the video viewers agree with the teaching philosophy but question the feasibility of this teaching philosophy. “Care Every Student” is a selling point of STM, for the reason that the implementation of this idea is too challenging and difficult to achieve from the viewpoint of the masses. Nevertheless, professor Soetanto has always been trying his best to make it happen. The respondents accept the ideology conveyed in this content through

the video. Yet the situation of having both high recognition degree and high disapproval rating occurs since they have never experienced or achieved this in their daily life.

4.2.5 The Analysis on Touching Education

The following three contents are “Education that Ignites Humans’ Inner Spirit (53 people, 37.86%)” “Touching Education (47 people, 33.57%)” and “Interactive Operational Control (35 people, 25%)”. Even though these three contents are individually mentioned in the video, for the reason that they are similar ideas, the short answer that the understandings to the three contents are interlinked. Even though the respective figure for each content is not high, it can be calculated that the number of people who agree with the combined three ideas is 77, occupying 55% of the total, meaning that this is a highly recognized conceptual combination.

4.2.6 The Analysis on Disapproval Degree of the Contents

Last but not least, the analysis about the contents with less than 25% approval rating will be done in this section. The three contents are “Shocking Therapy (30 people, 21.43%)”, “The Fish Rising to Jiang Tai Gong's Hookless and Baitless Line (29 people, 20.71%)” and “Tit-for-Tat Education (25 people, 17.86%)”

Initially, “The Fish Rising to Jiang Tai Gong's Hookless and Baitless Line” has the highest disapproval rating among all (53 people, 37.86%). The major cause to the high disapproval rating here is due to the different recognition and understanding to the meaning of the idiom. By looking up in the dictionary, it can be discovered that the idiom has the meaning of “a willing victim letting himself be caught”, which is close to but not the same as the meaning of willingness professor Soetanto wanted to convey. Moreover, due to the time limitation, the statement of the content was relatively short, which did not perfectly express the significance of the content. It actually means that when teachers finish making all the efforts they can put in advance (including improving course, motivating students and etc.), the final decision on whether receive the education or not is up to students themselves. Only if students are willing to learn, can they achieve the best learning results.

The key phrase of comments that question “Shocking Therapy” and “Tit-for-Tat Education” is “vary from person to person”. The respondents do not disagree with the ideologies of the two contents but worry about their implementations. Indeed, there were extreme counterproductive cases happened in professor Soetanto’s face-to-face teaching career, which proves that the scruple of the participants is justifiable. Thus it is understandable that the degree of recognition is low. Besides the above analysis, in the short answer section of Question 10, many respondents speak highly of the practice of teaching Soetanto Method online.

In conclusion, it can be seen from the above analysis that the understanding to STM of the audiences (respondents) of different genders, ages, education backgrounds and occupations, is basically consistent with the contents that professor Soetanto conveyed in the video. Apart from questioning some of the implementation ways, the twelve contents of STM strike a chord with the respondents as well as gain much recognition from them. The high approval ratings of contents that involve oriental philosophies in manifest the significance of practicing the investigation and the research on Chinese website. More importantly, the results prove that it is applicable to spread STM through the form of video on the Internet. It is a way that can accurately convey the core contents of STM to the video viewers.

4.3 The Analysis of the Research on the Internet-based Education

4.3.1. The Analytical Investigation on the Frequency of Utilizing Online Education

According to the statistical results of the survey in Chapter 3, the frequencies of 140 respondents using Internet to learn are: “Always (16 people, 11.43%)”, “Often (43 people, 30.71%)”, “Sometimes (49 people, 35%)”, “Seldom (29 people, 20.71%)” and “Never (3 people, 2.14%)”. Among all the respondents of choosing “Always”, “Often” and “Sometimes”, the highest proportion is the age group from 20 to 30 years old, the generation born between 1986 and 1996. Even though only a few participants who were born after 1996 and age under 20-year-old now, most of them select the options of “Always” and “Sometimes”. That

is to say, the main object of the current online education is the young generation.

4.3.2. The Analytical Investigation on the Recognition Degree of Online Teaching Means

According to the statistical results in Chapter 3, the proportion of people who recognize "Interaction", "Video", "Animation" and "Gamification" are respectively 70%, 56.43%, 36.43% and 35%. The form with the highest degree of recognition among all is “Interaction”. The approbation degree of the "Video" form is roughly the same with that of "Interaction", which has already had a large number of application cases and favorable effects. In recent years, on the Internet education platform in the world, the application of the combination of the two forms of interaction and video is becoming more common. Learners can click each link to access segmented curriculum and watch video to study. These enhance the interactivity and interestingness of Internet-based Education. It is also comprehensible why the two forms of “Interaction” and “Video” are highly recognized in the questionnaire.

The application of the latter two forms “Animation” and “Gamification” is relatively low. Many people believe that the application of these two is to design the teaching content into a series of animated videos or games. However, “Animation” can be applied on visualizing abstract and difficult knowledge points of teaching contents into two-dimensional (2D) or three-dimensional (3D) animations. The visualization helps students better understand the teaching contents intuitively. Meanwhile, the so-called “Gamification” refers to the reification of edutainment that has been emphasized for many years. Making the courseware into a fascinating form with playful nature can provide a delightful learning atmosphere, helping students to avoid the boredom. This kind of edutainment can make students be fond of learning just like their love of playing games, thus enhances their learning interest and academic performances.

So far, China has not yet provided a high level of "dynamic visualization" and "gamification" of teaching contents, thus people seldom get in touch with these two methods. The lack of understanding of the teaching effect of the "Animation" form as well as the preconceptions of the word "Gamification" may be the

main reasons contributed to the relatively low approval ratings of these. With a high level of "dynamic visualization" and "gamification" of teaching content being produced in the future, people will learn more about the application of the two teaching means and improve the corresponding understanding, thus the relevant feedback will certainly be better then.

4.3.3 The Analytical Investigation on the Practice on Soetanto Method on Internet-based Education Platform

The following study of the whole practice is examined and discussed on the basis of the analysis of STM and of Internet-based education platform. The proportion of "100% face-to-face education" is the highest, followed by "75% f2f education and 25% online education" and "50% f2f education and 50% online education". The proportion of the second low is "100% Internet-based education" while the lowest is "25% f2f education and 75% online education".

The statistics of 100% f2f education is the highest. However, if the five choices are divided into three sections, which are "100% f2f education", "blended learning" and "100% online education", "blended learning" has the highest rate. That is to say, the mode of blended learning follows the requirement of the education in 21st century. From the point of view of the respondents, the combinations of f2f education and online education in different proportions respectively give full play to their features. The mode of "75% f2f education and 25% online education" elaborates the features of "strong impressiveness of f2f education" and "online education satisfies the individualized learning needs of students". Those who choose "50% f2f education and 50% online education" lay emphasis on the characteristics of both "high flexibility" "better for professor to grasp students' learning status" of F2F Education and "satisfaction of the individualized learning needs of students" "stronger initiative and enthusiasm of learning" of Internet-based Education. Even though the proportion of "25% f2f education and 75% online education" is relatively low, the tendency on features like "high flexibility in f2f education" and "stronger initiative and enthusiasm of learning online" can be seen from the data.

Cross analysis is conducted between the five

approaches and the personal information based on the overall data. Considering about the length of this essay, only results of respondents who age over 60-year-old and age around 20-year-old are presented here. Several outstanding features can be seen from the data below.

From a historical perspective, there was no Internet when participants who age over 60 received higher education, thus they should be the group that prefers f2f education the most. Nevertheless, it is interesting to find out that none of the answerers chose the mode of "100% f2f education". A common ground is discovered after observing their other personal information – all of them are educators. Combining their age and occupation, it can be estimated that these respondents are retired educators with long-term teaching experience. With their decades of valuable work experience and the sedimentation after retirement, the fact that all of their answers focus on the blended learning section as well as most of them prefer the education mode of "50% f2f education and 50% online education", manifesting that they affirm the combination of f2f education and online education to be the inevitable trend of the future development of education. Indeed, traditional f2f education has many irreplaceable characteristics, yet the fact that it is a more teacher-centered educational way cannot be denied. Too much emphasis on student-centered and encouragement of teacher-student interaction in this traditional model will firstly cause the problem that teaching schedule cannot be completed on time. However, if more initiative can be truly handed to students when f2f education and online education is combined at an appropriate proportion, it will be possible to better promote the learning effects. Because of the above awareness, these senior educators have made different choices from the other similar age groups. The special data here can be regarded as pointing a development direction of education in the 21st century.

Comparing to the above age brackets, respondents age from 20 to 30 years old and under 20-year-old should be the group that have the closet connection with Internet-based education. Initially, the prediction of the answers of the group should express a preference for the approaches with higher proportion of online

education, yet the actual outcomes do not meet the expectation. In these two age groups, respondents prefer “75% f2f education and 25% online education”. Several possibilities of the unexpected phenomenon are illustrated in the following.

First of all, some responders in this age bracket are current students in high school or university. It is speculated that they are really familiar with and dependent on f2f education for the reason that they have favorable condition for receiving f2f teaching in their daily life. In the meantime, their life is closely related to the Internet. With the habits either they have developed or have been forced to develop in recent years, selecting an option from the blended learning section conforms to their present situation. If we separately collect the data of the “social people” and “students and educators” age between 20 and 30 years old, it can be seen from the result that those social people also prefer to choose “50% f2f education and 50% online education”. For the youngsters who leave the campus and enter the society, the opportunity to receive f2f education is far less than that of current students. Most of them can only learn more knowledge through the Internet. Therefore, for social people in this age group, it is appropriate to prefer online education and recognize it as a growing trend.

Moreover, it can be discovered from the further observation that 66.7% of the student participants are from Beijing and Shanghai, 27.8% of the total are Chinese students studying in Japan, only 5.5% are students from cities other than first-tier ones. That is to say, most students who have joined this research are not urgent to find good course resources online for the reason that they have relatively high quality f2f educational resources.

The platform of teaching and learning online has been gradually developed in recent five years. Within such short period of time, the contents and resources of online education cannot be comparable with the excellent f2f resources. At the primary stage of the development of Internet-based education in China, many students chose to break the IP address blocking and access foreign websites to watch the videos of the open courses from top ranking universities in the world. The business opportunities of making the downloaded

online course videos into DVD to sell and the research literatures that referred to foreign online open courses had appeared at that time. This proves that excellent course contents are attractive even to students from good universities of first-tier cities. Similarly, students from non first-tier cities in China cannot have the same educational resources of the first-tier cities. It is more valuable for them to acquire better contents online. Excellent online courses can help these students listen to the classes of top level professors in top ranking universities, thereby helping them to better improve their learning competence and broaden their international horizon. This shows that Internet-based education has strong attraction and wide development prospect. From the fact that the only 5.5% students from cities other than first-tier ones have all selected the option of “50% f2f education and 50% online education”, it can be seen that education approaches with higher proportion of online education are in demand for them. Therefore, Internet-based education is still an inevitable trend of development of the education modes in the 21st century. Many respondents also approve of the idea in the short answer section, considering that education should also be changed in new media era. Internet-based education will gradually develop, but it’s a matter of time.

Conclusion

This thesis draws the following conclusions on the basis of all of the above thinking, design, statistics, analysis and research:

Initially, it is a correct attempt to practice the research on China's online education platform, whether from the high degree of recognition of Soetanto Method, or from the overall implementation of the Internet-based education. A good foundation is laid for the success of the research practice with the platform as the background.

Moreover, the high recognition degree of Soetanto Method proves that it is applicable to spread Soetanto Method through the form of video on the Internet. The core contents of Soetanto Method can be accurately conveyed to the video viewers, thereby gaining acceptance from them.

Thirdly, younger generations age under 30-year-old

are the main group of people who utilize the Internet to acquire knowledge. Meanwhile the future development of Internet-based education in the 21st century should also satisfy the demands of the same age bracket.

Next, by using the forms of “interaction”, “video”, “animation” and “gamification”, we can enhance the features of interaction, interestingness and edutainment of the Internet-based education, improve students’ learning initiative and eventually affect the continuous improvement of students' learning level.

Finally, the combination of face-to-face education and Internet-based education is the irresistible trend of higher education development in the 21st century. Even though face-to-face education is still predominant, considering either from the lack of opportunity for social people to receive face-to-face education or from the unequal distribution of Chinese higher education resources, with the improvement of science and technology, in particular of computers and the Internet, as well as the emergence of interesting, visualized, interactive excellent courseware online, the requirement for Internet-based education will be greater in the future.

In conclusion, in the 21st century when the Internet-based education is rising and rapidly developing, Soetanto Method can be spread through the form of online education, whereas over time it will be able to get the same effect with that of the traditional educational model. What is more, since educational approaches like Soetanto Method, a self-contained method that significantly focuses on touching education, can be spread online whereas obtain the appropriate results, the dissemination of imparting other systematic knowledge or promoting other teaching philosophies will eventually become prevailing on the Internet-based education platform. In that way, excellent educational ideologies can be completely preserved and be handed down from generation to generation based on the platform of science and technology, thereby benefiting more people and influencing the society in a positive way.

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