

# **Are Japanese Universities Ready to Embrace Online Learning?**

**Micro-, Meso- and Macro-Levels of Analysis**

**Lingnan University Global Higher Education  
Webinar Series**

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# TOPICS

## **EMERGENCY REMOTE TEACHING IN JAPAN OVERVIEW**

### **MACRO-LEVEL**

JAPANESE HIGHER EDUCATION AND DIGITAL TRANSFORMATION  
INFRASTRUCTURE, QUALITY, POLICY AND CHANGE

### **MESO-LEVEL**

JMOOC AND JOCW  
ONE CASE – INFRASTRUCTURE, QUALITY, POLICY AND CHANGE

### **MICRO-LEVEL**

FACULTY DEVELOPMENT AND SUPPORT

### **PROSPECTS**

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# **EMERGENCY REMOTE TEACHING IN JAPANESE UNIVERSITIES**

# JAPAN

**Population - 125 M.**

**Higher Education Institutions** – over 1,200

- 778 4-year universities
- 395 2-year colleges
- a private cyber university
- Open University of Japan

**University Students**

- over 2.9M
- 100,000 distance learners

# JAPANESE CULTURE

**High-context culture** (Hall, 1976)

**High uncertainty avoidance** (Japan: 92/100, HK: 29/100) Hofstede's cultural dimension

Importance of **social influence** (Technology acceptance model - UTAUT)

Importance of **observability** (Rogers' Diffusion of Innovation)

# EARLY STAGE

**Many universities** – closed until the end of May, 2020

## **Preparations**

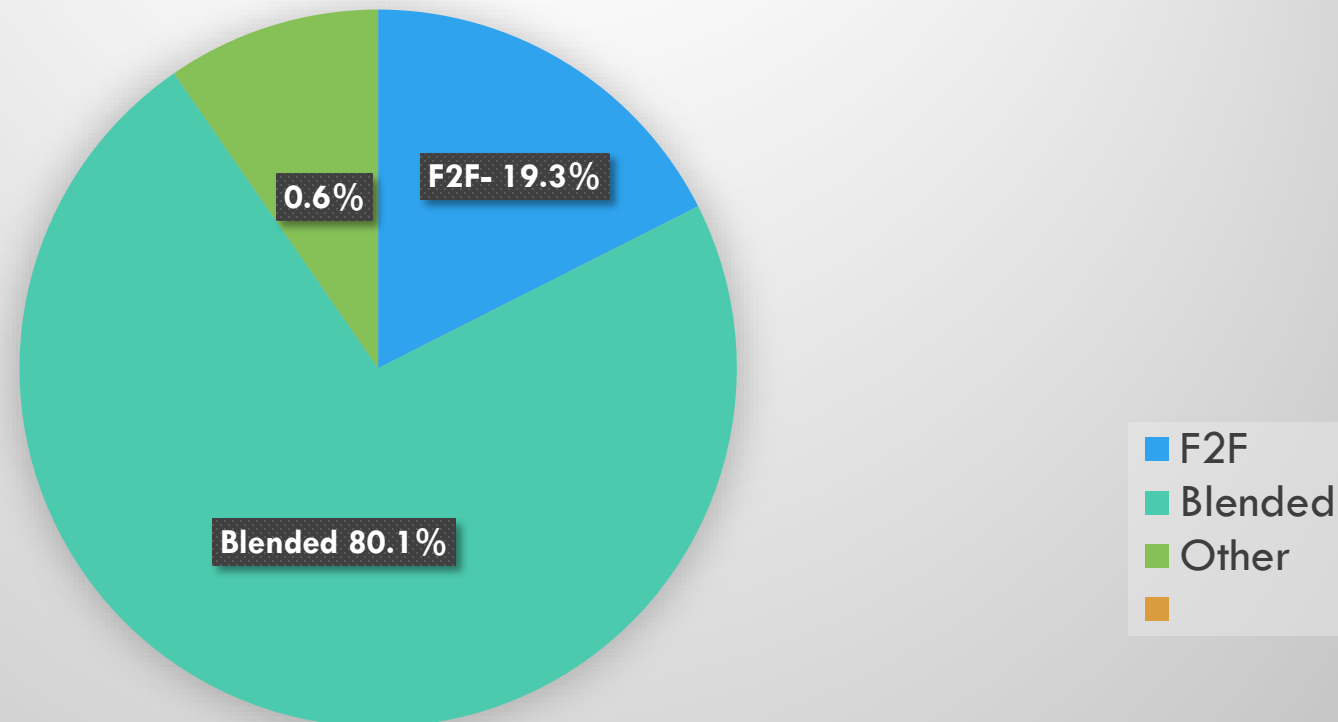
- Setting up an LMS, Improving infrastructure, faculty training
- Some universities, Offering emergency remote education; Supporting students etc.

**Faculty members' reaction** – preparing lectures

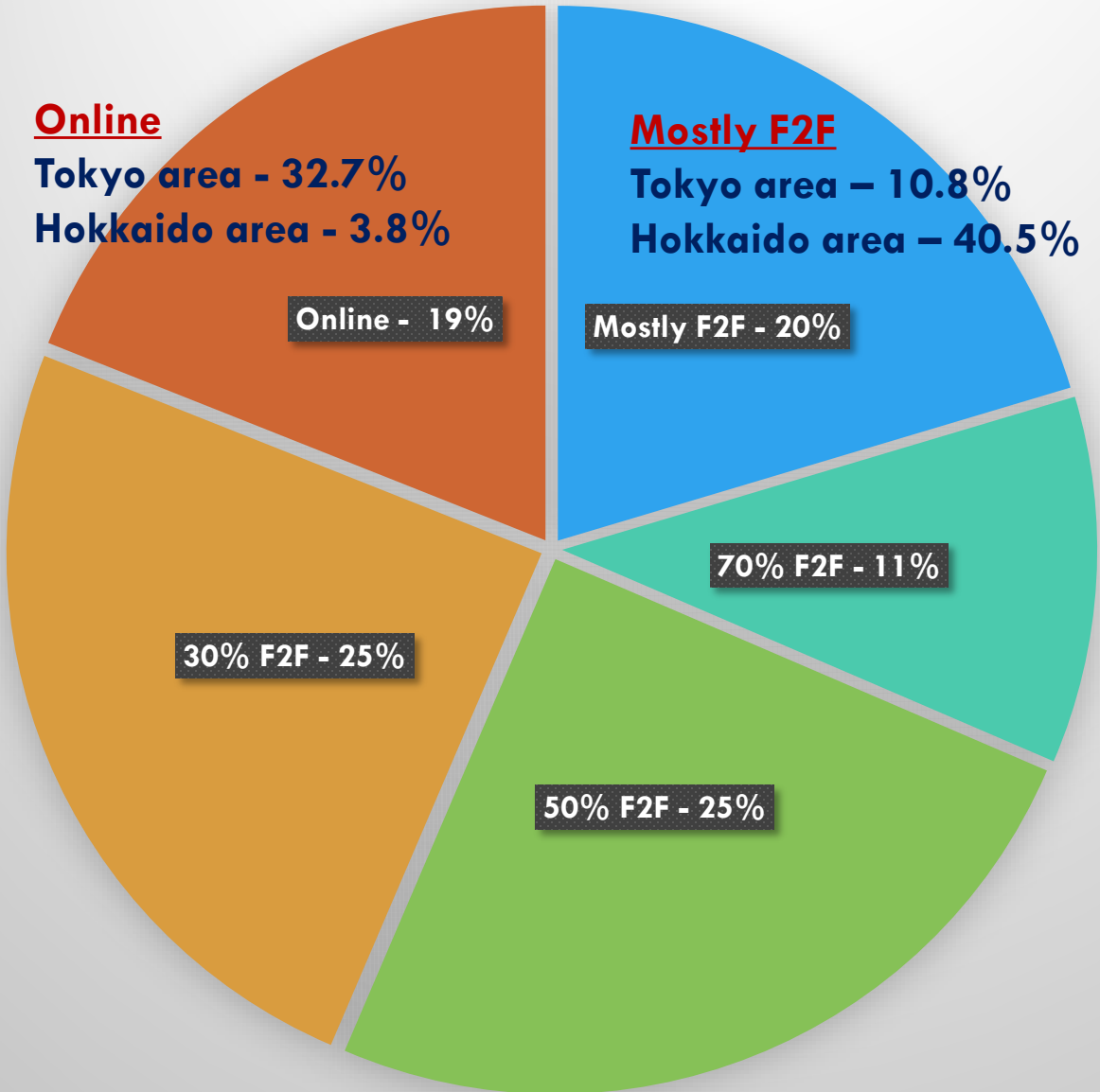
**Students** – worries with connection

# FALL 2020

Mode of Teaching in Higher Education (N=1060)



# Breakdown of Blended Mode (N=849)



- Mostly F2F
- Around 70% F2F
- 50% F2F
- Around 30% F2F
- Mostly Online



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# **MACRO-LEVEL ANALYSIS**

# HIGHER EDUCATION

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**Population decrease**

**Rapid student population decrease (12 – 15% decrease annually)**

**Around 80% private HEIs**

# DIGITAL TRANSFORMATION (DT) 1

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	Japan
World ICT Development Index	10 <sup>th</sup>
Features	<ul style="list-style-type: none"><li>• National level DT policy exist;</li><li>• Not specifically for HE;</li><li>• <b>Rarely funding HEIs' DT</b></li></ul>
Main actor for DT	<ul style="list-style-type: none"><li>• Individual Universities</li></ul>

# DIGITAL TRANSFORMATION (DT) 2

	Japan
<b>Major Policy</b>	<ul style="list-style-type: none"><li>• Shift to more <b>competitive funding</b> awarding [Centers of Excellence (COE) programs; 21<sup>st</sup> Century COE Programs, Global COE Programs, World Premier International Research Center Initiative, Top Global Univ Project, University Reform Good Practices, etc.]</li><li>• <b>University-Industry Partnerships</b></li></ul>
<b>Challenges</b>	<ul style="list-style-type: none"><li>• Competitive Resource Allocation still <b>Modest</b></li><li>• <b>Continuing Challenges in University-Industry Partnerships</b></li></ul>

# INFRASTRUCTURE 1

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	Japan
<b>Provider</b>	<b>National Institute of Informatics (NII)</b>
<b>Services</b>	<ul style="list-style-type: none"><li>• Science Information NETwork (SINET)</li><li>• Eduroam JP (wi-fi)</li><li>• Academic Information Circulation system (CiNii);</li><li>• Institutional Repositories Database</li></ul> <p><b>## All for developing and sharing research products, NOT for sharing educational resources (ER)</b></p>

# INFRASTRUCTURE 2

	Japan
Key actors in resource development and sharing	Two <b>membership-based</b> organizations <ul style="list-style-type: none"><li>• Japan OCW</li><li>• JMOOC</li></ul>
## S. Korea	Two <b>MOE-funded</b> organizations <ul style="list-style-type: none"><li>• KERIS – KOCW;</li><li>• National Institute for Lifelong Education (NILE) – K-MOOC</li><li>• Other – “e-Learning Support Centers” in HEIs acSeoul’s “A Shared University”</li><li>• ross 10 regions;</li></ul>

# QUALITY

	Japan
<b>National and Consortium levels</b>	<b>No QA standards</b> for OER/MOOCs
<b>## S. Korea</b>	<b>KERIS</b> – “ <i>A Guidebook for Digital Content Development and Management</i> ” and “ <i>Best Practices</i> ” <b>NILE</b> – “ <i>Guidelines for K-MOOC Development and Management</i> ”

# POLICY

	Japan
<b>Policies being discussed</b>	<ul style="list-style-type: none"><li>• Need to increase <b>government funding</b> for HE</li><li>• Policy support for <b>private sector donations</b></li><li>• Policies on <b>information disclosure</b></li></ul>
<b>## S. Korea</b>	<ul style="list-style-type: none"><li>• <b>Copyrights</b> for OER/OCW/MOOCs</li><li>• <b>Personal information and privacy protection</b></li><li>• Hacking</li><li>• Measures for <b>active resource sharing</b></li><li>• <b>AI use</b> in HE</li></ul>



# CHANGE

	Japan
<b>Major changes before Covid-19</b>	<ul style="list-style-type: none"><li>• Policy and programs for <b>cybersecurity HRD and training</b></li><li>• Policy and funding for <b>creation of graduate schools and faculties for data scientists</b></li></ul>
<b>During Covid-19</b>	<ul style="list-style-type: none"><li>• To accelerate Digital Transformation in the whole society, establish <b>an agency in charge of digital transformation (network, software, human capacity, policy, etc. in all sectors)</b></li></ul>

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# **MESO-LEVEL ANALYSIS**

# TWO MAIN ORGANIZATIONS

## JMOOC



## Open Education Japan (JOCW)



- Operated based on membership fees and receive no direct funding from the Japanese government
- Infrastructure of both organizations is decentralized

# JMOOC: OVERVIEW

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- **Established** in November 2013
- **Partners:** 28 business partners; 27 universities; 21 associations and others (as of 2020)
- **Mission:** Leads and aims to bring to a reality MOOC's vision to expand individual values to the whole of society's shared values through learning for Japan and Asia based on business-academia collaboration
- **Courses:** 430 courses (as of 2020) across four platforms
- **Visitors:** Over 1,200,000 enrollments (as of 2020)

# JMOOC: CHALLENGES

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- Member universities lack infrastructure required to create a MOOC course (especially science and engineering)
- Relatively low enrollment and client base (lack of awareness to potential students)
- Need to increase numbers and types of courses that will attract additional participants
- Culture of creating your own materials

Source: Nakamura, M. (2017). An introduction to distance education in Japan. In M. Simonson & C. Schlosser (Eds.), *Quarterly Review of Distance Education*, 18(3), (pp.73-88).

# OE JAPAN: OVERVIEW

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- **Established** in 2005 (as JOCW)
- **Partners:** 13 universities as regular member; 4 asso. members; 4 supporting business members (as of 2020)
- **Mission:** Contribute to the promotion of open education and the dissemination and promotion of open educational resources (OER) in Japan by progressively dissolving JOCW and share information on open education among member organizations consisting of universities and companies
- **Courses:** no recent stats (around 3,000 courses in 2012)
- **Visitors:** no recent stats (around 400,000 in 2009)

# OE JAPAN: CHALLENGES

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- No supporting policies at both national and institutional level
- Membership-based, self-financed mostly
- Closed culture of Japanese educational institutions

Source: Shigeta, K., Koizumi M., Sakai H., Tsuji Y., Inaba R., & Hiraoka N. (2017). A survey of the awareness, offering, and adoption of OERs and MOOCs in Japan. *Open Praxis*, 9(2), 195–206.

# A CASE: INFRASTRUCTURE

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- A **large-scale public university (H. Univ.)** with 6,250 academic and general staff members, and 11,935 undergraduate and 6,336 graduate students
- The **Center for Open Education (OEC)** is responsible for UH's over 500 OCW, one global MOOC and other OER development and delivery, and training and support.
- **Ten staff members in E-learning division**

**## DT in education (online/e-learning) is not tightly integrated into the system level structure**



# A CASE : POLICY

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## **Center for Open Education:**

- Makes policies and action plans related to **instructional design**, the development and production of **(O)ER and MOOCs, learning platforms, and copyrights**
- Develops and disseminates (O)ER and MOOCs and promotes **online learning** and OER-based **blended learning** within the university.
- Promotes **collaborative development and sharing** resources across departments and with other universities and the public
- **External funding** sought for initiatives

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# **MICRO-LEVEL ANALYSIS**

# FACULTY DEVELOPMENT

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Many universities in Japan have their own campus-wide organization or team which oversees teaching and learning matters including (O)ER creation and diffusion

- Hokkaido Univ. - Center for Open Education
- Osaka University - Department of Teaching and Learning
- International Christian University – Center for Teaching & Learning

Offer various FD programs; Participation is optional

**## Exception:** ICU's New Faculty Development Program(10 weeks, 70 min. per week; 3 unit teaching load reduction)

(<https://sites.google.com/info.icu.ac.jp/newfaculty>)

**## S. Korea,** Most universities have been implementing a policy which requires all newly hired faculty members to receive an orientation program (e.g., 14 weeks and a few consultation sessions)

# FACULTY USE OF ER

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**Before Covid-19**, the adoption rate of (O)ER was around 14% across Japanese universities (Shigeta et al., 2017)

**During Covid-19**, ICU survey reported

- A majority used instructor-created written and video materials,
- Among video materials (multiple answers allowed),
  - 48% were instructor-created,
  - 47% YouTube,
  - 20% were from other sources (e.g., Ted Talk, MIT OCW, OUUK, NHK, edX, IU library's Academic Video Online, etc.)

# FACULTY CREATION OF ER

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**Before Covid-19**, mostly written/ presentation materials

**During Covid-19**,

- Promoted the production of **video lecture** materials using PPT, Kaltura, Koantic, and other content creation tools
- Introduced, updated and refined LMS and added useful free or paid plug-in tools
- Utilized free Google products such as classroom, meet, drive, form, slide, and doc and Test tools such as Kahoot, mentimeter, Quizlet, and Socrative
- Combined with social media, Line for communication

# SUPPORTS AND INCENTIVES

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- Varies.
- A reduction in teaching load, TA assignment, and technical support
- Monetary support, not common
- Creation and use of (O)ER is not formally reflected in either the university evaluation or the faculty evaluation.
- Lack of consistent training opportunities
- Lack of well-established Instructional Design knowledge and skills (emergency online teaching vs online learning)

# PROSPECTS

## Micro-level

- Increased individual **faculty competencies and confidence** for development and utilization of online learning and (O)ER
- Increased **blended/e-learning**, not totally online

## Meso-level

- **Infrastructure** upgrade; **confidence** increased
- Possibility to **expand educational services** to lifelong learners and/or professionals via online program.
- **No or Limited Changes** in policies and regular funding and incentives

## Macro-level

- **No changes** in national level policies and funding schemes, systemic supports – hopefully some changes in the next year...



# REFERENCES

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2. Jung, I. (2018 – 2020). *Digital educational architectures: Open learning resources in distributed learning infrastructure (EduArc) – Cases of Japan and Korea: Macro, mezzo and micro level analyses*. Report submitted to Center for Open Education Research, University of Oldenburg, Germany.
3. Newby, H., Weko, T., Breneman, D., Johanneson, T. and Maasen, P. 2009. *OECD reviews of tertiary education: Japan*, Paris: OECD.
4. Shigeta, K., Sakai, H., Yasuhiko, T., Inaba, R., and Hiraoka, N. (2018). Analysis of introduction and objectives to offer and utilize OER and MOOC in Japan.



**THANK YOU!!**

**QUESTIONS?**

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