

Toward Further Integration of Learning Styles: The Open University of Japan's Education System and its Quality Assurance

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Today's Topic (Outline)

Overview of the Educational System at OUJ

- **Basic philosophy and social mission**
- **Educational system and student category**
- **Characteristics of an Open University**

Characteristics and Needs of OUJ Students

- **Attributes and characteristics of OUJ students**
- **Student needs and what OUJ offers**

Issues in Lifelong Learning in Japanese Society

- **Current issues in lifelong learning from the standpoint of OUJ**

From the Education and Learning Vision 2027

BASIC PHILOSOPHY

Optimal education for each learner by OUI

SOCIAL MISSION

- (1) Provide broad and diverse **support** for **lifelong learning** in the 100-year life society
- (2) Provide various opportunities for **recurrent education** for professional development and career advancement
- (3) Pave the way for obtaining **degrees**
- (4) Contribute to the advancement of higher education content and methods through the promotion of academic research and **educational innovation**

Educational System and Student Category



Headquarters and Main Campus in
Makuhari area (Mihama Ward, Chiba
City)

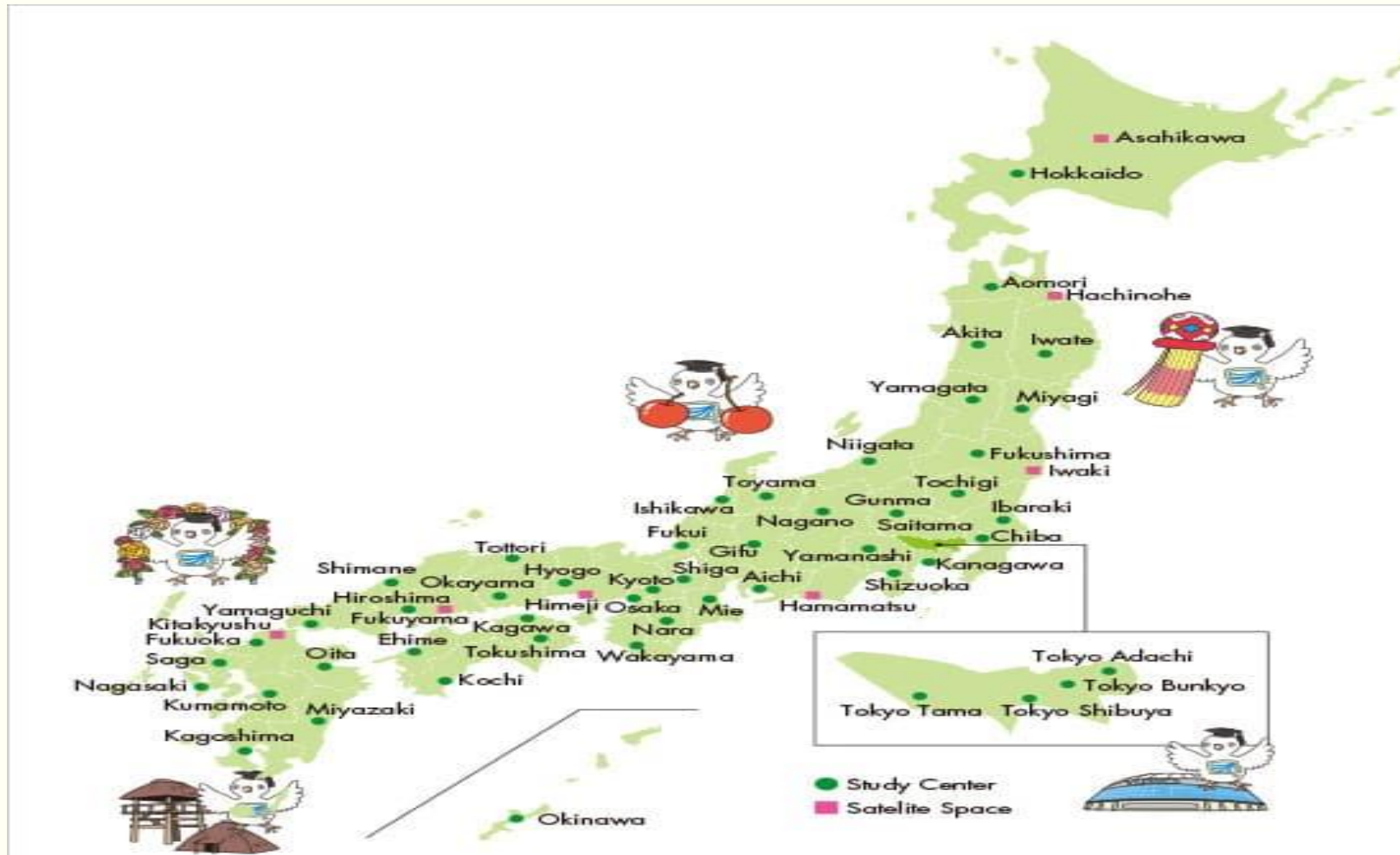
A total of 50 study centers (4 in Tokyo)
in each of the 47 prefectures
throughout Japan and 7 satellite spaces.

- Established as a regular correspondence university in 1983
 - Biannual enrollment (April and October)
 - No entrance exam for undergraduate students
→ open admission
- Main undergraduate student category
 - Regular student (Degree-seeking/up to 10 years)
 - One-year non-degree student (1 year/2 semesters)
 - One-semester non-degree student (6 months/1 semester)
- School of Graduate Studies (master's and Ph.D.)
 - Regular student (master's)
 - One-year non-degree student (master's)
 - One-semester non-degree (master's)
 - Regular student (Ph.D.)

Course Types at OUI (as of the 2nd semester, 2021)

- Broadcast Lecture Courses (TV and radio) *All are BS broadcasts
 - TV courses** (BS channel 232), 165 courses (available online)
 - Radio courses** (BS channel 531), 179 courses (available on *radiko*, online streaming)
 - *Original printed materials are provided for each broadcast course
- **Online courses** (On-demand delivery via the Internet), 72 courses
- **Face-to-Face Courses (Schooling)** (at each study center), approx. 3,000 subjects/year
 - *Due to COVID-19 pandemic, a number of simultaneous interactive online classes were introduced in 2020
- Bachelor's degree requirement for regular undergraduate students: a total of 124 credits including 94 credits or more in broadcast and 20 credits or more in online/schooling classes
- Other lifelong learning support (non-credit) programs: Available on BS channel 231

Study Centers (SCs) and Satellite Spaces



Courses (Undergraduate) and Programs (Graduate)

Undergraduate (course)

- Living and Welfare
- Psychology and Education
- Society and Industry
- Humanities and Culture
- Informatics
- Nature and Environment

Capacity: 15,000 persons/year

School of Graduate Studies/Master's (program)

- Human Life and Health Sciences
- Sciences of Human Development and Education
- Clinical Psychology
- Social Governance
- Arts and Humanities
- Informatics
- Natural and Environmental Sciences

Capacity: 500 persons/year

School of Graduate Studies/Ph.D. (program)

- Human Life and Health Sciences
- Human Sciences
- Social Governance
- Arts and Humanities
- Informatics
- Natural Sciences

Capacity: 15 persons/year

Tuition and Fees

- Unique fee system: Tuition is based on a flat rate per credit (undergraduate)

*Roughly, **1/4 to 1/3 of the average cost of national universities**

Admission: Regular student 24,000 yen

One-year non-degree student 9,000 yen

One-semester non-degree student 7,000 yen

Tuition: 5,500 yen per credit

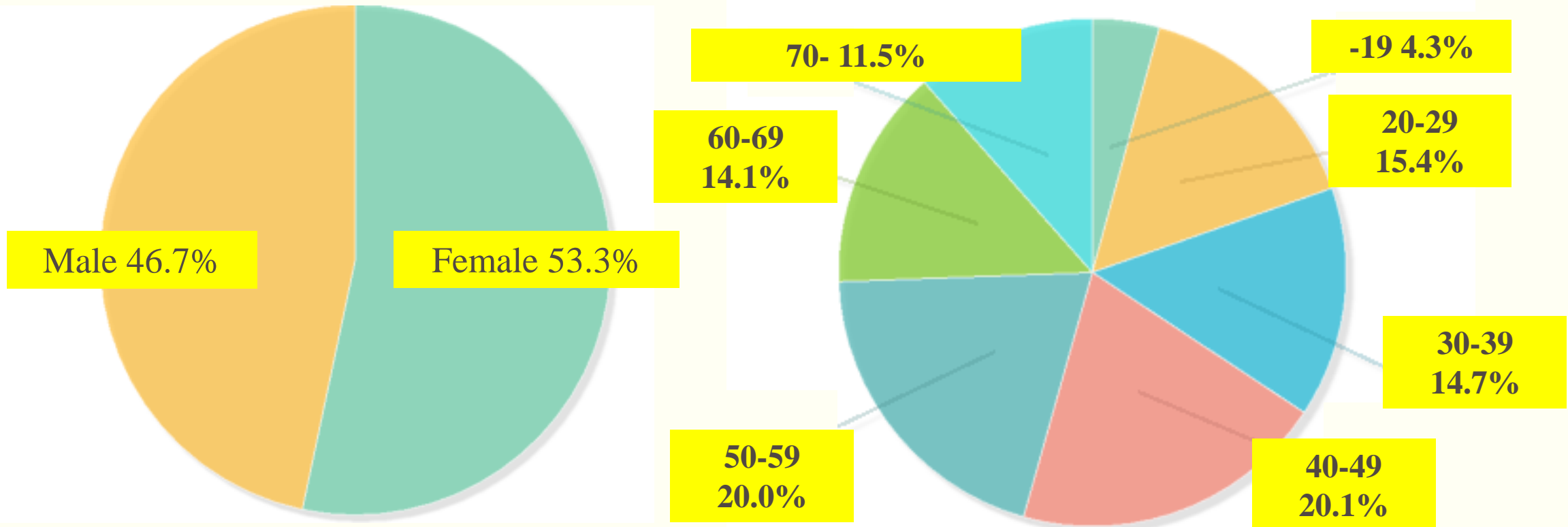
11,000 yen per course *Doubles for master's degree

**E.g., one-semester non-degree student and enrollment for
1 broadcast class (2 credits)**

$$\text{¥ 7,000} + \text{¥ 11,000} = \text{¥ 18,000}$$

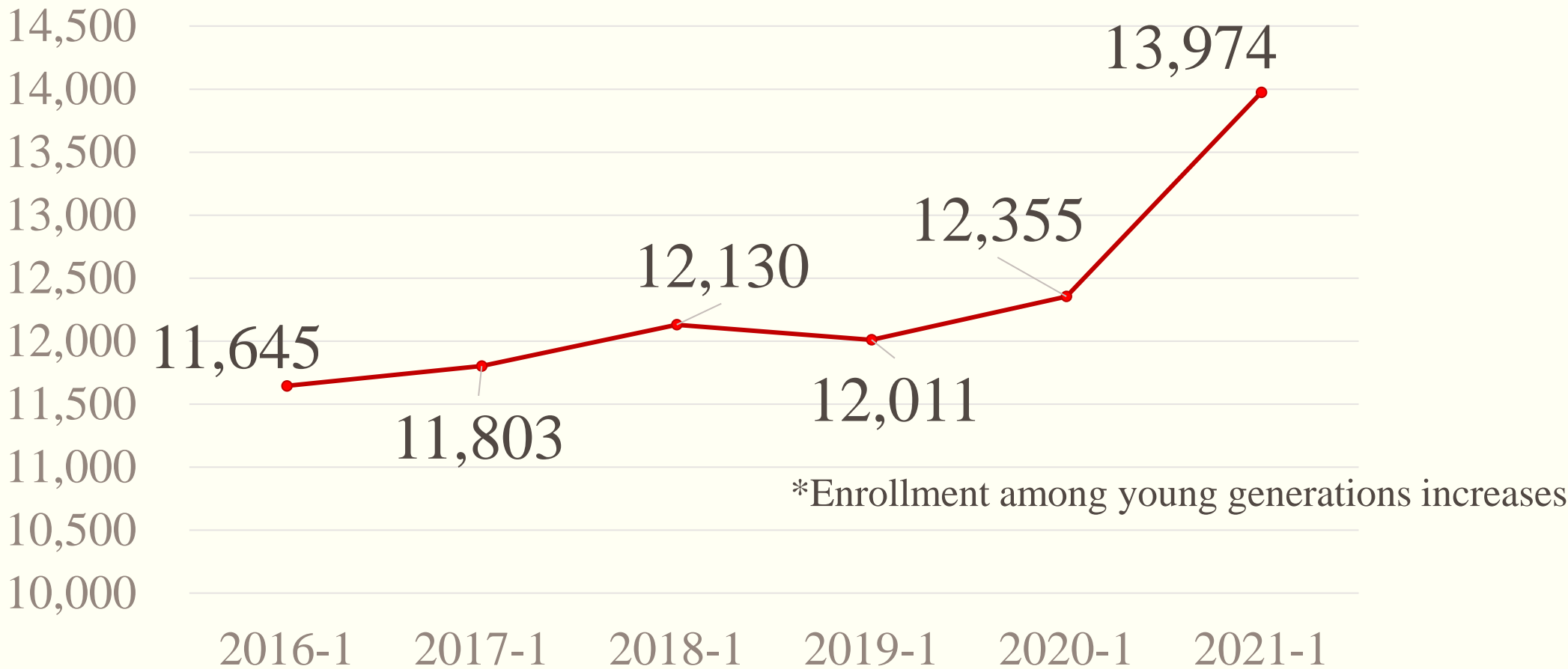
Characteristics of OUI Students by Gender and Age Group

Undergraduate + Graduate total enrollment: 85,327 (as of 1 May 2022)

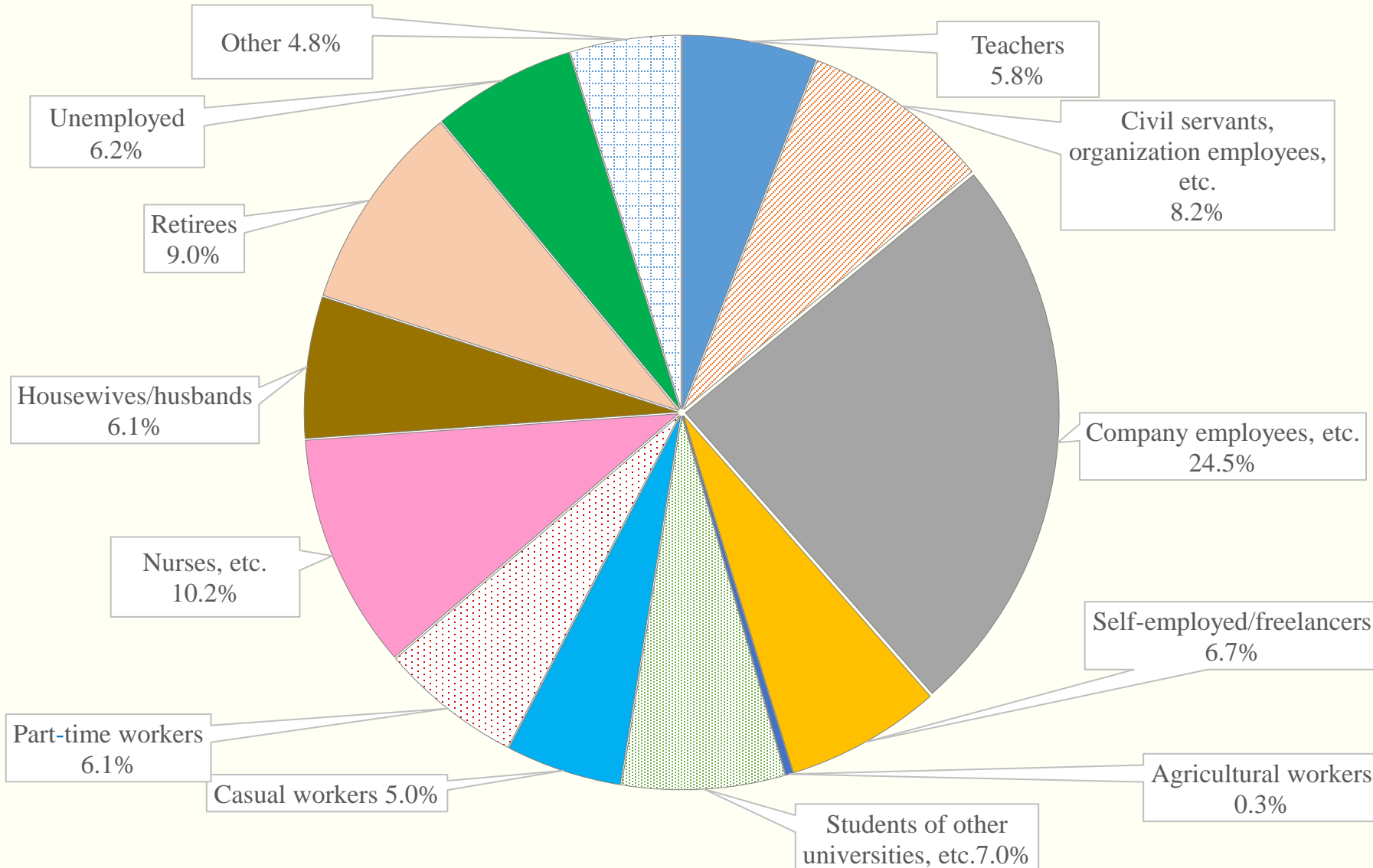


- Male-to-female student ratio is almost equal (this trend has remained unchanged since OUI's opening)
- The 40s and 50s are the largest age groups, but the overall distribution is broad across all age groups
- There is no particular bias toward the elderly

Undergraduate Enrollment of 29-Year-Olds and Younger (~Jan 2021)



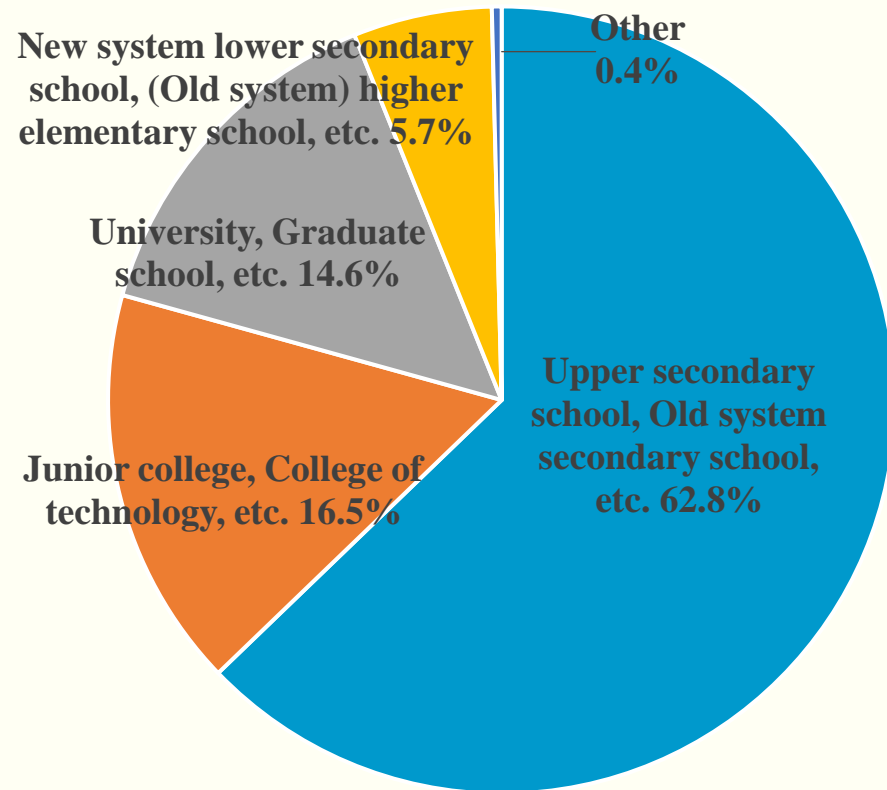
Characteristics of OUI Students (By Occupation)



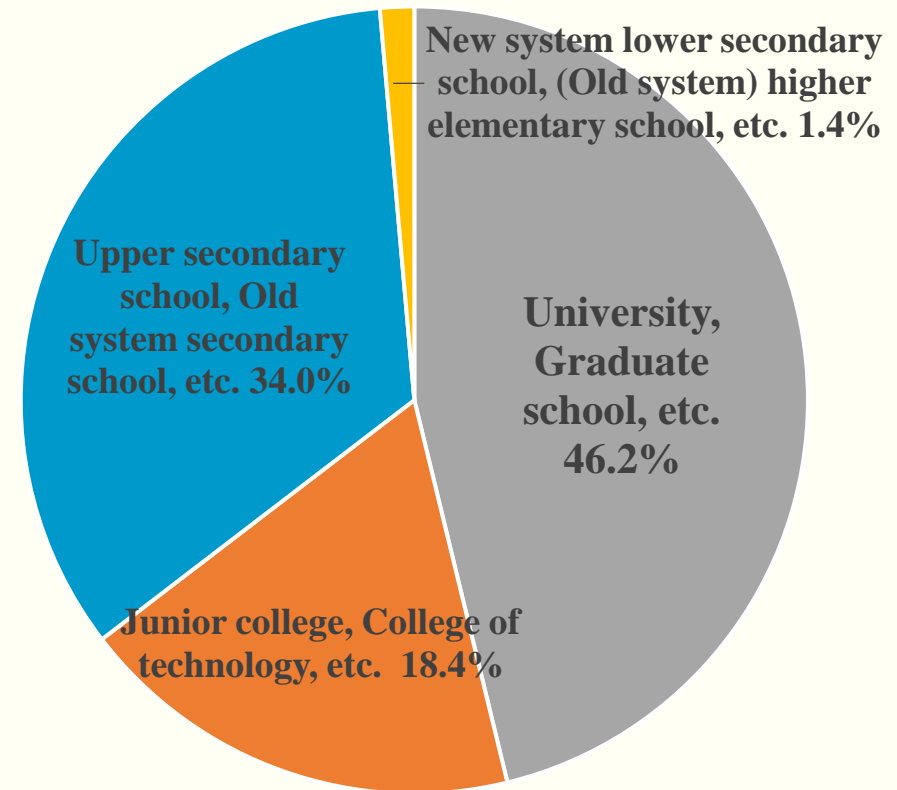
- Nearly half of the students are company employees, civil servants, teachers, and other employees
- Retirees and full-time housewives/husbands, who were once the main constituents, are in the minority at 15.8% combined
- Professionals including full-time housewives/husbands and part-time workers comprise over 70% of students

Characteristics and Needs of OIJ Students

Educational background of enrolled students at the time of OIJ's opening



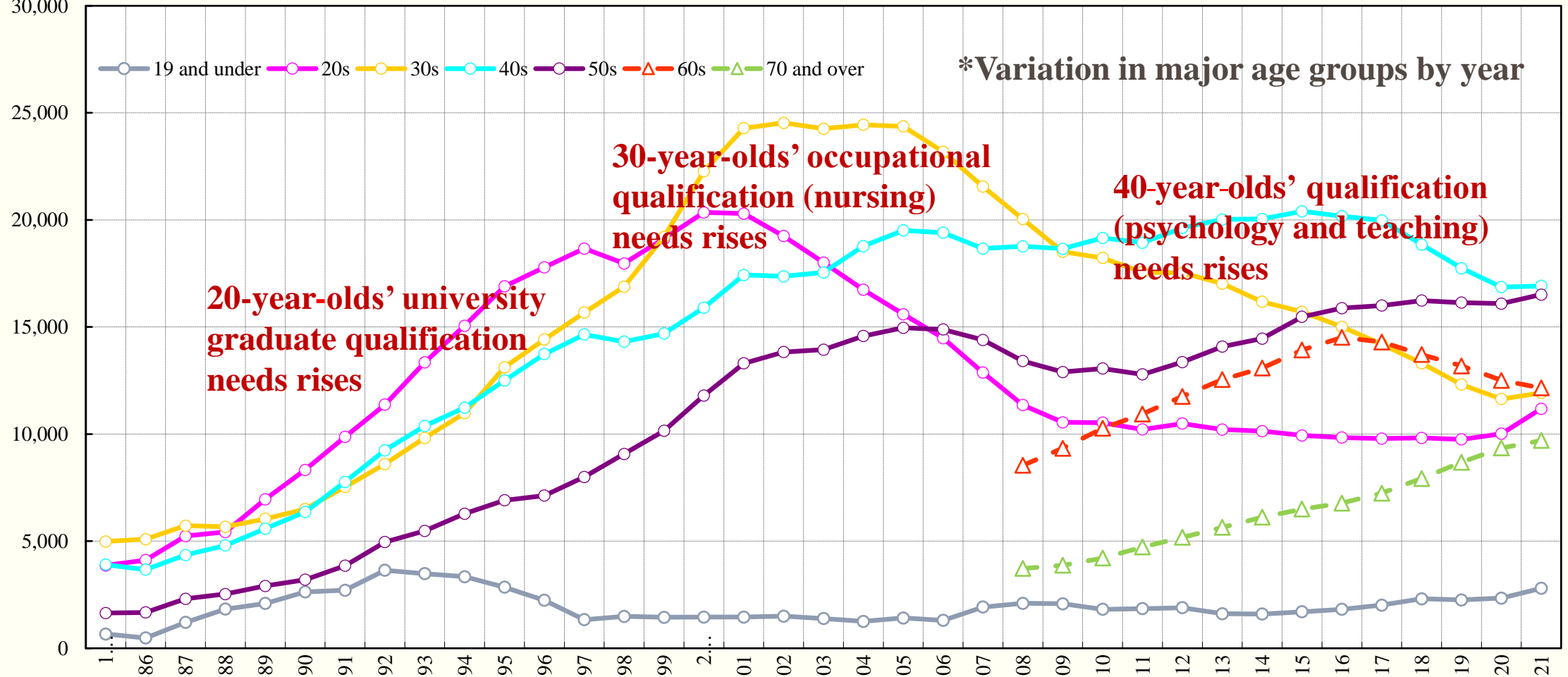
Educational background of current students



*Educational background of entrants has clearly shifted to higher level.
(Many graduates from the OIJ)

Undergraduate Students Enrolled (by Age Group: 1st Semester)

Units: people
30,000



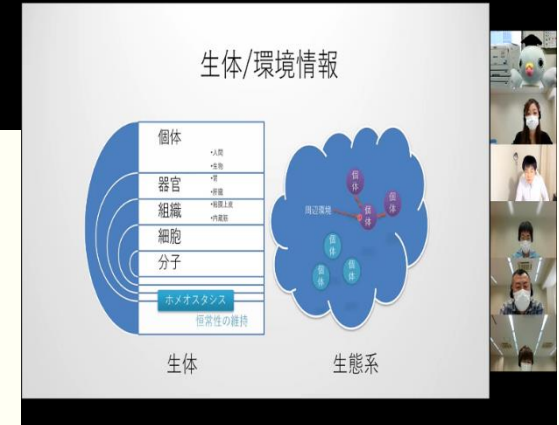
Reasons for Choosing the OUI (From Student Survey 2020)

- Out of 27 answer selections, the followings are the most selected answers (multiple selection) (1)
- I can study at a convenient **time**: 77.9%
 - **Tuition** is affordable: 67.4%
 - I can study at **home**: 64.0%
 - I can learn over the **Internet**: 43.4% (2)
 - I can take **a single course**: 28.4%
- (1) "**Convenience**" was commonly ranked highest
- (2) Broadcast courses are also distributed online, and **more than 70%** of students use online distribution services (including *radiko*) instead of broadcasts (direct viewing is less than 10%)

Schooling Class (Pre-2019 and Post-2020)



- * COVID-19 pandemic necessitated a shift from face-to-face classes at SCs to live web classes that can be attended from home or SCs and hybrid classes that incorporate some on-demand classes.
- * Almost half will likely remain online/hybrid after COVID-19 pandemic subsides.

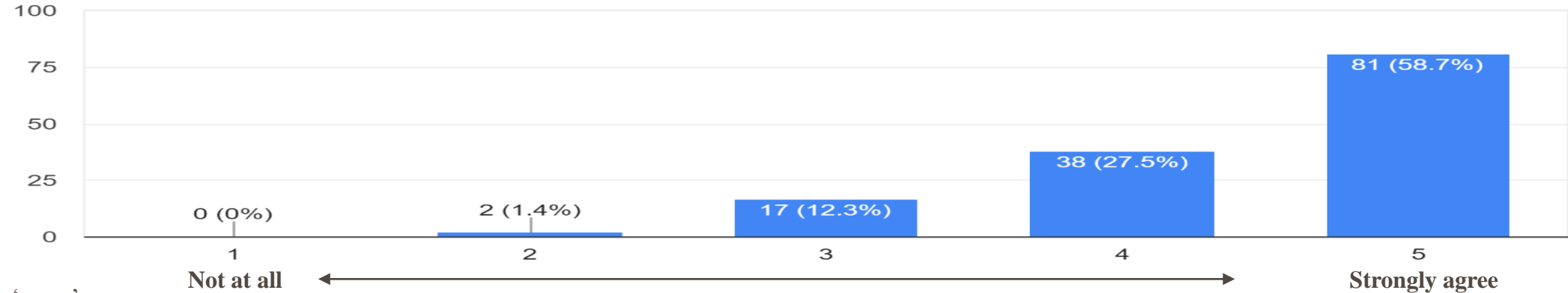


From the Results of the 'Live' Web Class Trial and Student Questionnaire (2021)

今後、今回のような同時双方向Web授業が開講されたら、受講を希望しますか。

138 件の回答

Would you like to take Live Web classes in the future?



Reason for 'agree'

- I don't have to leave the house to take a course
- I can learn deeper because I take more time over report assignments, etc.
- Easy to attend and the faculties are highly qualified
- Even if I live in a rural area, I can take the classes I want
- I don't have the opportunity to speak with other students in my current schooling class
- The screen is easier to see and don't have to worry about where you sit in the classroom
- It's easy to ask questions
- Easy to manage course schedules and times
- Unlike broadcast or online classes, there is a sense of tension that helps me concentrate better
- Remote lectures and PC-based courses are particularly compatible
- I prioritize course content
- In some fields such as practical training, it would be more effective than face-to-face because I can concentrate on individual work
- If my ability matches the level of the class, the learning style will be very effective
- Live web class can overcome social and physical constraints
- I can't go to schooling classes because of my physical disability
- I enjoy the enthusiastic atmosphere in live sessions

Fieldwork and On-site Observation Visits



***Schooling class camp at Marine Biological Station, Sado Island Center for Ecological Sustainability, Niigata University (courtesy of Niigata SC)**



***Toward the ideal Media Mix**

Education in the Near Future at OUI

(From the Education and Learning Vision 2027)

- (1) Expand recurrent education qualitatively and quantitatively, in addition to liberal arts education
- (2) Expand online (Internet) courses qualitatively and quantitatively
- (3) Convert some face-to-face schooling classes to simultaneous interactive online classes
- (4) Introduction of Internet Based Test (IBT) to exams for credits at an early stage
- (5) Systematize and enhance Institutional Research (IR)
- (6) Re-organize Study Centers as the center of students' learning support
- (7) Advance DX (Digital Transformation) in all aspects of university operations
- (8) Further promote internationalization, including enrollment of Japanese nationals living abroad and students who plan to study abroad

Implementation of Internet Based Testing (IBT) from the 1st Semester of 2022

At-Home Testing

- (1) Students **choose the date and time** to take the test, and access to the credit exam system online with **their own computers**.

* For 2022 1st semester, students can choose date and time from 9:00 15 July (Fri.) – 17:00 26 July (Tue.).

- (2) In **multiple choice exams**, students log in to the system to answer questions by **clicking within 50 minutes**.

- (3) In **descriptive exams**, students log in to the system to answer questions by **typing within 50 minutes**.



Non-Credit-Hour Course and Digital Badges (Planned to become Micro-Credential)



小学校 プログラミング教育 導入編

新学習指導要領におけるプログラミング教育の考え方や、先進的な取組を留得します。
この文章はダミーです。文字の大きさ、量、字種、行間等を確認するために入れています。
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(200文字)

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🔗 リンクをコピー 📄 バッジダウンロード

👤 バッジ所有者情報

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📖 検定基準

オンライン検定による小テスト等により理解を深め、オンラインでの修了試験に合格する必要があります。

OUI issues Digital Badges as e-Certificate

Current Issues in Lifelong Learning at OUI

- The number of recurrent-type enrollments (especially in nursing, psychology, teaching, and social education) where students seek to study for qualifications or specialized knowledge and skills, is increasing, while those seeking to complete degrees that they failed in the past and those seeking to engage in “leisure study” are decreasing. In response to such demand, OUI offers corresponding courses (including practical training, etc.), and is increasingly emphasizing recurrent education.
- However, in many cases, qualifications obtained at OUI are still not considered equivalent to those obtained at other universities and institutions (especially “university graduation qualifications”).
- This is heavily influenced by the philosophy of OUI, which does not require an entrance exam for undergraduates and has hence been misunderstood to “require no ability,” and by the labor market for recent graduates linked directly to universities.
- The obstacles to the development of recurrent lifelong learning are seemingly deep-rooted on the labor market side, where human resources are in demand, and on the side of lifelong educational institutions (OUI), where human resources are trained.
- The problem is that there is still a strong emphasis on attributes—such as age and gender—as well as on potential. A shift to focus on current skills and enhancing the job market will be major pull factors.
- Also, too much faith has traditionally been placed in the universality of the arts, overemphasizing classical liberal arts. Now is the time to push for educational reforms that matches the needs of society and the demand for human resources.

Thank you for your attention

