Academic Profession's Challenge to the Construction of Educational Management in Japan

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Introduction

Active learning is now gradually being adopted in many universities and colleges in Japan. This follows the release of the 2012 Central Council of Education (CCE) report which emphasized the need to introduce active learning and to reinforce educational management in academia.

As a result, one of the most important problems in Japan's higher education reforms is to know how educational management can promote students' active study. The answer to this problem will assist students to gain the academic ability to study actively, thereby preparing them to respond to an unpredictable future in the prevailing knowledge-based society.

The following options should be explored: (1) Enhancing teaching methods which support greater student initiative in their study, such as active study and HIP (High Impact Practice) including field studies outside classes. (2) Introducing innovative methods, such as rubrics and tests to visualize leaning outcomes. (3) Setting up organized teaching to support educational management by reconsidering curriculum from the perspective of DP (Diploma Policy), CP (Curriculum Policy) and AP (Admission Policy), whilst realizing an effective nexus of R-T-S (Research, Teaching and Study) for academic staff.

To support an academic investigation of the current situation of educational management in light of such problems and to prescribe future reform plans, this paper puts forward an analysis of data from a national survey conducted for this

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purpose.

Based on the 2012 CCE report, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) launched the Education Promotion Program among universities and colleges in 2012, and supported a range of projects related to active learning. It is likely that this program has served to stimulate the promotion of active learning nationwide. Indeed, the author of this paper is involved in a project entitled "Construction of Academic Management System for Initiative Learning". Supported by the Japan Society for the Promotion of Science (JSPS) since 2012, this project involves four universities: Kansai Kokusai University, Hokuriku Gakuin Univeristy, Shukutoku University and Kurashiki Sakuyou University.

Research framework

The teaching and learning process is considered to be the most important function for students in relation to the campus experience. The focus of the current university education reforms is to make quality assurance of the teaching and learning process through the construction of the educational management system. The teaching and learning process is concentrated on the classroom where teacher, student and curriculum intersect. Usually, interactions between teacher and student play out in the classroom, where teachers and students pay attention to students and the curriculum. The curriculum, meanwhile, is defined by curriculum policy and assessment, and, as such, the establishment of curriculum policy is a necessary first step. Students have an important responsibility to pursue their own initiative in relation to the curriculum in order to improve active learning. On the other hand, however, teachers are expected to enhance active teaching in order to improve the active learning of their students (Figure 1). In this context, it is difficult to improve active learning without the establishment of sufficient mutual interaction between the curriculum, teachers, and students.

The relationship between teacher and student can be described theoretically in four types (Table 1): A (ideal type) (++), B (teaching type) (+-), C (study type) (-+), and D (anomy type) (--). In this typology, Type A is ideal in terms of classroom function due to the efficient interaction between teaching and learning with both teacher and student fulfilling their roles successfully. Here, active teaching and active learning intersect successfully to the extent that the relationship between teacher and student brings about sufficient effects upon the classroom. In Type B, on the other hand, teaching may be effective, whilst the

student's learning is not.

In Type B, the teaching is not sufficiently effective to stimulate student learning to the extent that it encourages students' active learning. In traditional classrooms, this kind of teaching and learning style has been popular from the medieval university to the modern university. Even in the U.S. and Japan in the 19th century, both memorizing and citation were main stream activities in the teaching and learning process.

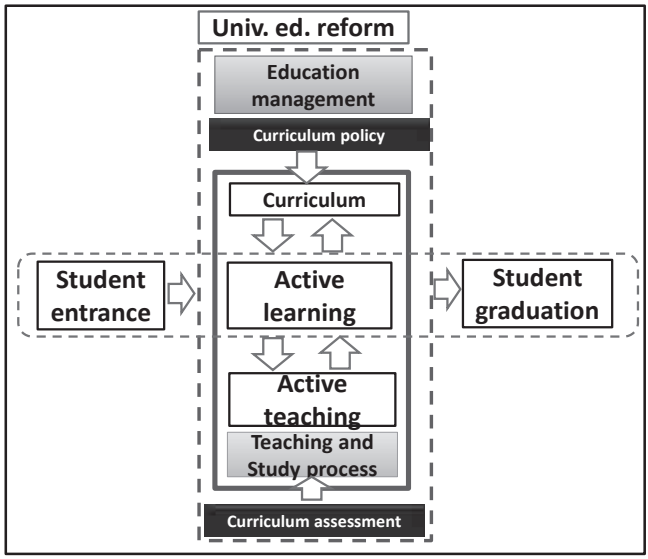


Figure 1. Active learning and university education reform

Table 1. Type of teaching and study

type	teaching	study
A ideal	+	+
B teaching	+	-
C study	-	+
D anomy	-	-

> First of all, class of recitation means a teaching method convenient for teachers because it uses their abilities to the full. As far as this method is used, the teachers' role was completed only by indicating the students the places to be memorized until the next class, nominating the students in the classroom, and checking the students' recitation against the original in the textbook. (Ushiogi, 1982, p.26)

Type C describes a classroom where teaching is deficient, but learning and student study are effective. To ensure the necessary move to active learning, transformation will be required from Type C to Type A.

Type D is a university version of "classroom collapse," which is often reported in elementary and secondary schools where neither teaching nor learning is functioning at all. Although this type exists at the level of theory, it is not found in practice in university classrooms. In this context, Types A, B, and C are seen to describe the university classroom, with a transformation from Type B, which has prevailed for many years in higher education, to Type A, which is considered to be the mainstream of active learning today.

The typology outlined above focuses on the relationship between teachers and students. In an actual classroom environment, the relationship between teachers and the curriculum, as well as between students and the curriculum, are equally as important.

Accordingly, attention should be paid to the relationship between teachers and students.

Firstly, teachers should pay attention to their relationship to students in order to understand the real situation of a student's development prior to classroom teaching. This could be by way of devices such as orientation, a learning portfolio or a survey of student behavior. In reference to preparation for the classroom, a handbook written by Brinkley et al., for example, refers to the following factors: what teachers let students learn; selection of texts; use of audiovisual resources; looking for texts; preparation of syllabus (Brinkley et al., 2005). It is perhaps surprising that the authors of this book do not mention the need to pay attention to the developmental stage of students.

A diverse cohort of students enters universities and colleges today and these students come to classrooms with various kinds of prior achievement, interests, technologies, and purposes (Davis, 2002, p.66). This diverse group of students can be categorized in three ways: those who become effective students immediately after entering university/college; those who become effective students slowly, and those who struggle to become effective students. Teachers

should respond to each of these categories of student appropriately in order to encourage active learning to the extent that the students can graduate with high achievement.

Secondly, teachers should have a detailed understanding of the content of the teaching subject and its standard of achievement, with adequate teaching preparation in light of the curriculum. This must be integrated organically into the curriculum in the undergraduate course. In a concrete fashion, individual teachers should teach their subjects to students without losing openness, similarity, and adaptability. In recent undergraduate courses, CP (Curriculum Policy) and AP (Admission Policy) are adopted after setting DP (Diploma Policy). As such, the concept of curriculum should operate in accordance with the construction of educational management at campus level.

Thirdly, teachers should understand where their own difficulties lie in order to deal with them objectively, rather than relying on the assumption that their teaching is excellent. Especially, as discussed previously, they should understand students, examine curriculum and promote active study so as to deepen research which forms the basis of teaching. An ideal classroom exists in the relationship between teaching (+) and learning (+), as mentioned above on the basis of a compatibility of teaching and research (Von Humboldt, 1910; Clark, 1997; Arimoto, 2008, 2013; Cf. Arimoto, Cummings, Huang, & Shin, 2015).

Furthermore, it is necessary to seek the R-T-S nexus. According to our survey, students have higher expectations of their teachers being research active than teachers do (Arimoto, 2010, pp.9-10). Teaching without research is considered to be a failure in university and college classrooms, because it is similar to classrooms in elementary school which put less emphasis on research compared to universities and colleges. In those classrooms in higher education which do not give comparable weight to teaching and research, there is little cultivation of HIP (high impact practices) which provides students with skills in creativity, problem discovery, problem solving, and application. In addition, active learning does not directly lead to high scholastic achievement.

Intention of the survey

The Research Institute for Higher Education (RIHE) at Kurashiki Sakuyo University conducted a national survey of educational management as part of a series of research activities related to a project selected by the MEXT program on university cooperation promotion in 2014. This project was undertaken by four universities: Kansai Kokusai University, Hokuriku Gakuin University, Shukutoku

University, and Kurashiki Sakuyo University. The intention of the survey was to clarify the problems faced by all universities and colleges in Japan and to contribute to an improved understanding of the current state of development of campus level educational management in order to enhance the active learning of students.

Survey method

The survey was carried out across the national, local and private sectors and was conducted from 20 to 31 August 2014. The questionnaire consisted of 38 questions including 2 questions about concepts of active learning, 6 questions about HIP (High Impact Practices), and 24 questions about curricula. This paper deals with all 38 questions, although it is difficult to present a detailed analysis due to space constraints. The sample size was 744 (national 82; local 84; private 578) and responses were received from 244 (44; 39; 161), that is an overall return rate of 32.8% (53.7%; 46.4%; 27.9%) (Table 2-1). The numbers of samples for analysis were 245 (44; 39; 161; non response 1), broken down by percentage as follows (18.0%; 15.9%; 65.7%; 0.4%) (Table 2-2).

Table 2-1. Distribution, return, return rate

	National	Local	Private	Total
Distribution	82	84	578	744
Return	44	39	161	244
Return rate	53.7	46.4	27.9	32.8

Table 2-2. Samples of analysis

	N	%
National	44	18.0
Local	39	15.9
Private	161	65.7
NA	1	0.4
Total	245	100.0

Analysis of results

Institutionalization of active learning

The intention of active learning is to enhance the study ability of students and so it is necessary to inquire to what extent students are engaged in active learning. However, it is manifest that the responses of academic staff nationwide testify to the underdevelopment of active learning amongst students. Based on this fact, it is too early to think about the present situation positively.

Table 3. Degree of recognition among academic and non-academic staff

	1. Notable well	2. Notable by half members	3. Not-notable	4. Not-notable perfectly	%	X2 (df = 6)
National	31.82	50	15.91	2.27	100	8.2
Local	12.82	56.41	28.21	2.56	100	
Private	26.09	43.48	29.19	0.62	100	
Total	23.58	49.96	24.44	1.82		

* p < .05, ** p < .01

Table 4. Practice of active learning

	1. Systematic and organizetional practrice on all campus	2. Starting practice on all campus	3. Practice on all campus in future	4. Not thinking about practice at all	%	X2 (df = 6)
National	29.55	52.27	13.64	2.27	100	16.71**
Local	7.69	38.46	48.72	5.13	100	
Private	18.63	42.86	36.65	1.24	100	
Total	18.62	44.53	33	2.88		

* p < .05, ** p < .01

The responses to “Degree of recognition of active learning among academic and non-academic staff” by sector are outlined in Table 3. Almost three quarters of all respondents (73.54%) responded positively to this statement, taking into account “Notable by half members” (49.96%) and “Notable well” (23.58%) (Table 3). As “Notable well” still represents a smaller portion of responses, the issues of how to raise levels of recognition will need to be resolved in the future. However, there is already higher recognition in the national and private sectors, compared to the public sector.

On the other hand, there is a lag in the current situation, as practice levels are lower than recognition levels (Table 4). The strongest responses are seen in the statement “Starting practice on all campus” (44.53%). As such, the practice of active learning can be said to be in the development stage, with an expectation that it improve in future. In relation to those sectors where there is no practice

of active learning, the proportion by sector is national (15.91%), local (53.85%), and private (37.89%). As such, the local sector faces the greatest delay across the three sectors.

Current situation for students

With academic staff responses indicating that their practice of active learning is low, this suggests that student practices are low too.

Firstly, responses to the statement "We are practically increasing and securing students' study time before and after class." show that this is not a reality in practice. "Not adaptable" accounts for almost half of the responses (48.23%), while "Adaptable considerably" is the next most popular response (43.93%) (Table 5, 1).

In the results of a comparative study on the time spent by students before and after class in the U.S. and Japan, Japanese students spent 4.6 hours while the U.S. students spent 8.2 hours every day, according to the Central Council of Education (CCE, 2012). In this light, it is necessary to clarify the current situation.

In this regard, the survey clarified the current situation with half of all responses being positive and half negative. Securing additional study time for students has not been successfully implemented in line with the CCE demand to "Increase greatly the study time for students", as the portion of "Adaptable perfectly" responses is still less than expected. This fact is important. The quality assurance of active learning cannot be pursued successfully unless study time is secured together with study before and after class.

Secondly, the results of a question on how the content of classrooms is improved to enhance active learning reveal a less than ideal situation. The ratio of responses to the statement "We are conducting classroom management conjugating active learning including group work, discussion, presentation, etc." is as follows: more than two thirds of responses are positive, drawing together the highest response of "Adaptable considerably" (55.0%) and the second highest positive response of "Adaptable perfectly" (12.93%) (Table 5, 2). However, a third of responses are negative and, as such, it is proposed that the current situation is not enough to improve active learning. As for the breakdown of these responses by sector, the national sector has slightly more positive results.

Thirdly, responses indicate that HIP also needs to be improved. As described above, a positive practice of active learning has not been developed to date. As such, it is reasonable to conclude that HIP is not practiced effectively

because it is considered to work as a main function of practice. If we see the response rate to the statement "We are practicing an experience learning with high impact outside classroom.", it is still staying in insufficient state almost equivalent to the practice of classroom as described above (Table 5, 3). Namely, "Adaptable considerably" (51.61%) is nominated by more than half of all respondents, followed by "Not adaptable" (34.05%). In this context, "Adaptable perfectly" (11.39%), with the second lowest percentage, is expected to increase in the near future to at least 50% of all responses. Accordingly, it is clear that HIP has not yet developed as the most important function of active learning practice.

Table 5. Teaching management inside and outside classrooms

		1. adaptable perfectry	2. adaptable considerably	3. not adaptable	4. not adaptable perfectly	%	X^2 (df = 6)
1. We are practically increasing and securing students' study time befor and after classrooms.	National	6.82	40.91	50.00	2.27	100.00	3.17
	Local	0.00	46.15	48.72	5.13	100.00	
	Private	4.97	44.72	45.96	3.11	100.00	
	Average	3.93	43.93	48.23	3.50		
2. We are conducting classroom management conjugating active learning including group w ork, discussion, presentation, etc.	National	20.45	54.55	25.00	0.00	100.00	8.19
	Local	10.26	56.41	30.77	2.56	100.00	
	Private	8.07	54.04	36.02	0.62	100.00	
	Average	12.93	55.00	30.60	1.06		
3. We are practicing an experience learning w ith high impact outside classroom.	National	15.91	56.82	27.27	0.00	100.00	9.47
	Local	7.69	56.41	30.77	5.13	100.00	
	Private	10.56	41.61	44.10	2.48	100.00	
	Average	11.39	51.61	34.05	2.54		
4. We are conjugating classroom design focusing on the outside classroom learning including service learning, internship, etc.	National	27.27	31.82	40.91	0.00	100.00	8.19
	Local	10.26	38.46	38.46	10.26	100.00	
	Private	11.80	47.83	32.92	6.83	100.00	
	Average	16.44	39.37	37.43	5.70		
5. We are conducting classrooms aimed to transferr students' passive learning to active learning.	National	13.64	50.00	36.36	0.00	100.00	5.17
	Local	7.69	56.41	33.33	2.56	100.00	
	Private	6.21	47.83	44.10	1.24	100.00	
	Average	9.18	51.41	37.93	1.27		
6. We are transforming students' learning from learning w ithout secturity of classrooms to study w ith security of classrooms.	National	6.82	27.27	56.82	2.27	100.00	7.47
	Local	2.56	12.82	74.36	7.69	100.00	
	Private	2.48	27.95	59.63	6.21	100.00	
	Average	3.96	22.68	63.60	5.39		

* p < .05, ** p < .01

Fourthly, the responses to the statement "We are conjugating classroom design focusing on the outside classroom learning including service learning, internship, etc." are as low as those gained in the HIP previously discussed, perhaps due to the shortage of using methodologies necessary for active learning. In other words, such methodologies contain various kinds of practices related to the HIP: group discussions; presentation of papers; internships; service learning; writings; and role plays. As the results the positive responses with the category of "adaptable perfectly" (16.44%) are less than 20%, even though the positive responses with "adaptable considerably" (39.37%) are almost 40%, while the negative responses are more than 40% (43.13%) with the categories of "not adaptable" (37.43%) plus "not adaptable perfectly" (5.7%) (Table 5, 4). The results show that outside classroom study has not realized sufficiently thus far due to a shortage of conjugation with the inside classroom study.

As the previous facts suggest, the students' active learning has not been realized well both inside and outside classrooms because of a shortage of HIP. As far as this kind of insufficient situation is concerned, it is natural to observe that most students still remain in the old type of teaching and learning process without shifting to the new type.

Fifthly, the responses to the statement "We are conducting classrooms aimed to transfer students' passive learning to active learning." are less than 10% (9.18%) as expected easily from the previous results (Table 5, 5). Almost 40% (39.2%) belong to the alternatives of "not adaptable" (37.93%) plus "not adaptable perfectly" (1.27%). This fact underlines the classroom innovation from the passive to active learning has not been realized thus far.

The progress of the teaching and learning process is still stagnant in terms of the active teaching and learning process. Accordingly, both teachers and students are expected to participate in a new type of teaching and learning process by their innovative role-taking and role-playing in order to enhance active teaching and learning. Namely, teachers are expected to promote active teaching to promote students' active study, while students are expected to promote their active learning and rather active study instead of simple learning. In this research, we have conducted a national survey to analyze the present situation related to the progress of ideal of teaching and learning process inside and outside classrooms. As predicted from the results already gained in the above analyses, academics' responses to such ideal of the teaching and learning process remain persistently in insufficient conditions.

The above results suggest that the transformation from active learning to active study has hardly been realized at all, since even the transformation from

passive learning to active learning has not been realized well as a precondition. The transformation from active learning to active study as a form of its evolution, is not conducted successfully without the security of active teaching and active learning, and especially it is not conducted without the security of active teaching. Traditional learning, or passive learning, should be improved to active learning in the relationship with active teaching and in the long run to active study.

Related to this context, the responses to the statement "We are transforming students' learning from learning without security of classrooms to study with security of classrooms." suggests a strong retention of the traditional learning. The responses with "adaptable perfectly" (3.96%) are as low as less than 5% (Table 5, 6) and on the contrary, the responses with "not adaptable" (63.6%) are as high as more than 60%, followed by "adaptable considerably" (22.68%). The results are far from realizing an ideal state in which teachers are realizing successfully the students' transformation from learning to study.

In this delayed situation throughout all sectors, the national sector is positive in its responses, although there is little difference among the sectors.

Considering that students are still learning without commitment to the teaching and learning process in the classrooms and they are still pursuing the old type of learning, we can easily anticipate difficulty in improving active learning. This is analogous to the heads and tails of a coin in the sense that it suggests the underdeveloped state of active learning inside and outside classrooms. Without securing teaching inside classrooms, students cannot realize active learning and even more study inside and outside classrooms. Accordingly, securing study time in connection to teaching in the classrooms is expected to be extended to various kinds of study including service learning, internship, and study abroad outside classrooms. Active learning is realized well inside and outside the classrooms in accordance with continuing to organize substantial study time.

It is necessary for students not only to obtain study time sufficiently after classes with a focus on study including the preparation and review of classes but also to activate the HIP methodologies related to active learning. In this regard, the present situation has not reached the state of conjugation of HIP and active learning. In addition, it is true that the introduction of rubrics, one of the most important HIP methodologies, still remains at a more delayed state.

Sixthly, the results of responses to the statement "We are developing a general purpose rubric to be underutilized on the all campus." clarify the present situation that is more delayed with regard to the introduction of rubrics inside and outside classrooms. Adding up responses to "not adaptable perfectly" (51.47%) and "not adaptable almost" reaches to almost 90% (86.09%) (Table 6, 1; Figure

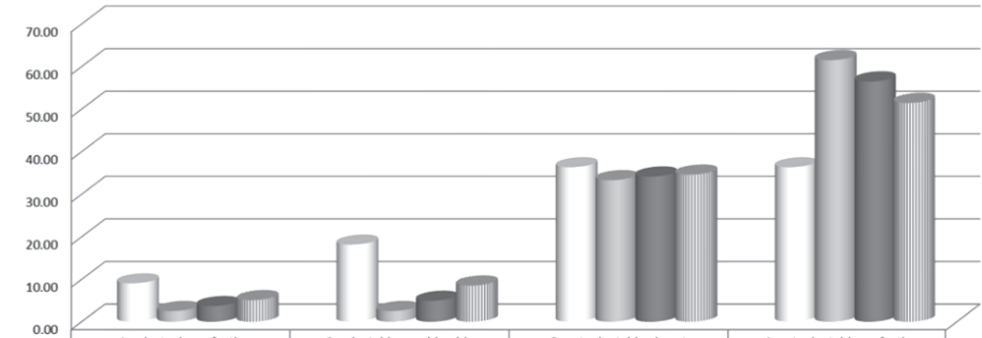
2).

Much time will be required to improve the present situation where the promotion of active learning on the all campus level has hardly been realized at all. Finding a way out of the present difficulty is likely to be difficult in academia, especially on the all campus level, even though some individual academics are independently introducing HIP methodologies including rubrics into their classrooms to some extent at their own faculties as well as departments.

Table 6. Conjugation of rubric in all classrooms

		1. adaptavle perfectly	2. adaptable considerably	3. not adaptable almost	4. not adaptable perfectly	%	X^2 (df = 6)	
1. We are developing a general purpose rubric to be underutilized on the all campus.	National	9.09	18.18	36.36	36.36	100.00	15.70	*
	Local	2.56	2.56	33.33	61.54	100.00		
	Private	3.73	4.97	34.16	56.52	100.00		
	Average	5.13	8.57	34.62	51.47			
2. We are developing general rubric available on the all campus.	National	6.82	6.82	52.27	31.82	100.00	16.83	**
	Local	0.00	2.56	28.21	69.23	100.00		
	Private	1.86	4.35	31.68	61.49	100.00		
	Average	2.89	4.58	37.38	54.18			
3. We are developing rubric availabe in professional education.	National	4.55	15.91	52.27	25.00	100.00	11.12	
	Local	2.56	12.82	33.33	51.28	100.00		
	Private	2.48	8.07	36.65	52.17	100.00		
	Average	3.20	12.27	40.75	42.82			
4. We are practicing rubric availabe in professional education.	National	4.55	13.64	54.55	25.00	100.00	14.57	
	Local	2.56	10.26	30.77	56.41	100.00		
	Private	1.86	6.21	35.40	55.90	100.00		
	Average	2.99	10.03	40.24	45.77			
5. Both teachers and students are conjugating rubric in all classrooms.	National	2.27	2.27	59.09	34.09	100.00	10.87	
	Local	0.00	2.56	43.59	53.85	100.00		
	Private	0.62	5.59	36.02	57.14	100.00		
	Average	0.96	3.48	46.24	48.36			
6. Both teachers and student are improving all classrooms by conjugating rubric.	National	0.00	4.55	59.09	34.09	100.00	-	
	Local	0.00	0.00	46.15	53.85	100.00		
	Private	0.00	5.59	34.16	59.63	100.00		
	Average	0.00	3.38	46.47	49.19			

* p < .05, ** p < .0



	1. adaptavle perfectly	2. adaptable considerably	3. not adaptable almost	4. not adaptable perfectly
National	9.09	18.18	36.36	36.36
Local	2.56	2.56	33.33	61.54
Private	3.73	4.97	34.16	56.52
Average	5.13	8.57	34.62	51.47

Figure 2. We are developing a general purpose rubric to be underutilized on the all campus level (%)

In fact, the responses to the statement "We are developing a general rubric available on the all campus level," which seems to be more difficult to realize, suggests the present situation will be more delayed. They exceed more than 90% (91.56%) on the basis of the responses with "not adaptable perfectly" (54.18%) and those with "not adaptable almost" (37.38%) (Table 6, 2). It is clear to point out that "development" of rubrics remains in a slump, while "conjugation" of rubric in the various faculties as well as departments on the all campus level is still showing a very poor outcome.

The application of rubrics in the teaching and learning process in the classrooms are aimed at enhancing active learning and transform it to a form of study as much as possible. In this context, it is natural to express that the present reluctance to introduce rubrics into the teaching and learning process in the classrooms cannot accomplish the given purpose of developing students' active learning and even more study in the near future. At least, the present situation means neither actual development nor actual application of rubrics in the teaching and learning process. Accordingly in order to probe the matter thoroughly, it is important that there be a trend of active learning in the future.

The development and application of rubrics are mainly implemented at the professional education level in the faculties and departments rather than at the undergraduate education level, or on the all campuses level, in which all faculties and departments are integrated. Considering this, we can expect that the results are turned out to be improved in the professional education level in the faculties and departments. However, the results in the professional education level reveal almost same trend as shown on the all campus level (Table 6, 3 and 4).

If rubrics are not introduced into the teaching and learning process in the classrooms to create the level that both teachers and students share them together, neither active teaching nor active learning will be realized. In this context, negative responses were assumed to the statement "Both teachers and students are improving classroom learning by conjugating rubric." This presupposition has come true in the responses with "adaptable perfectly" by the form of nothing (0.0%) (Table 6, 6). It is noteworthy that no institution has responded to this statement positively.

Generally speaking, the rubrics have not introduced into the teaching and learning process in the classrooms and additionally rubrics have not contributed to enhance active teaching and learning as one of the most useful methodologies related to HIP in almost all universities and colleges throughout the country.

The institutionalization of educational management into academia

It cannot be said in a transparent flattery that active leaning has promoted an actively developed stage according to the present poor situation analyzed previously through use of a national survey. It is to be expected that much time in the future for academia, or the universities and colleges, to reach the actively developed stage. In relation to the institutionalization of active learning in academia, it can be assumed that educational management has not developed in almost all the universities and colleges throughout the country. Some questions are needed to recognize the present situation related to the institutionalization of educational management into academia.

Firstly, is an educational ideal established parallel to curriculum reform? We have to examine the relationship between the establishment of the educational ideal and the curriculum arrangement as a basis of the educational ideal, because we cannot arrange any curriculum without it. Accordingly, attention must be devoted to the statement "We have arranged the curriculum of faculty and department on the basis of the establishment of educational ideal at the all campus level so as to make quality assurance of the undergraduate course at the all campus level." The responses to this statement with "absolutely yes" (50.21%) count only 50% and so it seems insufficient (Table 7, 1). However, it is undeniable that more than 90% (91.62%) is equivalent to a positive reaction, if we add the responses with "considerably yes" (41.41%). According to this result, both educational ideal and curriculum arrangement have been established in the universities and colleges nationwide to a considerable degree, even though as much improvement as possible is desirable going forward.

Table 7. Quality assurance of undergraduate education

		1. Absolutely yes	2. considerably yes	3. almost no	4. abusolutely no	X^2 (df = 6)	
1. We have arranged the curriculum of faculty and department on the basis of the establishment of education ideal at the all campus level so as to make quality assurance of undergraduate course at the all campus level.	National	63.64	29.55	4.55	2.27	7.15	
	Local	41.03	48.72	10.26	0.00		
	Private	45.96	45.96	6.21	1.24		
	Average	50.21	41.41	7.01	1.17		
2.We have set up the goal of undergraduate education by introduction of DP so as to seek the quality assurance of undergraduate education.	National	59.09	40.91	0.00	0.00	13.52	*
	Local	35.90	46.15	12.82	5.13		
	Private	44.10	44.72	9.94	0.62		
	Average	46.36	43.93	7.59	1.92		
3. We are putting w eight orderly DP→CP→AP instead of AP→CP→DP so as to make the quality assurance of undergraduate education on the all campus level.	National	25.00	54.55	20.45	0.00	9.18	
	Local	12.82	46.15	30.77	10.26		
	Private	14.29	47.20	32.30	4.97		
	Average	17.37	49.30	27.84	5.08		
4. Evaluation of education program is conducted in accordance w ith assessment policy.	National	13.64	13.64	40.91	31.82	13.09	*
	Local	0.00	10.26	38.46	51.28		
	Private	3.11	14.29	42.86	39.13		
	Average	5.58	12.73	40.74	40.74		
5. We are conduciting evaluation of eduction program along assessment policy.	National	9.09	9.09	47.73	34.09	9.85	
	Local	0.00	10.26	38.46	51.28		
	Private	1.86	12.42	42.24	42.86		
	Average	3.65	10.59	42.81	42.74		
6. Syllabus, w hich individual academic makes, indicates students to secure the time for preparation and review and to complete assignment.	National	13.64	47.73	36.36	2.27	12.50	*
	Local	0.00	51.28	41.03	7.69		
	Private	20.50	47.83	26.71	4.35		
	Average	11.38	48.95	34.70	4.77		
7. We are conducting learning portfolio on the all campus level.	National	15.91	13.64	56.82	13.64	16.47	**
	Local	5.13	10.26	35.90	48.72		
	Private	4.97	14.29	46.58	33.54		
	Average	8.67	12.73	46.43	31.97		
8. We are applying teaching portfolio on the all campus level.	National	2.27	6.82	56.82	31.82	7.02	
	Local	0.00	2.56	38.46	58.97		
	Private	1.24	4.35	42.86	49.07		
	Average	1.17	4.58	46.05	46.62		

Secondly, is the goal of undergraduate education clarified following the establishment of a Diplomacy Policy (DP)? The degree of positive responses to this question is realized positively to a considerable degree, although more improvement is desirable. The responses to the question “Is the goal of undergraduate education fixed by DP so as to seek quality assurance of undergraduate education?” are almost the same as those to the previous question.

Namely, the total amount of "absolutely yes" (46.36%) and "considerably yes" (43.93%) attains 90% (90.29%) (Table 7, 2). This result suggests that the final goal of undergraduate education has been set clearly by introduction of DP in almost all institutions.

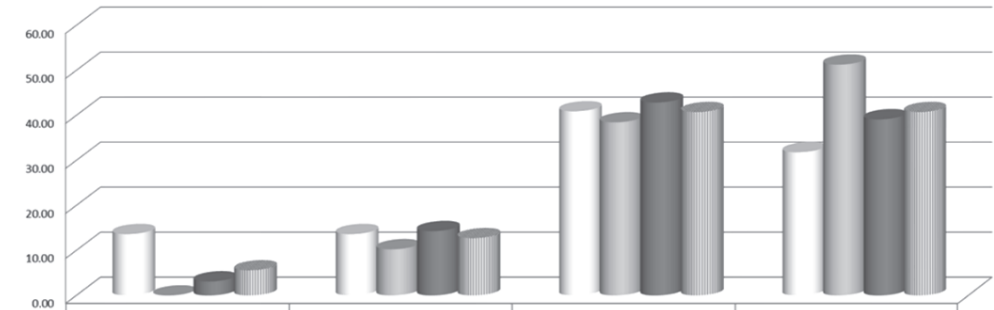
Thirdly, has the curriculum arrangement been transformed from the old style to the new style? In answering it is necessary for us to compare the responses to this question with those to the previous one. The results of the two questions suggest that the curriculum arrangement has been conducted after the establishment of ideal, or goal, for its realization by way of the DP. But, they do not suggest that the transformation from the old style of curriculum arrangement to the new style has been realized in accordance to the new goal. Accordingly, yes or no of the transformation is not understandable based on the results of responses to these questions and therefore is needed to compare the results with the following question. Namely, it is a comparison between the previous and present results focusing on the question "We are putting weight orderly DP→CP→AP instead of AP→CP→DP so as to make the quality assurance of the undergraduate education on the all campus level." In the responses to this question, almost 70% (66.67%) is positive to the question with "absolutely yes" (17.37%) and with "considerably yes" (49.3%) (Table 7, 3). As far as these portions are concerned, it is true that the reform of transformation has been practiced fairly successfully. However, we cannot ignore the fact that the negative responses count almost 30% (32.92%). This means that the old type of curriculum arrangement still remains in the trend that the transformation from the old type curriculum arrangement to the new is gradually proceeding in all sectors of institutions throughout the country.

Fourthly, has the assessment policy been established? The transformation of curriculum from the old type to the new will come nothing unless the assessment is actually conducted to check whether the new type of curriculum arrangement is accomplished or not. Frankly speaking, practicing the assessment policy of curriculum is important in the next phase of establishing the curriculum policy.

The question asking yes or no about the establishment of assessment policy was to examine the realization of these two relevant problems. The result shows that any fruitful outcome has not been produced thus far. Namely, the responses to the statement "The assessment policy is formulated so as to evaluate the outcome of students' study." has brought about the negative result more than 80% (81.48%) together with "almost no" (40,74%) and "absolutely no" (40.74%) (Table 7, 4; Figure 3). This testifies clearly that the assessment policy should

work to make an assessment of students' study outcome has hardly developed at all. Needless to say an evaluation of students' outcome is not realized without an adequate and useful working of such policy.

Fifthly, has the practice of evaluation been conducted on the basis of assessment policy? This question is negatively responded and so it has not been pursued sufficiently similar to the previous question. The responses to the statement "We are conducting evaluation of education program along assessment policy" which are related to the descriptions of the previous question are almost 90% (85.55%) including "almost no" and "absolutely no" (Table 7, 5). Accordingly, it is apparent that not only the assessment policy but also the evaluation of the education program has not been conducted thus far.



	1. Absolutely yes	2. considerably yes	3. almost no	4. abusolutely no
National	13.64	13.64	40.91	31.82
Local	0.00	10.26	38.46	51.28
Private	3.11	14.29	42.86	39.13
Average	5.58	12.73	40.74	40.74

Figure 3. Evaluation program is conducted in accordance with assessment policy

Practices of academics and students in the teaching and learning process

Students should conduct their own studies for preparation and reviews both before and after the teaching and learning process in the classrooms. Such activities are essential conditions for students to attend the teaching and learning process so that they can accomplish efficiently and sufficiently the inescapable assignments related to pursuing active learning. They can realize active learning and even more "active study" step by step until their graduations by obtaining the scholastic achievements sufficient for meeting the given curricular benchmarking

appropriate to the academic disciplines used in each class. For perfect attainment of these processes, not only students' active learning but also academics' active teaching supporting it are needed to work effectively as two inevitable vehicles.

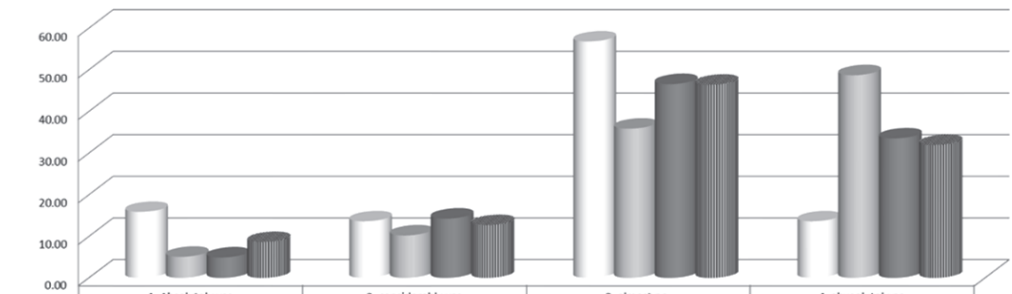
There are various kinds of practices related to HIP and IR. As for HIP, it contains active learning (group discussion; presentation; internship; service learning; writing; role play; study abroad; PBL [containing office hours]): As for IR, it contains curricula maps (assessment policy; rubric; portfolio; benchmark [containing placement test, learning commons, SNS]). These practices are utilized inside and outside of classrooms. For example, active learning in the classrooms includes such practices as group discussion, presentation, writing and role play, and outside the classrooms the practices such as internship, service learning and study abroad. The following discussions are focused on the analyses of responses to statements about the various practices conducted by academics as the main actors of teaching to the students as the main actors of study.

Firstly, we must continuously focus upon the result of the statement "Syllabus, which individual academic makes, indicates students to secure the time for preparation and review and to complete assignments.", because it reveals one important aspects about these practices. The fact that the responses with "Absolutely yes" (11.38%) are as few as 10% suggests the syllabus has not been achieved thus far (Table 7, 6). This fact has a direct relation to the present poor situation mentioned above where both the preparation and review of the teaching and learning process have not actually been practiced to the extent that the institutionalization of syllabus is absolutely necessary for the transformation of students' learning from simply learning to active learning, and even more to active study.

Secondly, two responses to the statements related to the portfolio, which is to be included in academics' practices, are noticeable. Nevertheless, the responses show the introduction of the portfolio into the teaching and learning process is still poor as with the syllabus. One of the responses is to the statement "We are conducting learning portfolio on the all campus level." Considering the sum of responses with "Absolutely yes" and "considerably yes" is as few as 20% (Table 7, 7; Figure 4), we obtain a better understanding that the portfolio has not been developed thus far in the universities and colleges. This fact may reflect the present situation in which academics have not paid much attention to how the portfolio is essential for promoting active learning.

The responses to the second statement "We are applying teaching portfolio

on the all campus level." are similar. On the contrary, they turned out to be much less than the previous ones as shown in the fact that the application ratio is lower in teaching portfolio than in learning portfolio. The responses with "absolutely yes" (1.17%) mean almost nothing and especially they mean absolutely nothing in the case of the local sector (Table 7, 8). It can be said that the learning portfolio has not developed almost at all in the all universities and colleges and even more the teaching portfolio has not developed at all.



	1. Absolutely yes	2. considerably yes	3. almost no	4. abusolutely no
National	15.91	13.64	56.82	13.64
Local	5.13	10.26	35.90	48.72
Private	4.97	14.29	46.58	33.54
Average	8.67	12.73	46.43	31.97

Figure 4. We are conducting learning portfolio on the all campus level

Concluding remarks

Analysis of the results of the national survey on the educational management reveals several findings: Firstly, the recognitions and practices responded by academics and non-academics to the present situation of active learning shows a more delayed degree in the level of practices than in recognitions. Strong, systematic commitment to the practices attempting to enhance active learning is needed by the academic profession in all universities and colleges. Only three years have passed since the CCE's report released in 2012 recommended the institutionalization of active learning in all universities and colleges throughout the country. Of course, this term seems too short to achieve a successful outcome. Considering this, however, we can guess it is natural that only few institutions have begun practicing active learning thus far and so it is only in the initiation process at best. Increased practice of active learning is required as soon as possible.

Secondly, half of the universities and colleges secure sufficient study time for students to prepare and review before and after classes and half do not. According to the survey, it is clear that students' study time has not been secured thus far despite the CCE complaint about the present poor situation in an international perspective, and its demand for improvement. Securing the sufficient study time cannot be achieved without securing the sufficient preparation and review time.

Thirdly, various kinds of questions concerning active learning suggest the underdevelopment of active learning in universities and colleges throughout the country.

(1) The responses to the question "Are you conducting classroom management by the application of active learning?" show a small portion of "adaptable perfectly." The relevant practices are expected to increase to the extent that the responses to "adaptable perfectly" are affected positively by such practices.

(2) If we pay attention to HIP which is thought to be the core part of methodologies useful for active learning practices, it cannot be said that the present situation is far from the ideal situation in which the all campus level is involved organizationally and systematically in the program of HIP.

(3) Rubric and its application to the teaching and learning process in the classrooms have hardly been promoted at all thus far so that the individual institution has not enhanced its own practices related to rubric and its application. It may not an oversimplification to say that the activation of HIP including rubric is a key methodology needed for active learning.

(4) Both active learning and teaching are still almost underdeveloped in the universities and colleges throughout the country. In fact, students have few study hours before and after classes, conducting less active learning, while academics are far from transforming students from the state of traditional learning to that of active learning and furthermore to active study as an evolved form of active learning.

(5) Learning portfolio has been delayed in its development, and in addition to it teaching portfolio has been much more delayed, even though the application of both types to the teaching and learning process is important in relation to both active learning and active teaching. It is interesting to know that students' evaluation of teaching has progressed rapidly despite the fact that both types of portfolio have hardly developed at all. This survey can't check degree of feedback between them in order to examine the relationship between the contents of students' evaluation and the effects of portfolio, because no questionnaire was prepared to examine this problem.

Fourthly, policy reform from the old type to the new has been gradually proceeding at the curriculum arrangement of the undergraduate education, though it has still been insufficiently accomplished. On the contrary, the curriculum assessment policy has been progressed at a snail's pace.

(1) Except for a tiny minority of exceptions, the universities and colleges nationwide have established the educational ideal with DP as the goal of the undergraduate education. In other words, the old style of curricular arrangement still prevails to a considerable degree, though the transformation from the old style to the new was carried out by the national sector as a forerunner. Broadly speaking, reform is proceeding slowly.

(2) On the other hand, the assessment policy has hardly been conducted and consequently the evaluation of the education program has not been practiced thus far as called for by the assessment policy. Certainly, reforms haved been implemented to the point that the educational ideal has been set up on the all campus level of undergraduate education and even so, the assessment policy has not been started to evaluate how curricular policy is reflected precisely on students' study.

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