Review of university educational environment learnt from “Re-study course for returning to society”
Teruhisa Ichikawa*, Ryuko Sato**
*Faculty of Informatics, Shizuoka University, Japan
**Educational Development Center, Shizuoka University, Japan

Abstract - Any university has produced a lot of repeaters and those who withdraw from school. The hint of the measures was obtained from the re-study course for returning to society.

The purpose of this paper is to show a new role of the problem of the university education, the directionality of the improvement, and the university by clarifying the university education and the difference of the educational environment of this course. The main difference is many kinds of students it, classes of about ten people, immersion programs, and flexible curriculums.

Moreover, "Importance of the connection outside the university" and "Importance of the safety net that targeted the individual directly" were actually felt. It is necessary to offer opportunities for education to people the difference from the student and a variety of as a new role of the university.

Keywords: Re-study course, Returning to society, Educational improvement, Academe's role

1 Introduction

Any university has produced a lot of repeaters and those who withdraw from school. The hint of the measures was obtained from the re-study course for returning to society.

Student who withdrew from school, dropped person from society and the person who had become staying indoors attended this course. They were able to be reproduced by the course of three months.

It is a purpose of this paper to show the directionality of the problem and the improvement of the university education by clarifying the difference of the educational environment between university and this course.

2 Outline of re-study course for returning to society

The Ministry of Education, Culture, Sports, Science and Technology has consigned "Educational promotion business for re-study of people of society" to the university [1]. This course is one of the courses executing at 50 places or more of the university from 2007 fiscal year.

The selection result is high adoption rate as shown in Table 1.

Table 1 The selection result [2]

<table>
<thead>
<tr>
<th></th>
<th>Number of applications</th>
<th>Number of adoptions</th>
<th>adoption rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>humanities</td>
<td>126</td>
<td>55</td>
<td>43.6%</td>
</tr>
<tr>
<td>Se. Eng. Agr.</td>
<td>56</td>
<td>22</td>
<td>39.3%</td>
</tr>
<tr>
<td>Medical</td>
<td>48</td>
<td>19</td>
<td>39.6%</td>
</tr>
</tbody>
</table>

Table 2 shows the participant whom 22 science course target. The participant of this course is not especially limiting it if equal to the bachelor. If the person who finishes high school has had the business experience for five years or more, a lecture can be attended.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Number of courses</th>
<th>Composition ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate</td>
<td>9</td>
<td>40.9%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>8</td>
<td>36.4%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>1</td>
<td>0.45%</td>
</tr>
<tr>
<td>no limitation</td>
<td>4</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

The course that this paper targets is "Reeducate of practicing information system study for the information engineer promotion that the region requests" that Shizuoka University is entrusting.

This course is composed of three kinds of courses as shown in Figure 1. That is, it divides into the higher class (full term), the middle class (winter term), and the beginner's class (spring term). Six courses were executed by present [4].

![Fig. 1 Composition of re-study course](image)

A senior course targets the information technology expert who acquired the SE experience. It is a course that does the improvement support to a high-level engineer. This course is resembled usual corporate training and removed from the object of comparison because it is not novel.

The beginner’s class course targets the IT inexperienced person who hopes for starting work as an information technology expert. This course is a course (ten capacities) that offers practice and learning from the base.

Fiscal year 2008, six subjects (148 times of 90 minute) were executed from April to July.
Fiscal year 2009, the subject and the lecturer were reviewed, two subjects were abolished, one subject was newly established, and five subjects (122 times of 90 minute) were executed from April to June.

A middle course targets the IT experienced person who is resigning, and aims at reemployment as an information technology expert. This course is a course (ten capacities) that supports reemployment that the studying at home is possible. Fiscal year 2007, four subjects (73 times of 90 minute) were executed from February to March. Fiscal year 2008, one subject was abolished, one subject was newly established, and four subjects (96 times of 90 minute) were executed from January to March. The participant is various the ages and the experience as shown in Table 3. The route after graduating from the 3rd beginner's class course can be done about satisfactory as shown in Table 4. The route after graduating from the 5th middle course became a severe result due to the recession as shown in Table 5.

### Table 3 Breakdown of participant and graduate

<table>
<thead>
<tr>
<th>Course</th>
<th>Application</th>
<th>Attendance</th>
<th>Completion</th>
<th>Age</th>
<th>Sex</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2nd</td>
<td>14</td>
<td>11</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3rd</td>
<td>19</td>
<td>13</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4th</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>8</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>5th</td>
<td>13</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>6th</td>
<td>33</td>
<td>11</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table 4 The route after graduating the 3rd beginner's class course

<table>
<thead>
<tr>
<th>sex</th>
<th>age</th>
<th>academic background</th>
<th>business experience</th>
<th>After graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 male</td>
<td>25</td>
<td>Graduate school drop out</td>
<td>none</td>
<td>Careers (regular member)</td>
</tr>
<tr>
<td>2 male</td>
<td>27</td>
<td>University drop out</td>
<td>none</td>
<td>Careers (regular member)</td>
</tr>
<tr>
<td>3 female</td>
<td>34</td>
<td>University</td>
<td>10 years</td>
<td>Careers (regular member)</td>
</tr>
<tr>
<td>4 male</td>
<td>37</td>
<td>University</td>
<td>9 years</td>
<td>Independent enterprise</td>
</tr>
<tr>
<td>5 female</td>
<td>29</td>
<td>Junior college</td>
<td>5 years</td>
<td>Part-time job</td>
</tr>
<tr>
<td>6 male</td>
<td>26</td>
<td>University</td>
<td>4 years</td>
<td>Study is continued</td>
</tr>
<tr>
<td>7 male</td>
<td>34</td>
<td>High school</td>
<td>None</td>
<td>Study is continued</td>
</tr>
<tr>
<td>8 female</td>
<td>36</td>
<td>Special school</td>
<td>6 years</td>
<td>Part-time job</td>
</tr>
<tr>
<td>9 Female</td>
<td>25</td>
<td>High school</td>
<td>5 years</td>
<td>Other work is selected</td>
</tr>
<tr>
<td>10 male</td>
<td>24</td>
<td>University</td>
<td>None</td>
<td>5% groceries wanting do</td>
</tr>
</tbody>
</table>

### Table 5 The route after graduating the 5th middle course

<table>
<thead>
<tr>
<th>sex</th>
<th>age</th>
<th>academic background</th>
<th>business experience (IT experience)</th>
<th>After graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 female</td>
<td>32</td>
<td>University</td>
<td>8 years (none)</td>
<td>Other work is selected</td>
</tr>
<tr>
<td>2 male</td>
<td>32</td>
<td>University</td>
<td>9 (none)</td>
<td>Job hunting</td>
</tr>
<tr>
<td>3 male</td>
<td>25</td>
<td>Technical College</td>
<td>1 year (1 year)</td>
<td>Careers (regular member)</td>
</tr>
<tr>
<td>4 male</td>
<td>33</td>
<td>Special school</td>
<td>2 years (2 years)</td>
<td>Job hunting</td>
</tr>
<tr>
<td>5 female</td>
<td>38</td>
<td>University</td>
<td>20 years (4 years)</td>
<td>Job hunting</td>
</tr>
<tr>
<td>6 Male Foreigner</td>
<td>40</td>
<td>Graduate school</td>
<td>5 years (1 year)</td>
<td>Job hunting</td>
</tr>
<tr>
<td>7 male</td>
<td>23</td>
<td>Special school</td>
<td>5 years (5 years)</td>
<td>Job hunting</td>
</tr>
<tr>
<td>8 male</td>
<td>24</td>
<td>University</td>
<td>1 year (none)</td>
<td>Job hunting</td>
</tr>
<tr>
<td>9 male</td>
<td>28</td>
<td>University</td>
<td>None (none)</td>
<td>Job hunting</td>
</tr>
<tr>
<td>10 female</td>
<td>29</td>
<td>University</td>
<td>5 years (5 years)</td>
<td>Careers (regular member)</td>
</tr>
</tbody>
</table>

### 3 Difference between university education and course for society persons

When the educational environment of the university is compared with the educational environment of this course, the following four points are different.
The first difference is an environment learnt in "Various
students". It learns in the student of the same generation
made a round slices in the entrance exam at the university.
On the contrary, it learns in various participants with
different ability, age, and exposure to life in this course.
The person whom the decimal looks like very much tends
to be focused on the companion formed in a homogeneous
group, and many of students who drop out are solitary
students who cannot be able to join a group.

On the contrary, the participant with low ability is formed
the companion formed in various groups with the spirit of
mutual helpfulness, feels pleasure in teaching by the
participant with high ability, and feels pleasure in there is a
companion who becomes kindly and teaches.

The second difference is "Fixed class of about ten people".
There is a class learnt by ten people or less like the freshman
seminar and the graduation research, etc. also at the
university. However, one teacher only guides a specific
content about once a week.

On the contrary, two or more teachers take charge of two
or more classes to the participant who fixed as for this
course. The sense of family bonds buds to learn by the same
from morning to night companion every day.

The third difference is "Complete immersion program form". A different class is executed independently and
concurrently at the university. The cooperation between
subjects is not taken easily.

On the contrary, it is a subject composition in which the
cooperation between subjects is required in this course. The
feature is to be able to adjust the content of the succession
subject according to the situation of finishing the early
subject. It will be possible to learn by the immersion
program efficiently in a short term. Measures to give a
supplementary lecture if necessary, and not to produce those
who drop out are done.

The fourth difference is "Flexible curriculum" that
corresponds according to student's level and needs. The
curriculum is decided by school regulations at the university,
and the change is not easy. Moreover, the class improvement
is being left by the charge teacher, and extent to show the
total result of the student questionnaire executed every half
year to the charge teacher and to refer to the improvement.
Even if it is a very bad class, improvement recommendation
and charge teacher's alternation powerful measures are not
taken easily.

On the contrary, the manager of the course checks the
learning context of every day in this course. Opinions are
exchanged with the charge teacher, and next day's
educational content is reviewed if necessary. It gives a
supplementary lecture if necessary. The teacher might be
alternated.

4 Conclusions and Proposal

This course is practice of the private school (terakoya)
style. The requirement to lack the university education was
recognized through this education.

(1) Improvement of university education

It is not easy to change the mass production education
method from the viewpoint of university management.
However, it divides into the class from the 1st grader to
about 10 people at Fwate prefectural university, and two or
more teachers and graduate student guide this class. This
method is called a stable (sumo room) style [5].

There is a fault of the private school and the stable, too.
However, it is necessary to work on the improvement of the
university education recognizing the goodness.

(2) New role of university

We felt the importance of the connection to the outside
and the importance of the safety net through this course. The
university is asked what you can do sharply as follows as
giving [6].

- Increase of non-regular employment, Unstable employment
increase
- Change in labor market, Changing of industrial structure
- Change in way of working, Changes in attitudes
- Hierarchical difference, The difference is social etc.

It is necessary to offer opportunities for education to
people different from a present adult student.

- I want to learn at not the vocational training school but the
university.
- I want you to learn even if not becoming the student and a
graduate student.
- I want to taste the place and atmosphere of university.
- I want to make it to the place where integration of theory
and practice.

(3) Future tasks

It is difficult to continue this business because the trust
money is lost in the coming year. Therefore, it is a problem
how to succeed to this knowhow.

Non-regular employment increases and the regular
member is downsized due to the recession. It is a chance to
review the role that the university education plays under
such an environment.

REFERENCES

for society's needs of re-study
http://www.mext.go.jp/b_menu/houdou/19/07/07072304/001.htm (2009.7)


[4] Let’s go to the university for re-study
