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]

	Number of applications	Number of adoptions	adoption rate
humanities	126	55	43.6%
Sc. Eng. Agr.	56	22	39.3%
Medical	48	19	39.6%

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 2   Participant [3]

Participant	Number of courses	Composition ratio
Postgraduate	9	40.9%
Bachelor	8	36.4%
Associate degree	1	0.45%
no limitation	4	18.2%

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 (fall term), the middle class (winter term), and the beginner's class (spring term). Six courses were executed by present [4].
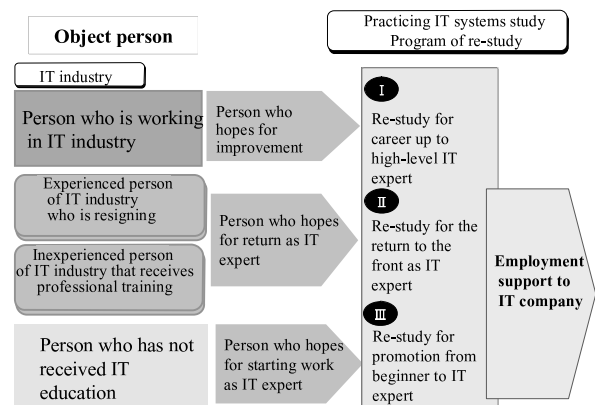

Fig. 1   Composition of re-study course

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.

Fig. 2   Composition of beginner's class course[4]

Fig. 3   Composition of middle course[4]

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

Course	Appli cation	Atten dance	Comple tion	Age				Sex		Occupation	
				20~	30~	40~	50~	man	woman	Regular	Others
1st	8	8	8	1	2	4	1	7	1	8	0
2nd	14	11	10	3	2	4	1	6	4	2	8
3rd	19	13	10	6	4	0	0	6	4	0	10
4th	24	24	24	8	11	4	0	20	4	24	0
5th	13	10	10	5	4	1	0	7	3	0	10
6th	33	11	?	8	3	0	0	9	3	0	11

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

	sex	age	academic background	business experience	After graduating
1	male	25	Graduate school drop out	none	Careers (regular member)
2	male	27	University drop out	none	Careers (regular member)
3	female	34	University	10years	Careers (regular member)
4	male	37	University	9years	Independent enterprise
5	female	28	Junior college	5years	Part-time job
6	male	26	University	4years	Study is continued.
7	male	34	High school	none	Study is continued.
8	female	36	Special school	6years	Part-time job
9	Female	25	High school	5years	Other work is selected.
10	male	24	University	none	It gropes wanting do.

Table 5   The route after graduating the 5th middle course

	sex	age	academic background	business experience (IT experience)	After graduating
1	female	32	University	8years（none）	Other work is selected.
2	male	32	University	?（none）	Job hunting
3	male	25	Technical College	1year（1year）	Careers (regular member)
4	male	33	Special school	2years（2years）	Job hunting
5	female	38	University	20years（4years）	Job hunting
6	Male Foreigner	40	Graduate school	1.5years（1.5years）	Job hunting
7	male	23	Special school	1.5years（1.5years）	Job hunting
8	male	24	University	1years（none）	Job hunting
9	male	28	University	none（none）	Job hunting
10	female	29	University	5years（5years）	Careers (regular member)

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.

Fig. 4　Class scenery

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 Iwate 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

[1]　Ministry of Education, Educational promotion program for society's needs of re-study

http://www.mext.go.jp/a_menu/koutou/kaikaku/shakaiji
n.htm (2009.7)

[2] Ministry of Education, "Educational promotion program" selection situation in 2007 fiscal year
http://www.mext.go.jp/b_menu/houdou/19/07/0707230
4/001.htm (2009.7)

[3] Ministry of Education, "Educational promotion program" selection program list in 2007 fiscal year
http://www.mext.go.jp/b_menu/houdou/19/07/0707230
4/002.htm(2009.7)

[4] Let's go to the university for re-study
http://www.hamanako.jp/manabinaoshi/index.html
(2009.7)

[5] Abe Y., IPU Educational System and its Effects, IEE Japan, No.1, pp.7-10 (2006)

[6] Sato R., New role of university that considers it from the society's rechallenge by re-study，Journal of Shizuoka University Education，No.5, pp.1-8 (2009)