

# **FYE Movement in Japan: How It's Developed and What Issues are Focused on**

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at Universities and Colleges**

# Purpose of our presentation

- To specify the characteristics of expanding FYE in Japan to give feedback to our programs and researches on FYE in Japan
- To share our data and information to contribute building of an international understanding of FYE

# **Part I:**

# **Higher Education and Policy Change in Japan**

# Policy Change of Japanese Higher Education

## ◆ 2005 Central Counsel of Education (CCE) Report “Future of Japanese Higher Education”

21<sup>st</sup> Century=The age of knowledge-based society

- Higher Education has become more important not only for individual basis (Personality Development) but also for the government (National Strategy).

## ◆ 2008 CCE Report “Toward the Construction for Undergraduate Education”

- Pressure for “Quality Assurance” under the Globalization to set common “Learning Outcome” of each institutions for students
- Exemplifying “Graduate Attributes” = reference guideline
- Government emphasizes on Outcome Assessment

# FYE in the CCE Report '08

- **Background**=Worrying indication of declining academic abilities
  - diverse type of Entrance Exams especially non scholastic exams (without paper-based exams)
    - cf. every university prepared paper-based test individually but ...
- Requires the clear “ **Admission Policy**” and emphasizes on the importance of **FYE** after entering the university as a prerequisites and preparations
- The **Importance of “Transition** (from secondary education)”
- To introduce or improve **FYE as a Formal Curriculum of Undergraduate Education with credit**  
(cf. remedial education=without credits)
- To support excellent level of **FYE** and other Transitional Program financially by the government.
- The Government (MEXT) shall develop a new system to take over the academic record that has been achieved thus far as high school to the universities.

# Concept Change about “Transition” (from Secondary Education to Higher Education)

## CCE report 2008

Traditional transition was made by

- ① The desire of individual high school students to study
- ② Entrance exam on strictly selective basis

“Open admission”



- ① Severe competition among universities to admit applicants  
→ lower selection function of entrance exam
- ② Decline in the academic ability of high school students  
or they don't take required subjects



“Suggested Reform” comprehend basic scholarship required at universities and emphasize “transition” education after entrance

- ① Necessity to develop new “Transition Test”
- ② Dissemination and promotion of FYE

## **Part II:**

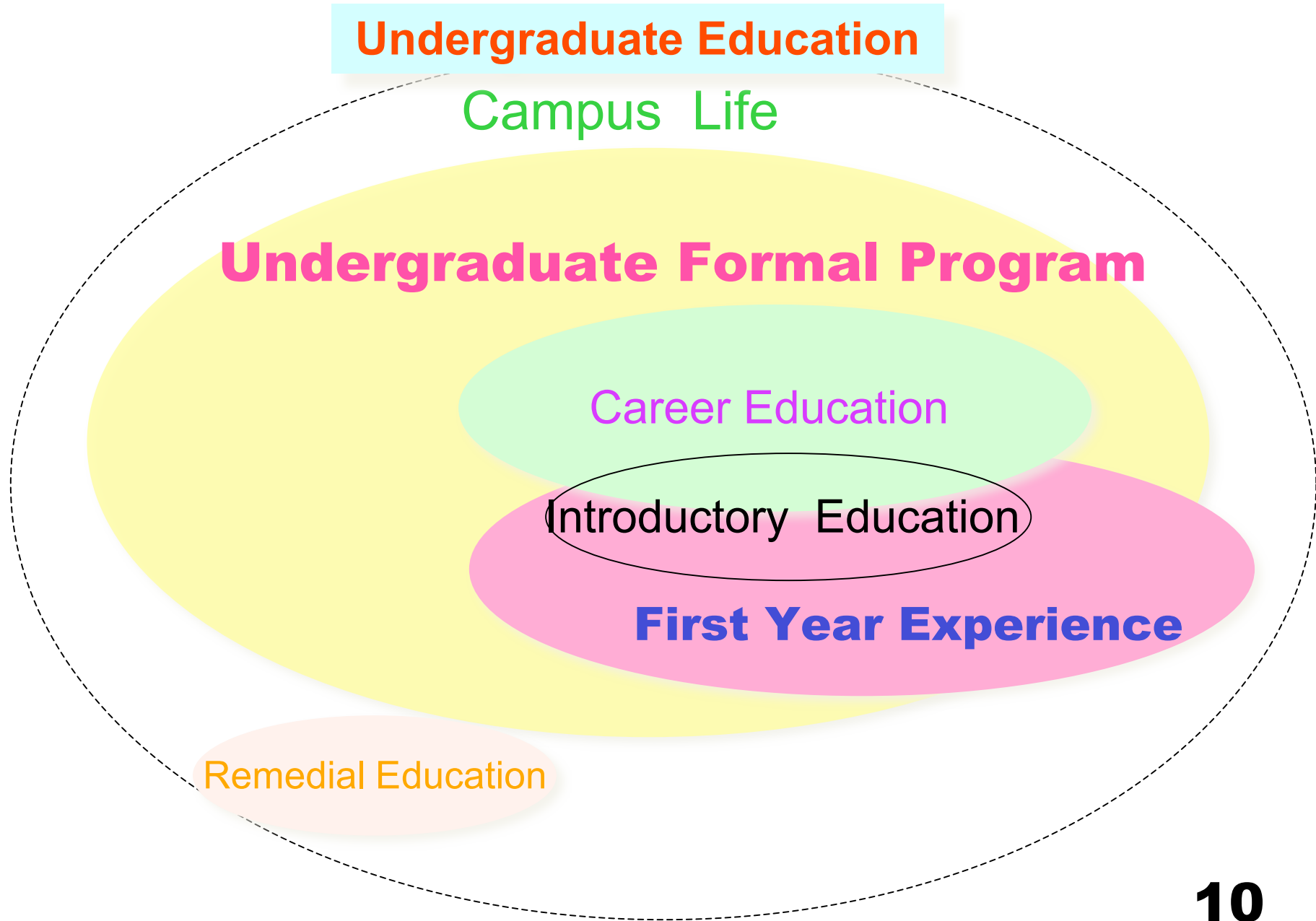
# **Today's Japanese First Year Experiences and Challenges**



# Challenges for Developing Comprehensive Support for First-year Students

- ◆ Collaboration between academic and students support sections is not strong
- ◆ There is no consensus about effective first year initiatives and reliable assessment research for first year students
- ◆ There is no consensus about a clear sense of purpose in the first year
- ◆ Building first year initiatives that are responsive to today's diverse students is a big challenge
- ◆ The link from research and assessment to policy and practice is still weak
- ◆ The link of FYE program and total academic curriculum is still weak

## Conceptual Chart of FYE and Neighboring Programs in Japan



# Looking back the decade around Japanese FYE

- Increased campuswide, national, and international conversation and action
  - Arrange the concept of FYE in Japan
  - Enlargement and universalization of FYE regardless the discipline
  - Get the position of FYE in higher education system in Japan
  - Researchers with various disciplines come to participate in FYE movement in Japan
  - Get the position of FYE program in each college program
  - Increase in the number of learning and teaching centers in each college

Application of the progress framework in *Challenging & Supporting the First-Year Student: A handbook for Improving the First Year of College*

**Status of Integration of FYS in the Curriculum in Japanese Universities (%)**

	Humanities	Social Sciences	Sciences	Others	Total
2001	76.1	84.9	86.7	73.2	80.9*
2007	96.7	96.3	98.0	96.2	97.0

\*<.05

## The introduction and revision of initiatives designed to help first-year students succeed

- Diverse first-year seminar
- Articulation between FYE programs and major programs
- Integrated FYE program
- Support for effective learning
- Introduction of active learning style



- Increase in the number of application for competitive funding initiatives
- However, the selection rate is not so high because of universalization of FYE program



**Emergence of the new issue ?**

# The expansion of research and scholarship on the first year of college

- **Diverse researches on FYE have increased and accumulation of outcome can be observed**

## Examples:

- Theory, Method, Assessment, Effectiveness and Pedagogy of FYE
  - Students' success and adjustment and Identity issues
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- **The expansion of scholarship on the FYE**
    - Active learning method
    - Concept of learning community
    - Assessment research

# Contents of FYE Programs

- ◆ Orientation and guidance, Study Skills, Information literacy and Introduction for majors have taken roots in the curriculum
- ◆ Career education come to be regarded as the new type of FYE
- ◆ FYE programs including social skills and attachment to the campus are in the stage

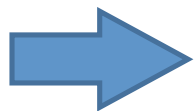


**Contents covered in FYE programs have expanded**

# Issues that faces Japanese FYE

## ◆ Why do Japanese universities introduce FYE?

- Decreasing drop out rate
- Dealing with low academic performance of students
- Teaching social skills at the early stage
- Dealing with low motivation of students
- Improving students' satisfaction
- Dealing with diverse students
- One of the process of educational reform
- Using FYE as one of the faculty development
- Dealing with the difference of academic performance among students



**Diversification in Diversification**

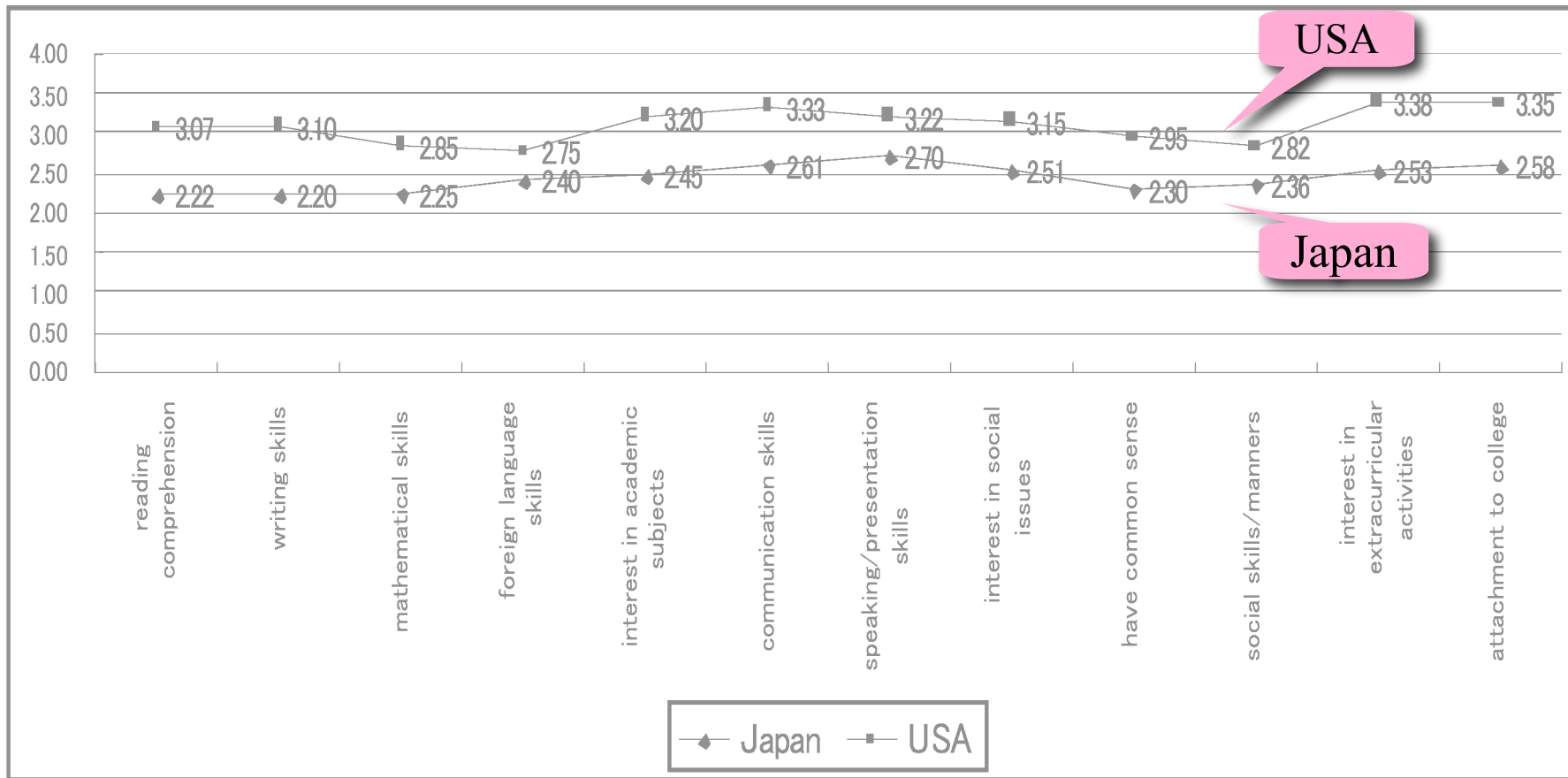
How important is it that your FYE emphasize? (5 point scale)

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	2007(Japan)	2001(Japan)	2002(USA)
Writing skills	4.69	4.62	4.15
Library/reference skills	4.57	4.36	4.22
Computing skills	4.69	4.49	3.47
Oral Presentation skills	4.43	4.43	3.9
Reading comprehension skills	4.29	4.22	3.87
Research/field work skills	3.78	3.77	3.23
Logical thinking/problem solving skills	4.47	4.4	4.05
Generous attitude to accept diverse idea or value	4.29		
Global idea or value	4.06		
Understanding diversity in society	4.07		
Foundation for independent learning	4.63		
Time management	4.5	3.66	4
Career/major selection	4.28	3.97	3.6
Note taking skills	4.39	4.03	
(Accumulation skills for information)		3.6	3.56
Motivation for learning	4.45	4.4	4.19
Social skills/manners	4.42	3.93	3.14
Students' sense of affiliation with college	3.86	3.47	4.35
Making good human network among friends	4.28		
Smooth communication skills with faculties	4.38		
Cooperative attitude through team work	4.22	3.47	3.98
Leadership	3.87		
Ethics and sense of responsibility as a citizen	4.28	3.93	4.16
Participation for the local community	3.89		
Self-esteem	4.24	3.95	3.79



# Evaluation of Students' Ability and Skills



- Deterioration of every items in the side of Japanese universities
- In particular, deterioration of learning related items is remarkable
- Possible reason behind deterioration: there is few commonalty and articulation between secondary school level and college level in terms of pedagogy and learning contents

# Challenges:

## Diversification in Diversification

- ◆ How can Japanese universities deal with **Diversification in Diversification** issue?
- ◆ Dealing with the difference of academic performance and motivation among students

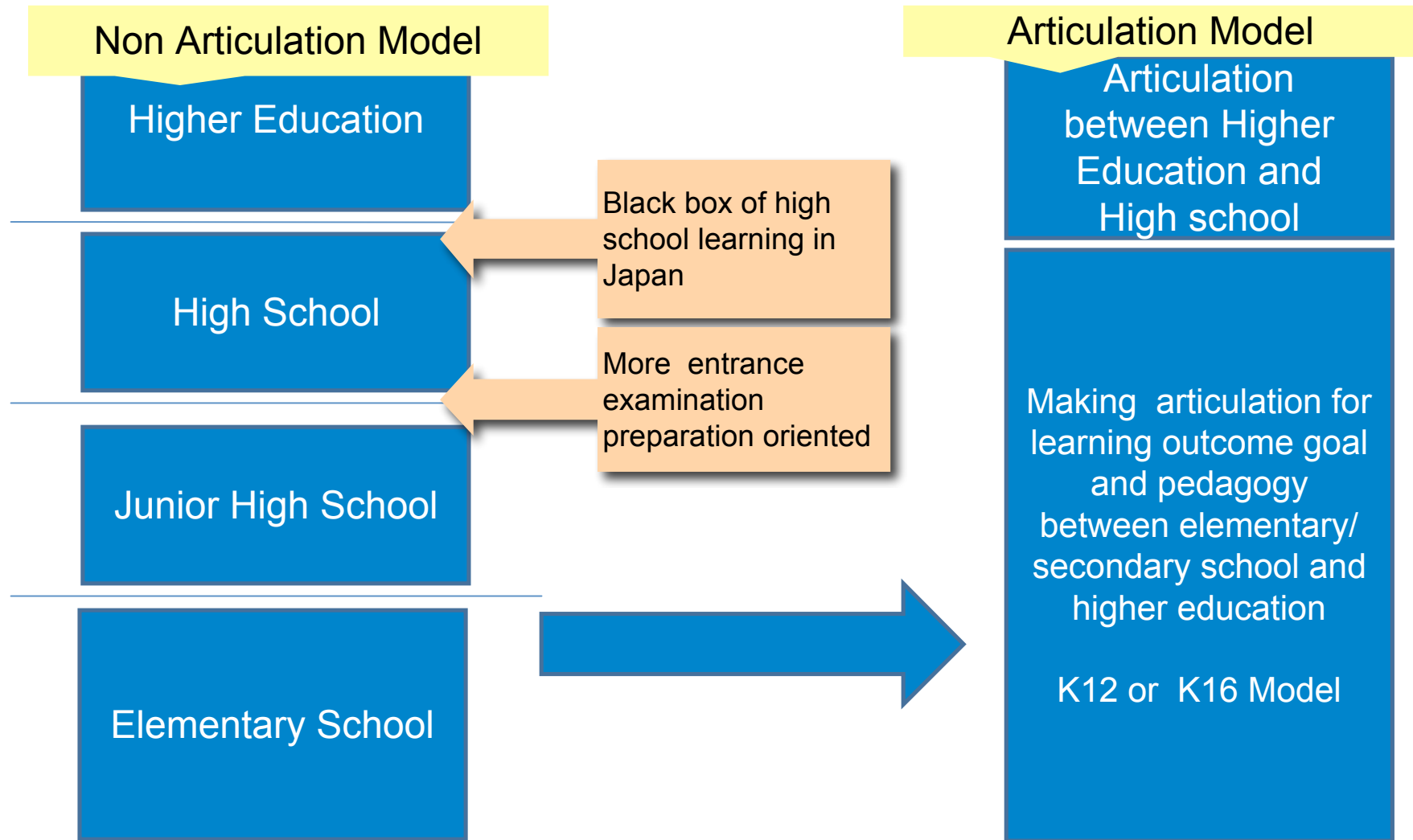
### Stage 1:

To grasp emergent needs and to deal with those needs and develop programs

### Stage 2: Concrete plans

- FYE honors programs for high-achieving students
- Study skill development programs for low-achieving students
- Identity development programs and self-esteem improvement programs

# Another Challenge for Secondary School and Higher Education: From Non-Articulation Model to Articulation Model



## **Part III:**

# **On Japanese Association of First-Year Experiences at Universities and Colleges**

# Establishing Japanese Association of FYE

## toward building an academic society

- **To make Japanese FYE institutionalized**  
⇒ We had to establish a society
- **To make a society acknowledged and activated**  
⇒ (1) **Quantity** : Society as collectivity  
(as an influential group)  
⇒ (2) **Quality** : Academic level  
(with academically high level activities)

# Society as collectivity

- (1) About 65 members
- (2) 17 institution members
- (3) 3 supporting members (as of Feb. 2008)



- (1) 345 members
- (2) 67 institution members
- (3) 9 supporting members (as of Jun. 2008)

# Characteristics of Japanese Association of First-Year Experience at Universities and Colleges

- **An aggregate of Interdisciplinary societies**

ex. Higher Education, Psychology, Educational Technology, Foreign Language Education, Teaching Japanese as a Foreign Language, Liberal Arts, and so on

- FYE, taken up as an object of study in each discipline

⇒ groping for **Research Methodology**

- FYE, got down to as a practical object in each discipline

⇒ groping for **Practical Methodology**

- **Collaboration between teachers and staff**

⇒ developing effective programs and practicing

# Academic level of a society (1)

**In the Conference of Japanese Association of FYE, we have**

**3 types of presentation,**

- (1) Panel discussions on critical issues (which are prefixed by the conference coordinator)
- (2) Sessions by members with their own topic
- (3) Round-tables to collaborate among members (who are concerned about the same topic)

**and also we have some workshops to exchange ideas and methodology each other**

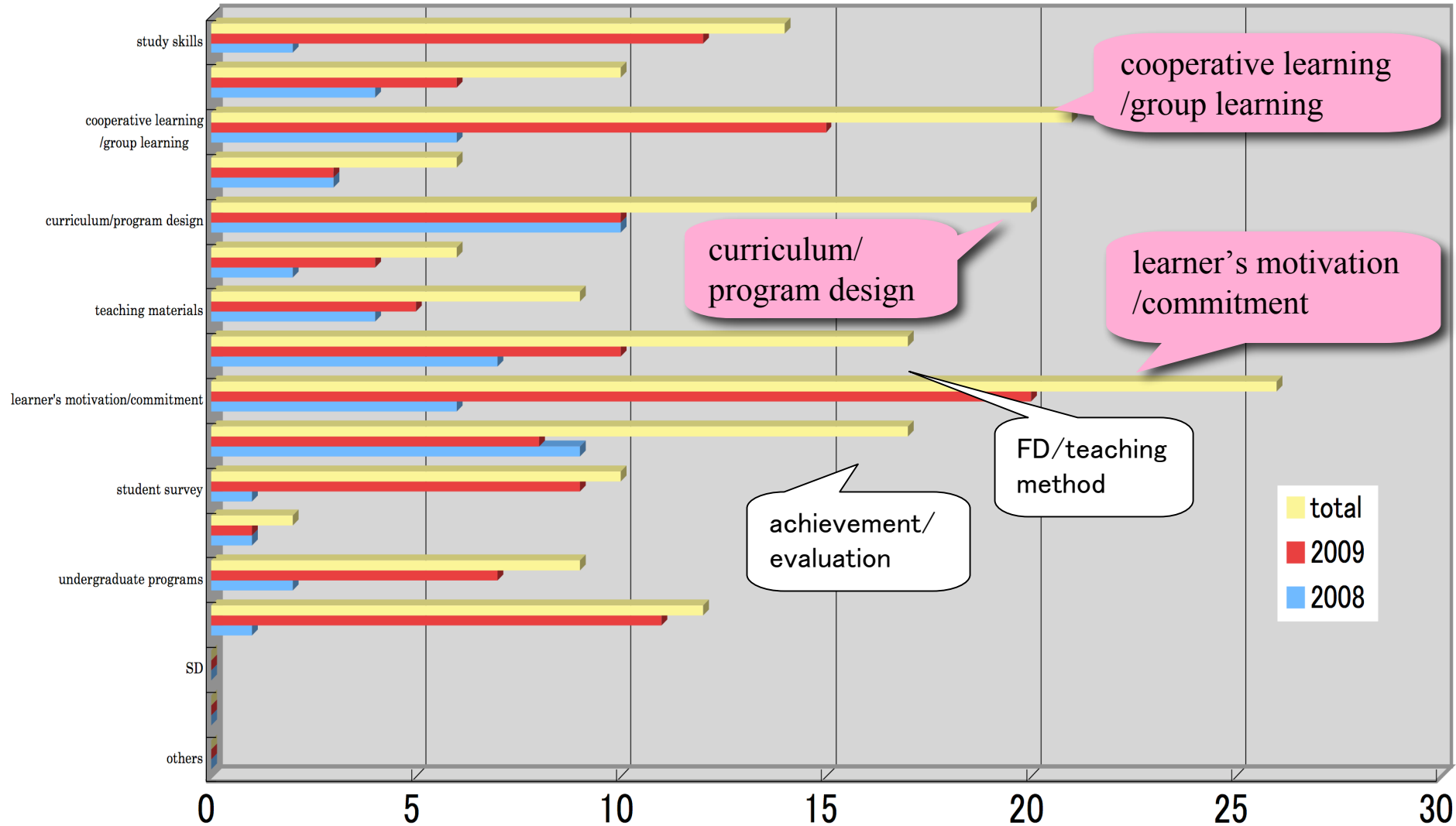


# Academic level of a society (2)

## Trends on FYE in Japan - Topics of sessions -

Topics of sessions (2008–2009)

(multiple)



# Discussion

- What are the factors that FYE started in your country/ your institution?: what is the difference between yours and ours?
- Is there any consensus about effective first year initiatives and reliable assessment research for first year students in your country?
- Please tell us how you link FYE program with total academic curriculum.