SCEQ: Report on Benchmarking between Nagoya and Sydney

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SCEQ Survey at Nagoya University

• Visit to the University of Sydney: January, 2006
• Advice from Professor Judyth Sachs (Pro-Vice-Chancellor, Sydney): March, 2006
• Delivery of SCEQ sheet: March 27, 2006
• Return: May 1, 2006 by mail
• Among 2,224 graduates, 198 (8.9%) sent back their questionnaire.
Nagoya University Graduates 2006

Male: 1,499
Female: 725
Respondents: Male & Female

- Male: 51.5
- Female: 47.0
Respondents: Career Choice

- Employment: 42.9%
- Nagoya University Graduate School: 40.9%
- Other School/Graduate School: 7.1%
- Others: 7.6%
Overall Report: Sydney’s Request

Nagoya U SCEQ Good Teaching Scale (2005)

- 27 Commenting a lot of time on my work: Agree 8.6%, Somewhat Agree 25.3%, Neutral 43.9%, Somewhat Disagree 19.7%
- 21 To make their subjects interesting: Agree 6.1%, Somewhat Agree 46.5%, Neutral 27.8%, Somewhat Disagree 15.7%, Disagree 4.9%
- 19 Lecturers are good at explaining things: Agree 5.1%, Somewhat Agree 23.7%, Neutral 39.9%, Somewhat Disagree 23.7%, Disagree 7.6%
- 16 Understand my learning difficulties: Agree 7.6%, Somewhat Agree 20.7%, Neutral 26.8%, Somewhat Disagree 27.3%, Disagree 17.7%
- 8 Motivate me to do my best work: Agree 8.6%, Somewhat Agree 27.3%, Neutral 26.8%, Somewhat Disagree 25.8%, Disagree 12.6%
- 3 Helpful feedback: Agree 20.2%, Somewhat Agree 40.4%, Neutral 20.2%, Somewhat Disagree 15.7%, Disagree 3.5%
Nagoya U SCEQ Clear Goals and Standards Scale (2005)

29 Hard to discover what is expected of me
- Agree: 4%
- Somewhat Agree: 20.2%
- Neutral: 32.8%
- Somewhat Disagree: 30.3%
- Disagree: 12.6%

25 Clear of what staff expected from students
- Agree: 5.1%
- Somewhat Agree: 14.1%
- Neutral: 32.8%
- Somewhat Disagree: 31.3%
- Disagree: 16.7%

12 Easy to know standard of work expected
- Agree: 2%
- Somewhat Agree: 13.6%
- Neutral: 39.4%
- Somewhat Disagree: 29.3%
- Disagree: 15.7%

6 Clear idea of direction and expectation
- Agree: 7.6%
- Somewhat Agree: 31.8%
- Neutral: 30.3%
- Somewhat Disagree: 24.2%
- Disagree: 6.1%
Nagoya U SCEQ Graduate Qualities Scale (2005)

11 Stimulated my enthusiasm for further learning

- Agree: 22.7%
- Somewhat Agree: 43.9%
- Neutral: 21.2%
- Somewhat Disagree: 8.6%
- Disagree: 3.5%
1 Found my studies intellectually stimulating
- Agree: 59.1%
- Somewhat Agree: 33.8%
- Neutral: 4%
- Somewhat Disagree: 2.5%
- Disagree: 0.5%

Nagoya U SCEQ Intellectual Motivation Scale (2005)
Nagoya’s Areas of Interest

Nagoya U SCEQ Faculty Support for Student Learning (2005)

- **49 Engage me inquiring into teaching and learning**: 18.2% Agree, 49% Somewhat Agree, 26.3% Neutral, 3.5% Disagree
- **47 Involved me in their research**: 30.3% Agree, 31.8% Somewhat Agree, 15.2% Neutral, 12.1% Somewhat Disagree, 10.6% Disagree
- **27 Put a lot of time into commenting on my work**: 25.8% Agree, 25.3% Somewhat Agree, 43.9% Neutral, 19.7% Disagree
- **25 Made clear what they expected from students**: 5.1% Agree, 14.1% Somewhat Agree, 32.8% Neutral, 31.3% Somewhat Disagree, 16.7% Disagree
- **21 Work hard to make their subjects interesting**: 6.1% Agree, 46.5% Somewhat Agree, 27.8% Neutral, 15.7% Somewhat Disagree, 4% Disagree
- **20 Ask me questions just about facts**: 17.2% Agree, 48% Somewhat Agree, 28.3% Neutral, 5.6% Disagree
- **19 Extremely good at explaining things**: 5.1% Agree, 23.7% Somewhat Agree, 39.9% Neutral, 23.7% Somewhat Disagree, 7.6% Disagree
- **16 Make a real effort to understand my learning difficulties**: 7.6% Agree, 20.7% Somewhat Agree, 26.8% Neutral, 27.3% Somewhat Disagree, 17.7% Disagree
- **13 Interested in testing what I understood**: 30.8% Agree, 31.8% Somewhat Agree, 20.7% Neutral, 12.1% Somewhat Disagree, 4.5% Disagree
- **8 Motivated me to do my best work**: 8.6% Agree, 27.3% Somewhat Agree, 25.8% Neutral, 25.8% Somewhat Disagree, 12.6% Disagree
Nagoya U SCEQ Research-led Teaching (2005)

- 47 Involved me in their research: 30.3% Agree, 31.8% Somewhat Agree, 15.2% Neutral, 12.1% Somewhat Disagree, 10.6% Disagree
- 44 Collaborated with other students to engage in research and inquiry: 16.7% Agree, 30.8% Somewhat Agree, 15.7% Neutral, 21.7% Somewhat Disagree, 15.2% Disagree
- 40 Aware of the research interests of teaching staff: 37.9% Agree, 36.9% Somewhat Agree, 15.2% Neutral, 7.1% Somewhat Disagree, 3.3% Disagree
- 36 Developing my capacity for research and inquiry: 23.7% Agree, 50% Somewhat Agree, 18.7% Neutral, 6.1% Somewhat Disagree, 1.5% Disagree
- 35 Able to explore academic interests with staff and students: 15.2% Agree, 39.1% Somewhat Agree, 26.4% Neutral, 13.7% Somewhat Disagree, 5.6% Disagree
- 30 Feel benefit from being in contact with active researchers: 32.5% Agree, 38.6% Somewhat Agree, 15.7% Neutral, 7.6% Somewhat Disagree, 5.6% Disagree
Nagoya U SCEQ Cooperative Learning (2005)

- **44 Collaborated with other students to engage in research and inquiry**
  - Agree: 16.7%
  - Somewhat Agree: 30.8%
  - Neutral: 15.7%
  - Somewhat Disagree: 21.7%
  - Disagree: 15.2%

- **35 Explore academic interests with staff and students**
  - Agree: 15.2%
  - Somewhat Agree: 39.1%
  - Neutral: 26.4%
  - Somewhat Disagree: 13.7%
  - Disagree: 5.6%

- **31 Learned to explore ideas with confidently with other people**
  - Agree: 17.7%
  - Somewhat Agree: 32.8%
  - Neutral: 19.7%
  - Somewhat Disagree: 20.7%
  - Disagree: 9.1%

- **5 Develop my ability to work as a team member**
  - Agree: 7.6%
  - Somewhat Agree: 16.7%
  - Neutral: 24.7%
  - Somewhat Disagree: 30.8%
  - Disagree: 20.2%
Nagoya U SCEQ Low Satisfaction Items (2005)

- 29 Hard to find what is expected of me
  - Agree: 4%
  - Somewhat Agree: 20.2%
  - Neutral: 32.8%
  - Somewhat Disagree: 30.3%
  - Disagree: 12.6%

- 28 Part of staff/students committed to learning
  - Agree: 8.6%
  - Somewhat Agree: 25.3%
  - Neutral: 43.9%
  - Somewhat Disagree: 19.7%

- 27 Commenting on my work
  - Agree: 8.6%
  - Somewhat Agree: 25.3%
  - Neutral: 43.9%
  - Somewhat Disagree: 19.7%

- 25 What staff expected from students was clear
  - Agree: 5.1%
  - Somewhat Agree: 14.1%
  - Neutral: 32.8%
  - Somewhat Disagree: 31.3%
  - Disagree: 16.7%

- 24 Volume of work not comprehended
  - Agree: 5.5%
  - Somewhat Agree: 9.6%
  - Neutral: 36.9%
  - Somewhat Disagree: 49%

- 12 Expected standard of work
  - Agree: 13.6%
  - Somewhat Agree: 39.4%
  - Neutral: 29.3%
  - Somewhat Disagree: 15.7%

- 7 Effective administration in supporting my learning
  - Agree: 5.1%
  - Somewhat Agree: 16.7%
  - Neutral: 30.8%
  - Somewhat Disagree: 33.3%
  - Disagree: 14.1%

- 5 Work as a team member
  - Agree: 7.6%
  - Somewhat Agree: 16.7%
  - Neutral: 24.7%
  - Somewhat Disagree: 30.8%
  - Disagree: 20.2%
Specific Features of Teaching and Learning at Nagoya U

➢ Strengths

• Emphasis on research-centered-teaching,
• Emphasis on the basics (good memory, factual inquiry),
• Intellectually stimulating,
• Fostering capacity for research & inquiry,
• Promotion of personal & intellectual independence,
• Motivation for further learning,
• Overall satisfaction: 60% of the respondents said “Yes.”
➢ Tasks

• Need to commit to good teaching by the staff: More motivation and higher expectation, more interest in understanding students’ learning difficulties, explaining things, making subjects interesting, and commenting.

• Clear goals and standards for learning: Need to clarify standards of students’ work and teachers’ expectations.

• Some aspects of learning abilities: More emphasis on work as a team member, dealing with unfamiliar problems, and written communication.

• Workload: Assignments and workload should be clear.

• Assessment: A majority of students do not feel that they are intellectually challenged.

• Learning community: Feel belonging to university community but not enjoying teacher-student relationships; students’ suggestions are not listened enough.

• Administrative support for students: Need to improve student support and services.

• IT service: Not fully utilized for effective teaching/learning.
Nagoya U SCEQ Adequacy of University Services (2005)

Overall support service: 11.4% Adequate, 36.2% Somewhat Adequate, 30.8% Neutral, 15.7% Somewhat Not Adequate, 5.9% Not Adequate

Undergraduate office service (3rd & 4th year): 21.7% Adequate, 29.6% Somewhat Adequate, 23.8% Neutral, 14.8% Somewhat Not Adequate, 10.1% Not Adequate

Undergraduate office service (1st & 2nd year): 14.2% Adequate, 30.1% Somewhat Adequate, 27.3% Neutral, 18.6% Somewhat Not Adequate, 9.8% Not Adequate

Computer Service: 18.3% Adequate, 37.7% Somewhat Adequate, 24.6% Neutral, 14.9% Somewhat Not Adequate, 4.0% Not Adequate

Study abroad service: 42.1% Adequate, 36.8% Somewhat Adequate, 10.5% Neutral, 10.5% Somewhat Not Adequate

Library service: 35.8% Adequate, 44.6% Somewhat Adequate, 8.8% Neutral, 8.3% Somewhat Not Adequate

Careers service: 42.6% Adequate, 27.2% Somewhat Adequate, 12.8% Neutral, 8.5% Somewhat Not Adequate

Health service: 41.1% Adequate, 40% Somewhat Adequate, 11.6% Neutral, 6.3% Somewhat Not Adequate

Disability service: 33.3% Adequate, 66.7% Somewhat Adequate

Counseling Service: 25% Adequate, 45.8% Somewhat Adequate, 4.2% Neutral, 12.5% Somewhat Not Adequate, 12.5% Not Adequate

Legend:
- Green: Adequate
- Yellow: Somewhat Adequate
- Light Yellow: Neutral
- Lilac: Somewhat Not Adequate
- Dark Blue: Not Adequate

Bar Graph: Percentage of students' satisfaction with university services.
Cultural Differences and Values

- **Teaching styles**: Lecture-style-centered teaching, need to introduce more discussion and debate.
- **Learning styles**: Memorization-centered learning, need to introduce more active and participative style of learning.
- **Curricula**: Many classes a week/semester but fewer self-initiated studies and learning.
- **Assignments**: More reading assignments, quizzes, papers, mid-tem & final exams.
- **Learning skills**: Good memory versus research/inquiry.
- **Assessment**: Need to introduce clear standards of assessment and an effective use of GPA.
- **Entrance examination and college education (degree course)**: Need to develop more effective “degree course” for four years.
Summary: Perspectives for Improvement of Learning and Teaching at Nagoya

• Preparation for National Accreditation in 2007: Introducing good practices in teaching and learning (Various ideas and tools borrowed from American and British/Australian models).

• Need to introduce goals and models of teaching/learning and to establish standards for teaching/learning at college/school level.

• Installation of the “academic headquarters” for improving the quality of learning/teaching.

🌟 What will happen?: A cultural revolution in college education (college learning/teaching)?
Appendix 1. What types of student do you want to be?

Japan Youth Research Institute
“High School Students’ Friendship and Their Lives” (March 2006)
Appendix 2. Technical problems concerning Questionnaire

- Translation

- Scale (Agree, somewhat agree, neutral, somewhat disagree, disagree)

- Some questionnaire items (concepts) are not familiar with our students (workload, assignments, etc).

- Basic difference of image concerning teaching and learning.