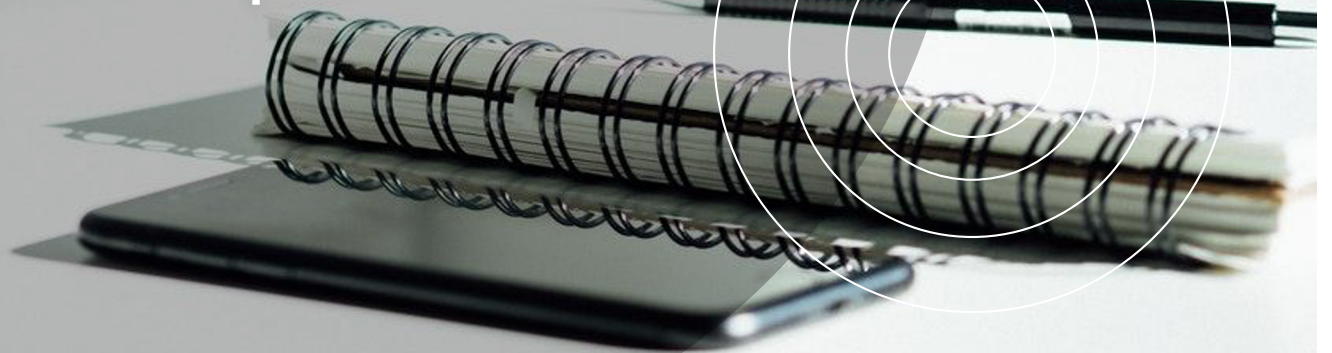


"Sense of loss"
Fulfilling post-COVID
campus life



Today's Agenda

- | | |
|-------------------------------------|-------------|
| 1. Opening Remarks | 16:30-16:35 |
| 2. Introduction of GLFP 7th Cohort | 16:35-16:45 |
| 3. Let's think! | 16:45-16:55 |
| 4. Presentation | 16:55-17:40 |
| 5. Q&A session | 17:40-18:00 |
| 6. Discussion / Mingling (Optional) | 18:15- |



Please comment about your opinions, any questions through the chat at anytime during the presentation

We are GLFP 7th Cohort



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THE UNIVERSITY OF
CHICAGO



COLUMBIA
UNIVERSITY



GEORGETOWN UNIVERSITY

Let's Think !

Please answer the questions presented!



How to answer

1. Use the QR code on this slide
2. Go to the link in the zoom chat
3. Go to [mentimeter.com](https://www.mentimeter.com) and enter the code 3126 0218





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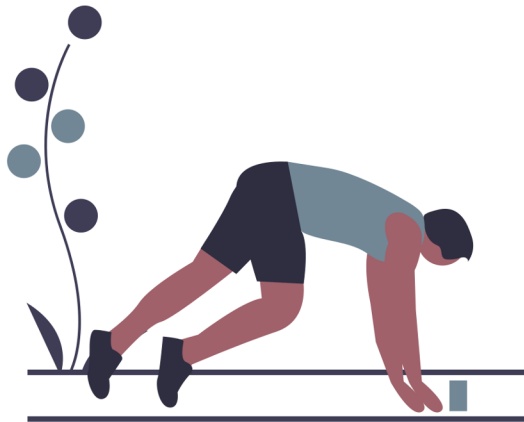
Background Research

How we started our research...



How we started...

- COVID-19 related question
- The case of Japan
- Education related (especially tertiary)
- Possible policy research and proposal?



“COVID-19 pandemic and its effect on Japanese university policies”

But...

- Stagnation of “university reform” policies
- Series of vague reform plans and fatigue of universities
- Decentralization of power since National University Corporation Act (2003) and the MEXT’s influence on universities.
- MEXT’s positioning within Japanese policymaking structure and its limits
- “System of irresponsibilities” in Japanese educational policies
- Limits of “the 1955 system” and a necessity of new policymaking ecosystem
- Declining Japanese economy and government budget...

Aoki(2021), Funabashi (2019),Kriya (2020), Sato (2019), Yoshimi (2021)

Too many factors to consider
Halt in policy-level discussion

How we started...change in topics

COVID-19 pandemic and its effect on Japanese university policies



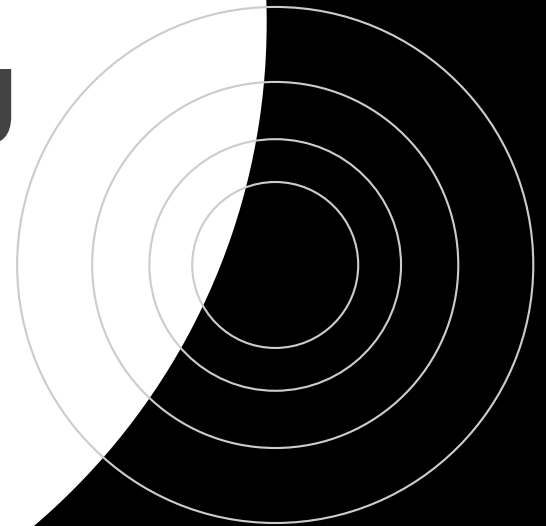
- What perspective is missing?
- What did Waseda do?
- What did Waseda students feel?
- What did we want for our future campus life?

What did we the student feel and think about the campus life during COVID-19?

A decorative graphic on the left side of the slide. It features a large, bold white number '1' centered within a dark gray circle. This circle is partially overlapped by a larger, lighter gray circle. The background behind these circles is a solid black shape that curves inward from the left and bottom edges of the slide.

1

Interview and Problem Setting



Summary of Interview

- **Purpose: Extract general trend** of how students are reacting to the pandemic
- **Asked 3 general questions**
 - “How has life been in the past year?”
 - “How would you imagine your life to have looked like if the pandemic never happened?”
 - “What do you think of your life during the pandemic, overall?”

Result of the interview

“Sense of loss”, “Fulfillment of college life”

Bad / Devastating

- Could not make new friends
- Less time with friends
- Loneliness when taking class

Positive / Opportunity

- More efficient use of time.
- Maintained human connection

→ Were the difference in results, consequences of the differences of their relationships with friends and other people?



2

Overview of Student Culture in Japanese Universities

Traditional view of school life in Japan

教養主義

“educationalism”

- Dominant culture in Meiji-Taisho era university student life
- Development of personality through reading novels, philosophy, and historical literatures, accompanied with agony and self-reflection (煩悶).

参考：Takeuchi Yo. (2003). 「教養主義の没落」

Post-war Japan and the death of educationalism

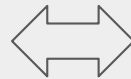
キョウヨウ主義

- Post-war economic miracle in Japan and rise in population.
- More people went to college
- Change in hiring system and students focusing to get useful skills to become a “salaryman”
- Acquiescence of “average view” and becoming an ordinary man
- **More focus on human medium and human interaction**

Two pillars of Japanese university life

Academic

- 教養
 - Intensive reading, philosophy, history, and magazines.
 - Self-reflection and high culture, elitism.
- Academic pursuit
- Studying and pure research.



Human relations

- キョウヨウ
 - Popular culture and understanding the mass average.
 - Skills for human connection that can be used in their future career.
 - Not knowing knowledge but knowing the people.
- Community, clubs and societies

Conclusion: The image of “fulfilling university life” was formed between the shift of weight between these two pillars?

参考：Takeuchi Yo. (2003). 「教養主義の没落」



3

Student Life in Recent Years

What is the most significant aspect of
university life?



3. Student Life After 2015

Social life (human relations) is the most significant part of university life for students in recent years.

1. What students expect in university life before entrance (Chishima & Mizuno, 2015)
2. What students find meaningful in university life (Furuta, 2018)
3. What students put emphasis on in university life (Kosaka, 2016)
4. Correlation between the level of satisfaction in university life and the level of connections students have (Yatagawa, 2018)

Student Expectation on University Life

1. Free schedule or lifestyle (ex. having a lot of free time)
2. Social networks (ex. new and larger social network)
3. Academics (ex. having the freedom to choose what to learn)
4. Extracurricular activities (ex. “circle” or club activities)
5. Social events (ex. being able to prioritize social events)
6. Personal growth (ex. having a wider perspective)

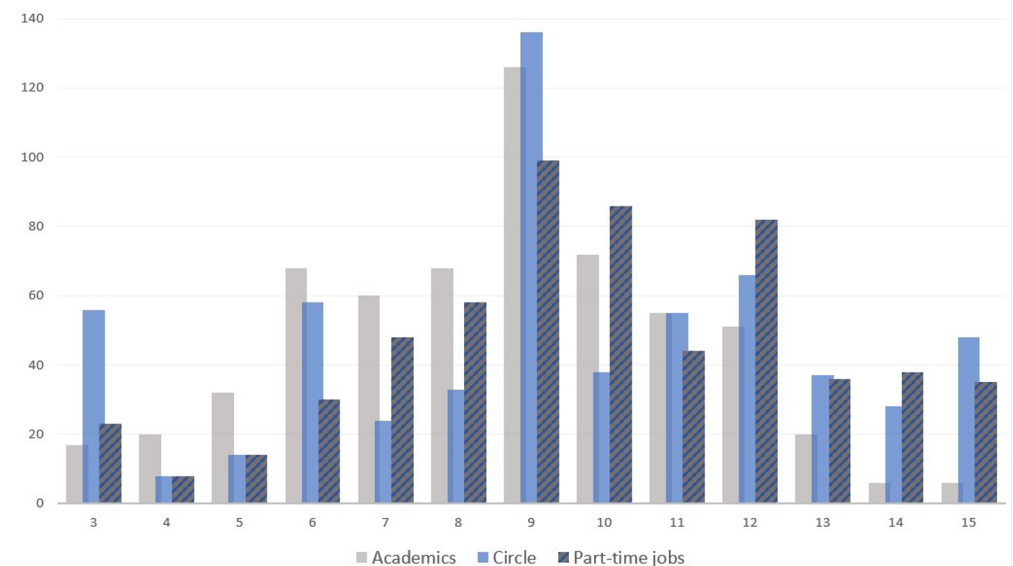
Top Expectations

1. Free time
1. Social networks
1. Academics

What aspect of university life students feel “meaningful”

Survey on students at a private university in Japan (n=601) by Furuta based on the measurement of *Calling's index*.

- “Meaningfulness” = extent to which student feel passionate about the activity
- Meaningfulness of each factor in the scale of 3-15
 - Academics
 - Circle activities
 - Part time job



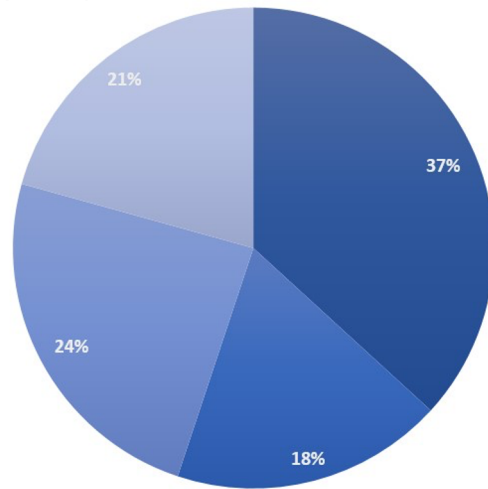
Student Types in Terms of their Attitudes Towards College Life

1. Classical Moratorium
2. Maladaptive
3. Risk-Averse Moratorium
4. Consumer Society Moratorium



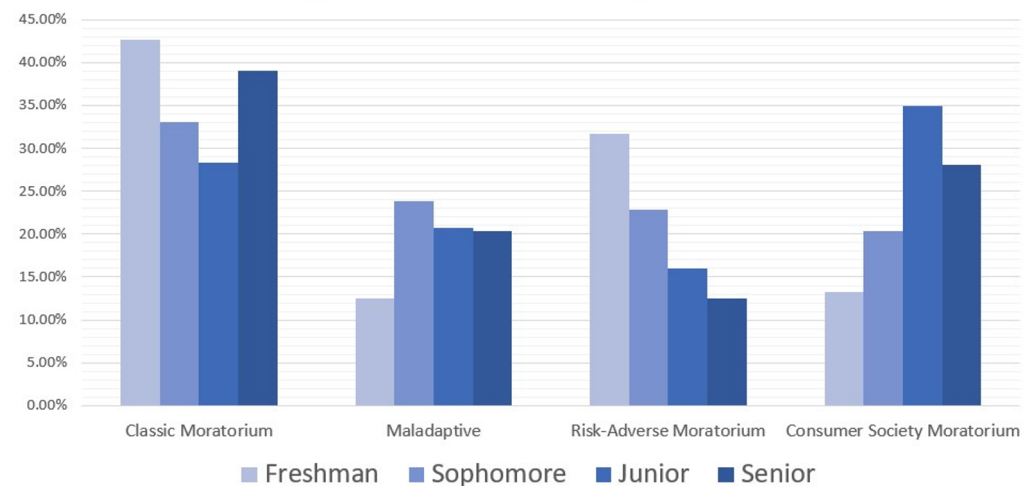
参考：Kosaka Yasumasa. (2016). "Moratorium among Young Modern Adults Related to Campus Life: The Concept of 'Risk-Averse Moratorium'."

Student Types in Terms of their Attitudes Towards College Life (2)



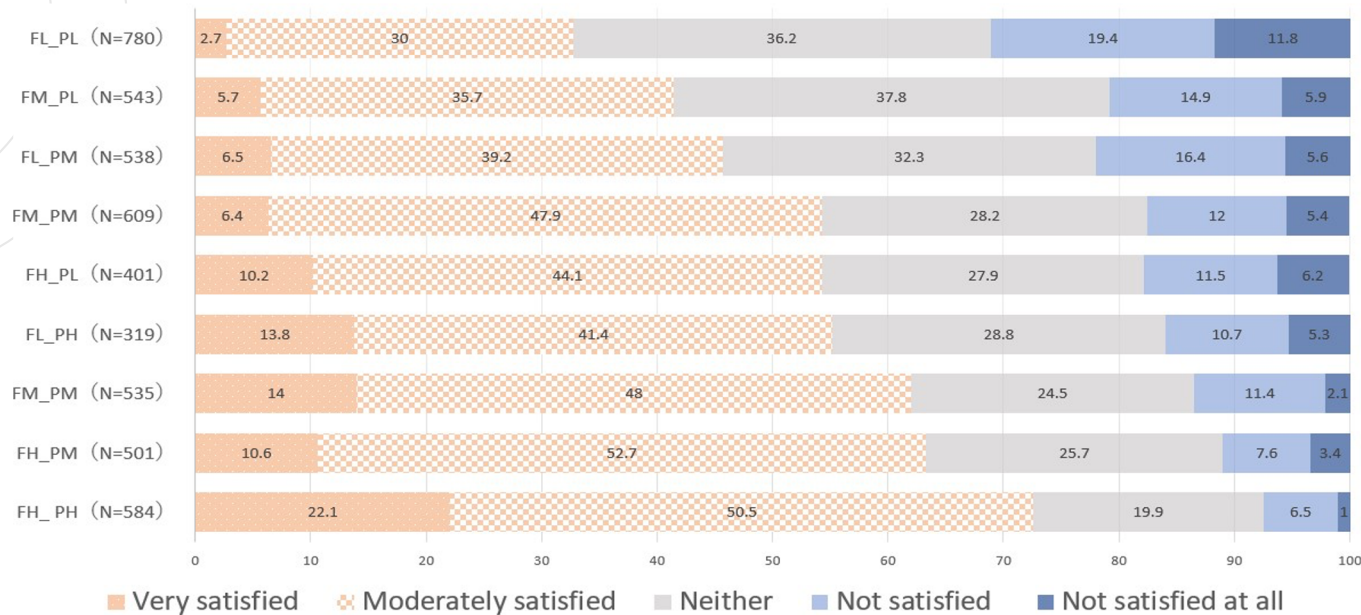
■ Classic Moratorium ■ Maladaptive ■ Risk-Averse Moratorium ■ Consumer Society Moratorium

Student Type Distribution Among Student Grades



参考：Kosaka Yasumasa. (2016). "Moratorium among Young Modern Adults Related to Campus Life: The Concept of 'Risk-Averse Moratorium'."

The Level of Satisfaction of Students with Different Connection Levels(%)



F = Friends, P = Professors, H=High, M=Medium, L=Low

参考：Yatagawa Rumi. (2018). 「大学における“つながり”の重要性」



4

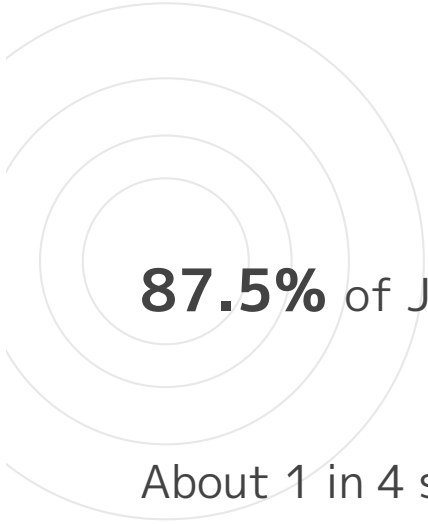
Online classes: is it Enough?

- The effects of the pandemic on student life -
- 

Section Summary

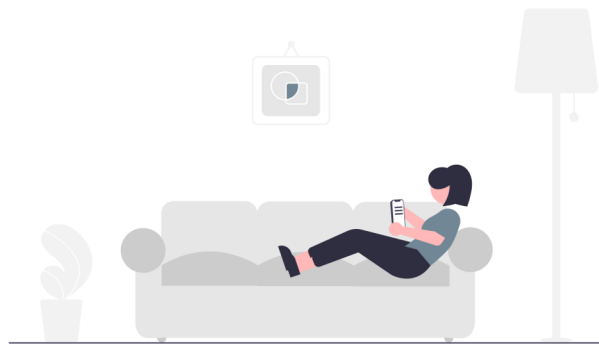
1. How Japanese universities change during the COVID-19 pandemic.
2. Student satisfaction in response to the changes.
3. Analysis on the interview we held.
4. What needs to be considered while analyzing the interview.

How Japanese universities changed during the COVID-19 pandemic and how students' really responded.



87.5% of Japanese students took online classes

About 1 in 4 students have **“zero”** days in a week that go to school



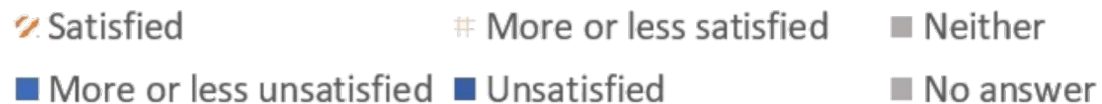
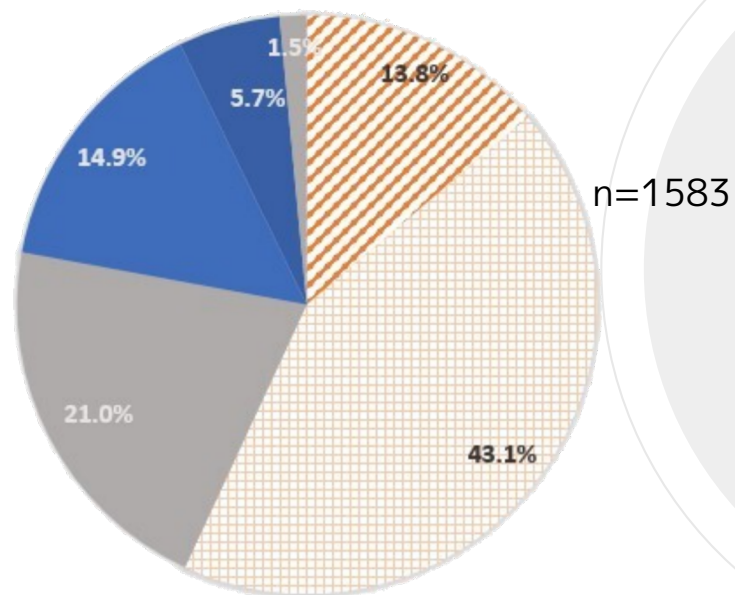
参考：National Federation of University Co-operative Associations. (2021). 「第56回学生生活実態調査の概要報告」.

Examples of Changes that occurred in Universities

- Small Classes/Zemi (under 10 students)
 - Hold **hybrid** classes and **initiate discussions.**
- Medium Classes to Large Classes (Around 30 to over 50 students)
 - Hold **on-demand or live lectures videos.**

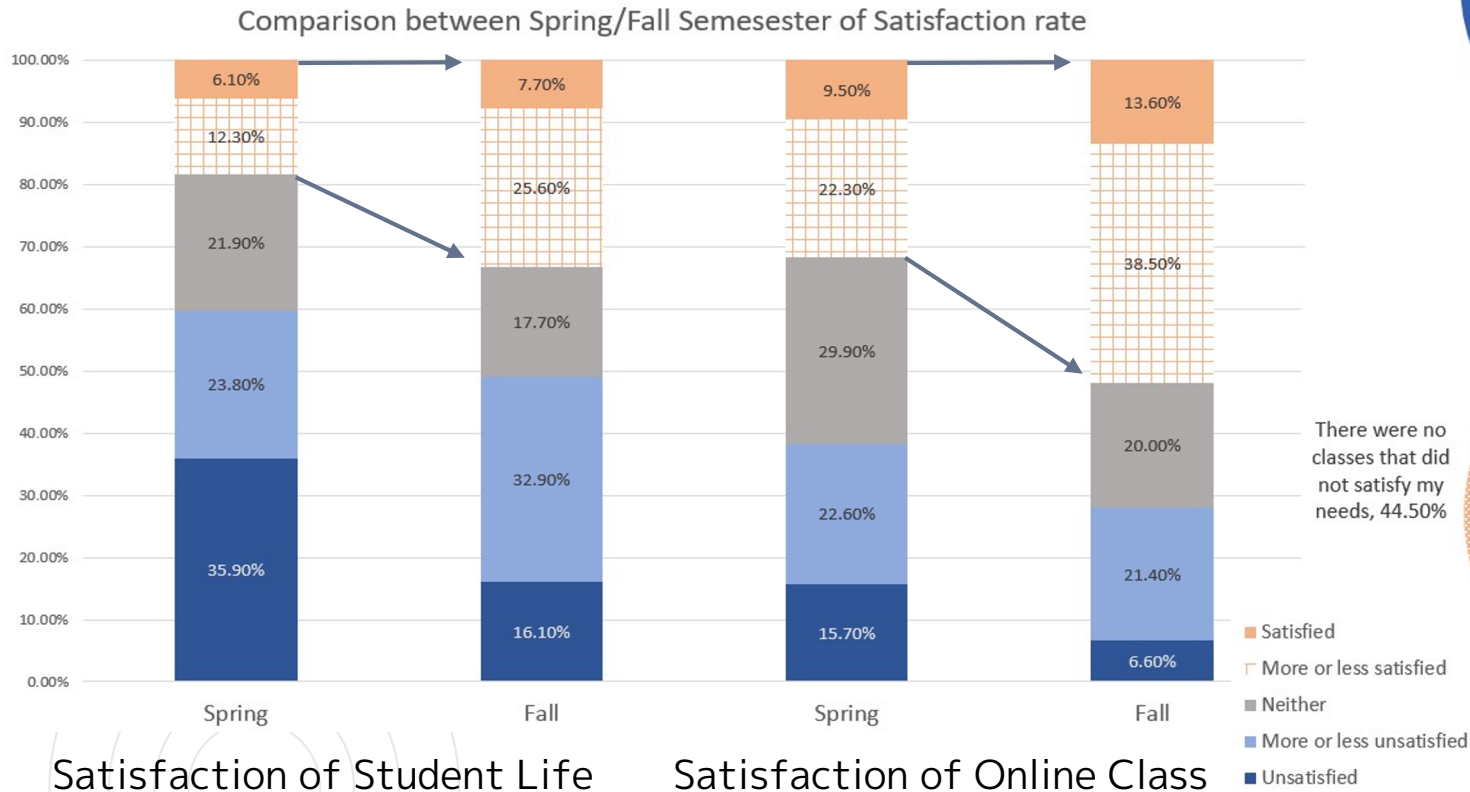
Level of Satisfaction (MEXT Data)

Online Course Satisfaction (University)



参考：Ministry of Education, Culture, Sports, Science and Technology. (2021). 「新型コロナウイルス感染症の影響による学生等の 学生生活に関する調査（結果）」

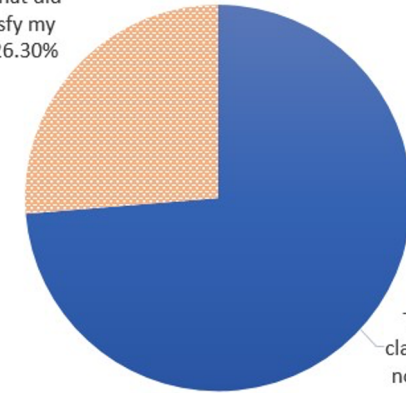
What about Waseda?



Satisfaction of Student Life

Satisfaction of Online Class

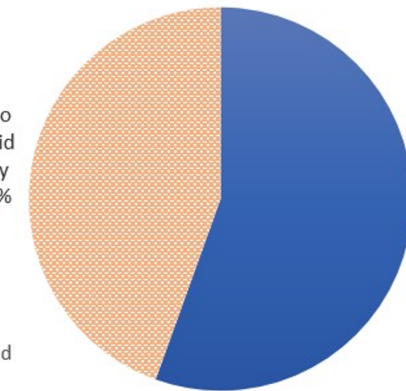
There were no classes that did not satisfy my needs, 26.30%



There were classes that did not satisfy my needs, 73.70%

Spring Semester

There were no classes that did not satisfy my needs, 44.50%



There were classes that did not satisfy my needs, 55.50%

Fall Semester

参考：Waseda University Center for Higher Education Studies. (2021). 「オンライン授業に関する調査結果（2020年度秋学期）」

Were online classes really fulfilling student life ?

#University students' life is important too

友達一人も出来なくて、ひたすら課題を提出し続けて、講義受けてる感も無くて。
テレビでは悲しくて腹が立つニュースばかり。
これから勉強も交友関係も、楽しみたいのに、何も動き出さない。時間が止まったままだ。
いつまで、この殻に閉じ込められてるんだろう。
#大学生
#大学生の日常も大事だ

久しぶりに気張らにしと思い、カフェに一人で行った。けど食べようとした瞬間、震えが止まらなくなった。吐き気もした。もう私は家でも外でも楽しめなくなってきた。
家族に会いたい
お友達作りたい
対面授業になってほしい
もうそこしか私の通える場所はないのです。
#大学生の日常も大事だ

朝からオンライン授業を受けながら泣いてしまった。いつまでこんなのが続くんだろう。なんでうちの大学は緊急事態宣言解除されても対面始まらないの？対面の方がやりづらいんだよね~みたいな理由で対面授業始めない教授とかもいてくそむかつくし
#大学生の日常も大事だ #大学生の日常も大切だ
1 18 43
Show this thread

何で対面が始まらないんだろう。
何で毎日一日中パソコンの前に座ってるんだろう。
何で私は大学生になってから精神的な病気に2回もかかっているんだろう。
私が送るはずだった生活を返して欲しい。
#大学生の日常も大事だ

会社や小中高はもう普通に行けてるけど、自分は本来大学へ行くはずなのに家でオンライン授業...
本来行くべき場所へ行けてないのに...
学費返して欲しいよ🙄
そして五輪だけ別でやってるのは本当に納得できません
五輪こそ不要不急なのでは？
#大学生の日常も大事だ
#五輪は中止

So what are the effects of zoom?

Able to...

- ❑ have more individual time for office hours

Teachers: Digitization + individualization of classes

Teachers are less approachable

Decrease in ...

- ❑ Academic motivation
- ❑ Exchange of opinions and values
- ❑ Time to expand networks

Teachers: discomfort in teaching students that they have never met



Not only the physical distance, but also psychological distance widened due to online classes.

Effects on students other than online classes

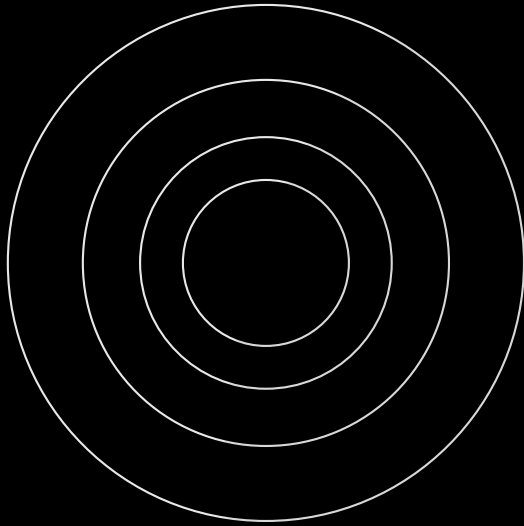
Economic

- Around 21.5% decrease in Part-time Job earnings/ household income
- Around 73.4% of Scholarship recipients have worry if they can repay



Psychological

Anxiety towards future career opportunities/
Loneliness/ emotional trauma

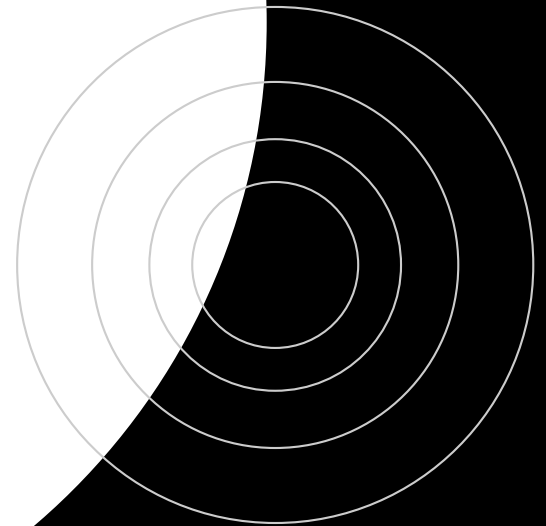


The provision of online classes does not mean it fulfilled satisfaction of students' university life.



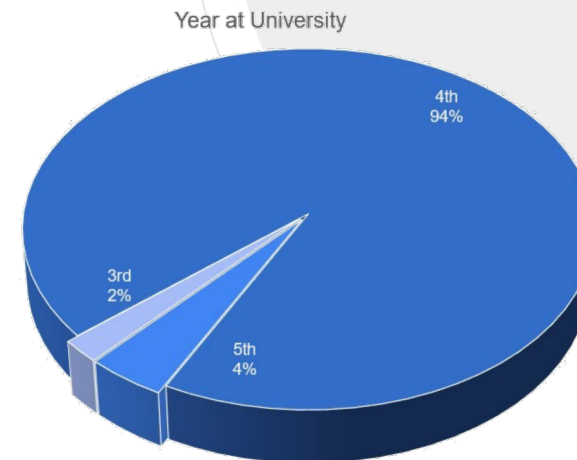
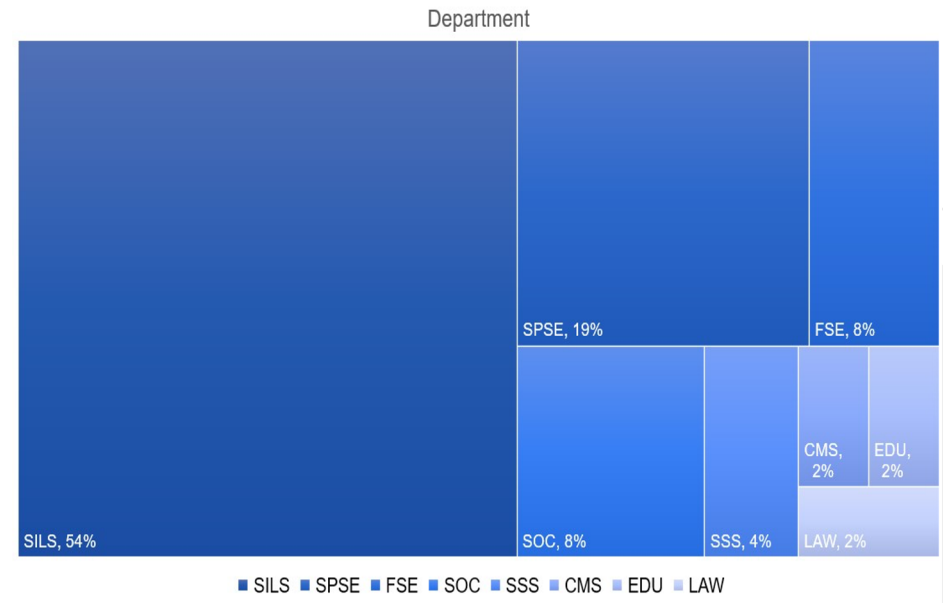
5

Interview Analysis



Interviewee Info

- Interviews were done **April-May 2021**.
- **48 students** from Lithum departments (especially SILS 54%, SPSE 19%)
- Most of the interviewees are **4th year students** at the time of interview.
- **2/3 experienced study abroad** before-1st wave (March- May 2020) COVID-19



Real voices

Positives:

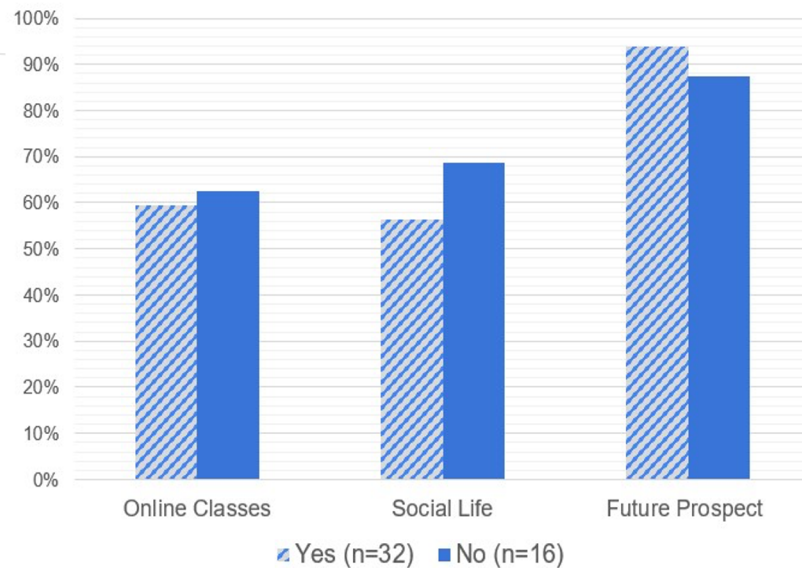
- time management
 - “Online courses were effective because I could be more flexible with my time managements and could immerse myself into activities both in and outside of school.”
 - “Able to spend time more effectively. (No commuting time = No spare time) ”
 - “I was able to go back to my parents' house and spend time with my family.”
- optimistic view
 - “Since the future is unpredictable now, I have changed my mind-set to “enjoy the present””.

Negatives:

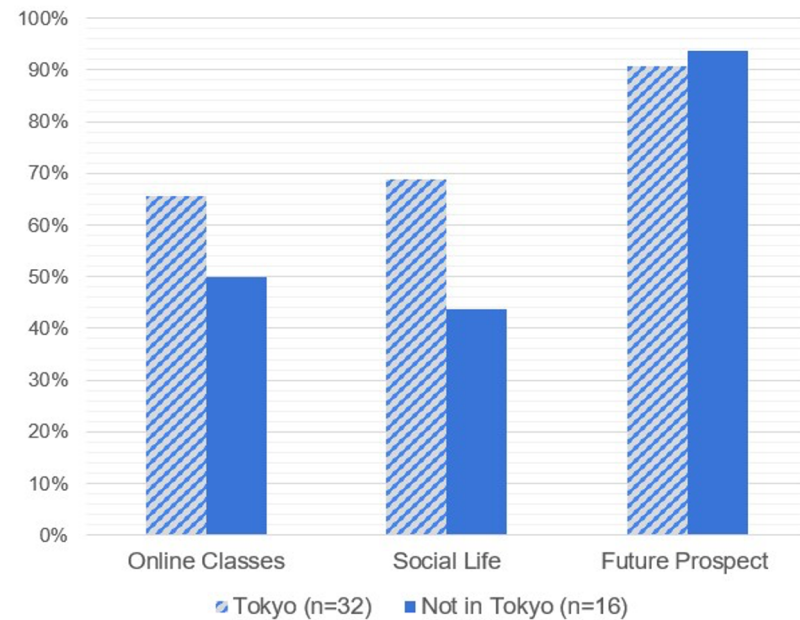
- The slow transition to digitalization
 - Difficulty in maintaining motivations in individual studies
 - All formal procedures are to be in person ex. Study Abroad paper work
- Inclusiveness
 - Some classes require students to turn their cameras on; could have excluded students who did not have stable wifi connection

Who had positive experiences during COVID-19 and who did not?

Experienced Study Abroad During COVID-19 Pandemic or Not (% of Positive Experience)



Lives in Tokyo or Not (% of Positive Experience)



Interview Conclusion

- Environment and Opportunities
 - affect students' satisfaction level/sense of fulfilment
- Another factor to consider: Personality?
 - personalities could also affect positive/negative perceptions



6

Talking “Post- COVID Universities”

- Are we missing something? -



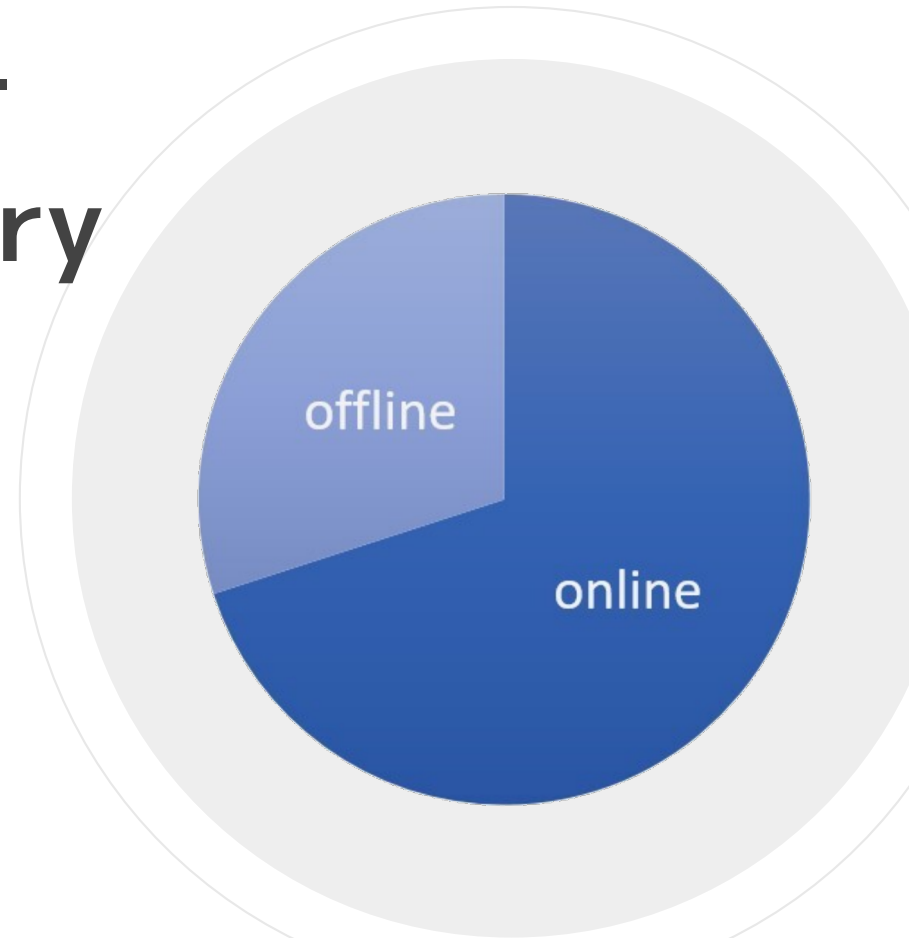
The case of Waseda - Post-COVID trajectory

the transition period

the post COVID-19 society

The case of Waseda - Post-COVID trajectory

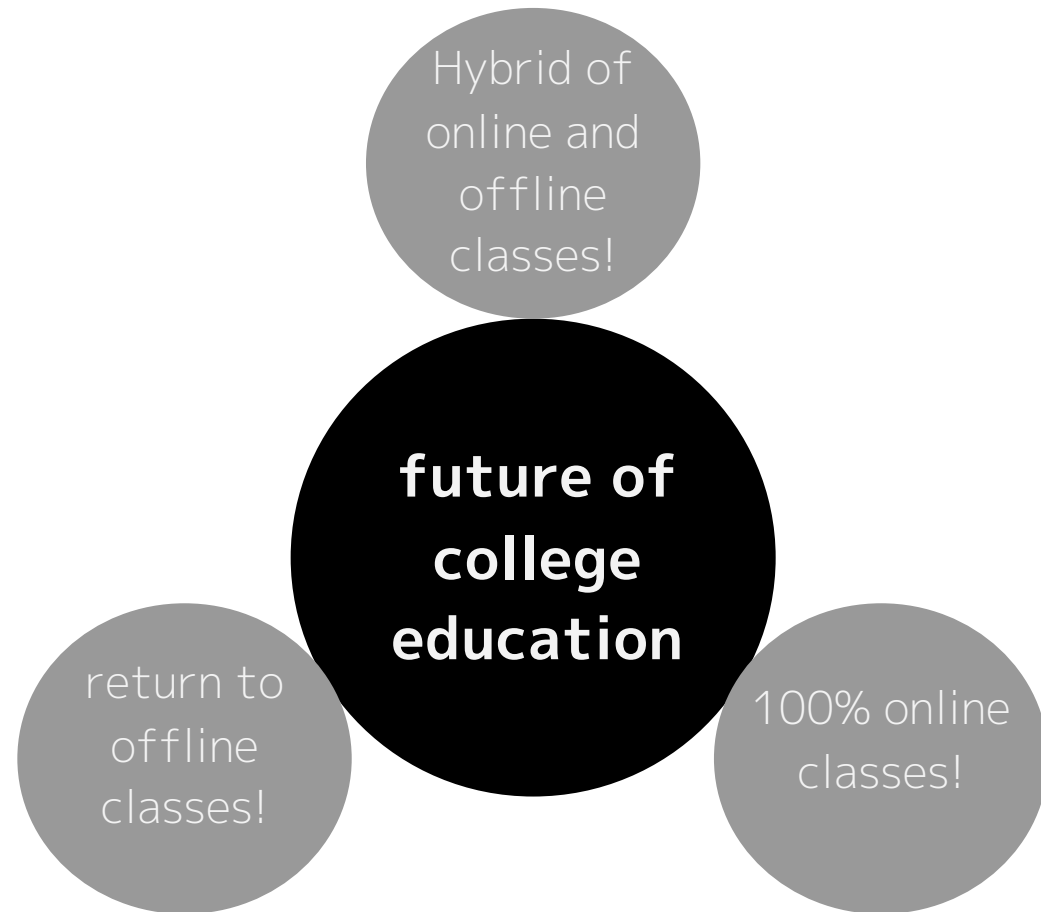
- Hybrid - offline and online 7:3
- Decentralization from Tokyo.
- Online study abroad
- More extensive financial aid
- Entrance Exam Reforms
- More budgets on young researchers



参考：Yoshizawa,Y. 『対談 逆境が生み出したポストコロナの大学像 (萩生田光一・田中愛治)』。「中央公論」, February 2021., pp. 22-33.



3 Main Streams of Argument



What have been discussed about the post-COVID college education



"online classes have become a goal than a means" (Iiyoshi, n.d.)

"difficulty of making friends" (Eto, 2021)

"decreasing quality of education" (Takizawa, 2021)

Current measures = countermeasures for the COVID-19

**Post-COVID universities
still require stable human interaction and connection**

Pandemic, university, and their roles in human history

The weight of the term “Post-COVID university”

- University life was not only about study and research (two pillars of campus life).
- Human interaction has been a core value of the European universities,
- Series of pandemic the changes made by them never replaced that value.

**Human interaction and inter-student connection
was a core value of universities all the time.**

Pandemic, university, and their roles in human history

The weight of the term “Post-COVID university”

- COVID-19 and the changes on universities already shaped the trajectory of the 21st century.
- Online classes and changes made to universities are not only countermeasures, but also game changing, irreversible effects.
- Core values of universities must be **reclaimed** by the universities themselves to the “new normal” post-Covid society

Struggles with students’ connections, interactions, and friend-making **are not mere concerns.**

It is a core factor to be realized post-COVID university.



Thank you!

Any questions?

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Feedback Questionnaire 事後アンケート



We appreciate your feedback!!
ご協力お願いいたします！！

Q&A Session