

“Perspective on education in today’s highly advanced Information Society focusing upon principle and idea of education “

The current status of graduate university education:
a unique case of
The Graduate University for Advanced Studies (SOKENDAI)

SOKENDAI

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SOKENDAI

- Bases on Inter-university service institution (Education in research fields and training for wider perspectives)
- Operational expenditure (¥20billion per annum)
- Ratio of faculty to students = 2
- Degree cost = ¥20 million

Topics

- Wilhelm von Humboldt Concept
- Broad views and societal contribution/social services?
- Review educational role and function

Humboldt's concept

- Knowledge to progress and to be clarified incessantly
- Not just teachers but also students devote to research
- What universities provide=discovery of new knowledge, techniques for progress
- Criticism
- Idealistic student view (Burton R. Clark)

Humboldt type university

- Elitism based on a small number of students (humanistic seminars, scientific laboratories)
- Ordinary students=ignored, enjoy privileged freedom, difficulty in setting goals

This double structure =collapsed in late 19th cen.

ZB: Law Faculty of Kyoto University , Peter F. Drucker

Examining Humboldt criticism

(ZB: Myth of Sylvia Paletschek)

Morikazu Ushiogi

- Research =discovery of innovative knowledge, university responsible for training students in practicing research activities
- Education through reseach =closeness to field important, university is where you immerse yourself in a discipline but also people of different disciplines meet together
- University makes “Jouney of mind” possible for its members
- University today: provide an opportunity for “anyone to learn anywhere, whatever at any time”

Broad views and social services

- Fundamental capacity for knowledge (Washida, S.)
The further you extend research in your specialized field, the more you need to broaden views
- Integration of arts and sciences (Naya, H.) required by the current time, Power of Intelligence, Feeling, Will (Anzai, Y.)
- Learning to acquire broad expert knowledge needed (Kobayashi, M.)
- Ability to understand diverse expert knowledge (Drucker)
No need to know each expert knowledge, however, need to know “what it’s about?”, “what it aims at?”, “what it’s primary concern?”, “what it’s primary theory?”, “what sort of a new insight it provides?”, “what is known about it?”

Innovation (Creative Destruction, New Combination) Joseph Alois Schumpeter

- Scientific, Technical, Social Innovation: borne and grew out of the whole knowledge in arts & sciences
- Charles P. Snow “The Two Cultures” : lack of communication between arts and sciences
- Peter Drucker : mend the rift between the two cultures
 - For natural scientists to be able to have the view of human scientists (in order to make natural science valid and to gain knowledge and perception to be genuinely scientific)
 - For human scientists to understand natural science (not to make human science meaningless and useless or to make better use of human science)
- Three functions of University
 - Education (the need to educate a narrow range of specialized area along with inter-disciplinary applied fields for the reason being that students be educated to respect the work of experts and to understand the need for inter-disciplinary study, not limited to a single expertise)
 - Research
 - Social service (a function to put the knowledge in practice and contribute to society with results)

Reviewing the Role and Function of Education

- Johannes Amos Comenius (a Czech protestant)=founder of the modern education who who exerted on developing a series of new textbooks and improved the curriculum to help read the Bible by oneself
- “L’Encyclopedie” = foundation of the industrial revolution in the late 18th century, systematize and exhibit Techné (skill as a secret)

Spread of ICT = Students learn on their own by computer as a tool with teachers motivating, guiding, and encouraging them

Issues facing universities: teaching methods to enhance productivity of knowledge

- University in knowledge society
 1. Advanced fundamental education (first priority)
 2. Learning motivation, custom of continued learning
 3. Provision of opportunity regardless of age
 4. Competition and collaboration with other institutions
- University make clear the outcome it is responsible for
- Well-cultured human being (ZB: “Das Glasperlenspiel” by Hermann Hesse): endowed with broad views, faculty to understand cultures and traditions other than your own, ability to make use of your own knowledge