



WASEDA University

APRU panel acting together in the new abnormal October 7, 2020

Discussant

Masahiko Gemma
Waseda University

1

1



2

Crisis management for the spread of the COVID-19 pandemic

The principle we have applied was to **minimize the maximum regret.**

We placed the highest priority on the following three goals:

- 1. To protect lives and health of our students, and faculty and staff members**
- 2. To provide education to our students with high quality**
- 3. To continue our research activities under any circumstances**

We applied the Mini-Max Regret principle of crisis management
We moved to online instructions and closedown of our campuses.

What's next in the new abnormal era?

Maximize the satisfaction of students and faculty members in education and research activities under the new abnormal conditions.

3

3

Review of online courses in the spring semester

"There are a lot of assignments! Study time per day is 3 hours more than usual." Some students felt that the **increase in study time is not necessarily good** for them. Interactive discussions are needed.

"I can learn at my own pace, and it feels like I was able to learn deeper." **If online class materials are prepared well, students can understand better.** There existed the cases that students were not satisfied with the teaching materials prepared by professors and the online course settings.

4

4

Review of online courses in the spring semester

Our recent survey covering 15,000 students indicates that the ideal level of the share of online courses would have been 70% under the COVID-19 pandemic abnormal situation. Under the new normal (abnormal) conditions, our students think that 30% of the courses can be still conducted online for better understanding.

5

5

How can we avoid ZOOM fatigue by students?

Student engagement to avoid Zoom fatigue in online teaching can be made feasible through collaboration among students in small discussion groups (using jigsaw and expert groups), screen sharing among students and polling. Making large online classes more personal to students can be also probable by creating classroom environments having students in the online sessions and by showing the faces of lecturers.

Source: Francis Rosenbluth, JMOOC workshop on August 8, 2020.
(<https://www.jmooc.jp/workshop2020-11/>)

6

6

Waseda policies in the post COVID-19 era

- We will be able to change teaching method drastically:

(a) Move many lectures online.

(b) Conduct labs, seminars, and classes with discussions face-to-face on campus.

(c) introduce “flipped classes” by utilizing online education

(d) increase the number of introductory classes as a part of fundamental education online.

Source: Aiji Tanaka, <http://www.us-jpri.org/seminar/june2020>

7

7

Future Perspectives for University Education

- We will not need large size classrooms, as we will move many lectures online. The campus planning and designs of classrooms will be totally different from now. More space can be allocated for learning commons and the use for online learning.
- The students, and faculty and staff members will not have to commute during rush hours on the trains. This makes the use of time and our resources more efficiently as well as avoids health risks. (This is for a higher educational institution in an urban setting.)
- We can reduce face-to-face committee meetings.
- We can reduce the number of international conferences or symposiums, so that we will use our time more effectively.

Source: Aiji Tanaka, <http://www.us-jpri.org/seminar/june2020>

8

8