

**Topic-Setting Program to Advance Cutting-Edge
Humanities and Social Sciences Research**

(Program Title)

Progress Report

(Summary of Final Report)

Comparative Research on the Innovation of Humanities
and Social Sciences Education in the Era of Globalization

Core-Researcher: Manabu SATO

Institution: Gakushuin University

Academic Unit: Faculty of Letters

Position: Professor

Research Period: FY2016 - FY2019

1. Basic information of research project

Research Area	Comparative Studies of Humanities and Social Science Education Corresponding to Globalization
Project Title	Comparative Research on the Innovation of Humanities and Social Sciences Education in the Era of Globalization
Institution	Gakushuin University
Core-Researcher (Name, Academic Unit & Position)	Manabu Sato, Faculty of Letters, Professor
Project Period	FY2016 - FY2019
Appropriations Plan (¥)	FY2016 JPY 3,107,000
	FY2017 JPY 9,366,240
	FY2018 JPY 6,158,880
	FY2019 JPY 4,768,920

2. Purpose of research

The purpose of this research is to survey the current trends of the innovations of humanities and social sciences education under globalization, in different advanced countries. The research adopts multiple and transdisciplinary approaches in methodology and viewpoint of analysis and the following three aspects of agenda are taken into consideration. The first one is the social, economic and cultural relationships between university and society, the second educational policy and institutions of university, and finally innovative practices at universities.

The previous researches on this issue are prone to be restricted within simple comparison of curriculum and system of foreign higher education, without examining complicated social and cultural contexts. On the contrary, this research is derived from more sophisticated multiple transdisciplinary approach through integrating plural disciplines of educational sociology, educational politics, educational philosophy, curriculum studies and comparative education.

Three key issues are designed for this research. The first issue is what kinds of human traits and competencies are cultivated in higher education in order to correspond to the era of globalization. The second is how national educational policies promote, or constrict, innovation of humanities and social sciences education. The third is the implications of such innovations to Japan, and what we should learn from the lessons of foreign various innovative experiments in humanities and social sciences education.

3. Outline of research (Including study member)

This project has surveyed higher education reform mainly in the advanced countries of North America, Europe, and East Asia. Focusing on academic and diploma policy, educational policy and budget situation, sociological and administrative system and teaching practices, this project has explored the national, regional and global

characters of innovation of humanities and social sciences education by international comparison.

The critical points are as follows, How much the innovation is shared and effected transnational impacts each other in different social and cultural contexts. What kinds of conflict, dilemma and controversy are occurred in each country. How the innovation has disseminated and discussed in domestic and international reform agenda

Through inquiring the above three key points, this research presented several proposals and recommendations for the innovation in Japan.

Research organization and the members distributed to the groups are as follows.

Group 1: Comparison of structure (The University of Tokyo)

Group 2: University and Society (Keio University)

Group 3: Policy and system (Nippon University)

Group 4: Curriculum practice (Kyoto University)

Members of project groups			
Core-researcher	Manabu Sato	Professor, Gakushuin University	Research director
Group 1 leader	Yuto Kitamura	Associate Professor, The University of Tokyo	Comparison of structures
Members	Norihiro Nihei	Associate Professor, The University of Tokyo	
	Akihiro Kitada	Professor, The University of Tokyo	
	Masako, Nakamura	Professor, Oberlin University	
	Aya Yoshida	Professor, Waseda University	
Group 2 leader	Yoshimitsu Matsuura	Professor, Keio University	University and society
Members	Sayaka Oki	Professor, Nagoya University	
	Koichiro Komikawa	Professor, Hosei University	
	Junko Hamanaka	Professor, Waseda University	
	Yuji Shirakawa	Professor, Chiba University	
Group 3 leader	Jun Ohba	Professor, Hiroshima University	Policy and system
Members	Teruyuki Hirota	Professor, Nippon University	
	Kazuhisa Najima	Professor, Niigata University	
	Akizumi Yonezawa	Professor, Tohoku University	

Group 4 leader	Rie Mori	Professor, National Institution for Academic Degrees and Quality Enhancement of Higher Education	Curriculum practice
	Yumiko Hata	Professor, Hiroshima University	
Members	Kayo Mtsushita	Professor, Kyoto University	
	Kiyomi Akita	Professor, The University of Tokyo	
	Masako Watanabe	Professor, Nagoya University	
	Akiko Shimizu	Associate Professor, The University of Tokyo	
	Hiroko Nakamura	Associate Professor, Osaka International University	
	Hiroyuki Ishikawa	Associate Professor, Kyoto Notre-dame University	
	Satoko Fukabori	Professor, Kyushu University	

4. Research results and outcomes produced

Many results and much consideration have been produced, The main activities and results are as follows.

1. International exchange of research on humanities and social science education.

- International symposium with DFG (Deutsche Forshungs Gemeinschaft) in 2018
- World Education Research Association, Focal Meetings in Hong Kong(2017), Cape Town (2018) and Tokyo(2019), WERA Council Meetings in Hong Kong, San Antonio, Toronto, Washington, Cape Town and Tokyo.
- Unesco-Forum on Higher Education: Bangkok, Thailand in 2018, Higher education reform in Pacific- Asian area.
- National Learning Improvement Summit “Breaking New Ground: The Role of Assessment in Higher Education Learning Improvement.” In USA

2. Data base construction: statistics, materials articles, documents and research papers.

* Data base of material resources and research papers on the innovation of humanities and social science education in the US, Australia, UK, France, Germany, Sweden, Netherland, China, South Korea Vietnam and other countries.

3. Case studies through visiting survey: USA, UK, China. Australia, Germany, France, China and Korea.

4. Symposia and seminars: Inside and outside

- * Lecture seminar: Brigid Freeman, Australian Academy of the Humanities and the University of Melbourne. Contemporary trials of humanities education in Pacific-Asian area.
- * Lecture seminar: Judith Butler: Knowledge and Body (Philosophical inquiry)
- * Open symposium: Universities activated both in local and global areas: Knowledge production and development: Collaborated with Japan Society of Sciences.
- + Lecture seminar : Sachin C. Verma, Professor of Oxford University
- * Lecture seminar:: Keston Fulcher, director of James Madison University Center for Assessment and Research
- * Lecture seminar: James G. Donald: Learning to Think: Disciplinary Perspectives
- * Invited Symposium of the World Education Research Association 10th Anniversary Focal Meeting:: Issues and possibilities of liberal arts education
- * Summary open symposium: Comparison of humanities and social sciences education in the global world. Special reports from USA, Germany and France.

5. Research conferences within the project and research groups.

- * The trends of upgrading of humanities social sciences education in European countries.
- * The innovation and its backdrop of the reform of humanities and social sciences education in France, UK, USA and Australia
- * Reading seminars: Stefan Collini, What are Universities for? (London: Penguin, 2012), Debra Humphreys and Patrick Kelly, How Liberal Arts and Sciences Majors Fare in Employment: A Report on Earnings and Long-Term Career Paths (Washington D.C.: Association of American Colleges and Universities, : Deanne Gannaway, "The Bachelor of Arts: Slipping into the Twilight of Facing a New Dawn?" Higher Education Research and Development, 34-2,
- * Comparison of English education in France, Netherland and Germany.
- * Research conference on Assessment of students performance
- * Dialogue with Professor r. D. Royce Sadler about Queensland州のQueensland Curriculum & Assessment Authority

6. Summary

The result of this project illuminates multiple aspects of current tendencies of humanities and social sciences education in the world. Indeed, the impact of globalization is critical. As is well known in Japan, on the one side, humanities and social sciences have faced with crisis of resilience because of decline of national budget, disappearance of faculty posts and decline of young researchers. However, on the other side, humanities and social sciences education obtain new stages of social values, which are derived from new age of the 4th industrial revolution, increasing social and economic problems and on-going cultural renovation under globalization. Many innovations occur in the area of humanities and social sciences education according with drastic change in higher education system. It is impossible to sum up the innovation to a simple conclusion. However, following trends are remarkable, particularly, in the advanced countries.

1. Global citizenship education will be a core component of higher education corresponding to globalized society.
2. In recent years, SDGs education becomes a high light for innovation of humanities and social sciences education in many countries.
3. The top universities in USA, including Harvard, MIT, Columbia and so on, strengthen humanities and social science education for all in order to educate global leadership.
- 4, Asian countries such as China, South Korea and Hong Kong, tend to regard humanities and sciences

education as a keystone of national identity of culture.

5. Transdisciplinary approach is indispensable for humanities and social sciences research and education for the innovation. Indeed, lots of “new courses” border crossing humanities, social sciences, natural sciences, engineering science and IT studies, and medical science, especially in advanced countries.

6. Generic skills and competences should be demanded and reexamined. In humanities and social sciences education. It is a controversial issue that how generic skills and competences should be taught and how much such education is effective to develop learning of university students.

The members of this project are preparing to publish research papers of international academic journals, a book in Japanese, and many presentations both in domestic and foreign conferences. The papers and book will present more elaborated outcomes in depth, implications and recommendations in detail. Such publications will promote the Innovation of humanities and social sciences education in Japan and even provide an fruitful arena for further discussion about this issue over the world.