

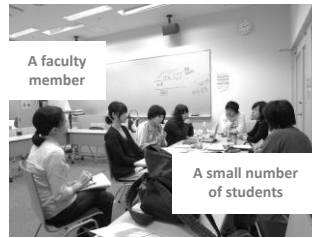
Analyzing Faculty Members Mindset in Higher Education: Students' Growth Expected through Undergraduate Seminars

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Introduction

Undergraduate Seminars

- Undergraduate seminars are enquiry-based communal learning environments, affectionately called *Zemi* in Japan.
- These originated in nineteenth-century Germany with the idea of **promoting education through research** and they were later introduced other countries in the twentieth century.



Research-oriented and dialogue-based communities

Purpose of The Study

Previous studies have not dealt with:

- The educational mindset of faculty members
- The method in which they design undergraduate seminars

This study focused on exploring:

- Faculty members' **expectations about students'** growth through undergraduate seminars
- Their **instruction and facilitation** for students' learning activities

Methods

Data Collection

- A semi-structured interview (70-110 minutes) with **five faculty members**
- They teach different undergraduate seminars.
- The seminars are for third-year students in the humanities and sociology fields.

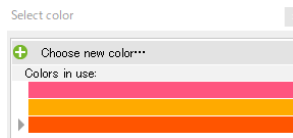
| ID | Age | Gender | Theme of the seminar |
|----|-----|--------|--|
| 1 | 41 | Male | Life and culture in modern Japan |
| 3 | 57 | Female | Media study of British and American literature |
| 4 | 36 | Male | Problem finding in development economics |
| 15 | 61 | Female | Career education |
| 18 | 47 | Female | Geographical information technology |

A mean age: 48.3 years (SD=9.0)

A Qualitative Analysis

Coding data segments

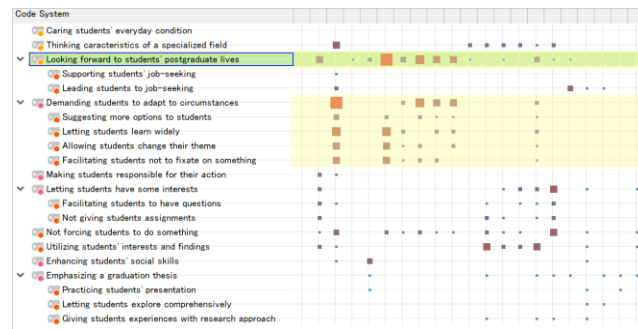
- Clipping from document texts based on unity of meaning
- Naming a code and assigning a certain color to it



- The educational mindset
 - Background information
 - The design method
- Reordering codes based on the hierarchical structure

Using visualizations

- Comparative analysis** between cases with *Code Matrix Browser* (Figure1) and with *Code Relation Browser*
- Creation of an interpretive model** based on the above analyses with *MAXMaps* (Figure 2)



Results and Discussion

Comparative Analysis

- Faculty members had several types of expectations for students.
- The major common codes were the following:

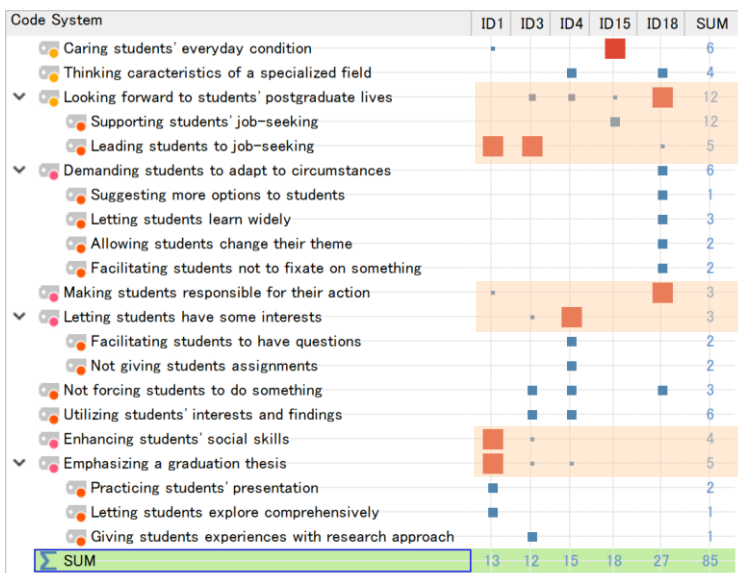


Figure 1. A comparative analysis with Code Matrix Browser

Creation of An Interpretive Model

- Faculty members were looking forward to *students' postgraduate lives* in designing undergraduate seminars.
- They placed more importance on students' development of:
 - Adapting to circumstances
 - Taking responsibility for their action
 - Enhance their social skills.

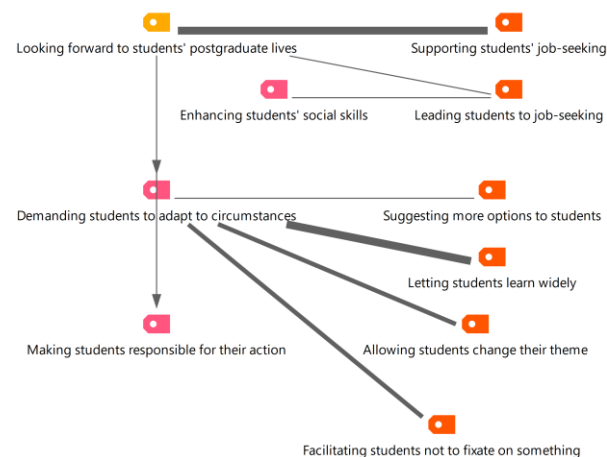


Figure 2. The code theory model with MAXMaps

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