

Advancing Institutional Agenda on Learning and Teaching by Harnessing Open Educational Innovation and Improvement

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History and Organization

The Center for the Promotion of Excellence in Higher Education (CPEHE) was originally established as the Research Center for Higher Education (RCHE) in 1994, and reorganized into its present form in 2003. The Center currently conducts higher education research and development in the following areas:

- Teaching and Learning Methods
- Curriculum
- Assessment and Evaluation
- Technology and Innovation

The CPEHE has played a central role in educational reform and research, for Kyoto University as well as for other institutions of higher education nationwide.

Projects

Building the Core in Faculty Development

In 2008, the Center launched an ambitious project called "Building the Core in Faculty Development" in coordination with the Ministry of Education, Sports, Science, and Technology. The goal of this project is to build faculty development communities and networks, both face-to-face and online, with a view to faculty development at four levels:

- Institutional
- regional
- national
- International

Mutual Faculty Development Core

The Center was designated as a national center that supports and coordinates other higher educational institutions in faculty development by the MEXT in 2010, and given the designation, "Mutual Faculty Development Core."



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Building the Core at International Level

The Center is collaborating with higher educational institutions abroad in building theories of faculty development and sharing effective practices of advancing teaching and learning.

Some of the past and current collaborating institutions include:
Stanford University, Harvard University, MIT, Beijing Normal University, etc.

Past international symposia and workshops held by the CPEHE:

"How to Collect and Analyze Data on Student Learning: MOOCs, Active Learning, and Learning Analytics" (January 2014, Guest speaker: Phillip Long)

"Learning Assessment and Technology to Enhance Deep Active-Learning: Focusing on Learning Catalysts" (October 2013, Guest speaker: Eric Mazur)

"Advancement of Higher Education in the Network Age: Sustaining the Mutual Evolution of Learning and Teaching" (January 2013, Guest speaker: Randy Bass & Elizabeth Barkeley)

"Deepening Active Learning with Peer Instruction" (October, 2012; Guest speaker: Eric Mazur)

"Portfolios for University Education: from Class Improvement to Curriculum Improvement" (February 2012, Guest speaker: Daniel Bernstein)

"Towards Higher Education based on Deep Learning" (December 2011, Guest speaker: Ference Maron)

"Transition from School (High School/University) to Work" (February 2011; Guest speaker: James Côté)

"The Future of Science Education at Undergraduate Level" (September 2009, Guest speaker: Carl E. Wieman)

"Building the Core in Faculty Development" (January 2009, Guest speakers: Mary T. Huber, Jennifer M. Robinson, Toru Iiyoshi, and Frank Prochaska)



Building the Core at Regional Level

Kansai Faculty Development Association (2008~)

This Japan's largest regional faculty development network was formed in 2008, and it currently has approximately 150 member institutions.



Building the Core at Institutional Level

Faculty Development Committee (2006~)

- "Pre-FD" (preparing future faculty) workshop for graduate students
- Preparing Future Faculty Program for the Graduate School of Letters
- Kyoto University Student Survey
- Annual teaching workshop for newly hired faculty members



Building the Core at National Level

Research Forum for the Promotion of Higher Education (1994~)
Sharing faculty development activities and related research in Japan

University Student Research Forum (2008~)
Exploring the learning and career development of university students

Japan Faculty Development Network (2008~)
Bridging regional faculty development networks and turning them into a large national network

MOST (Mutual Online System for Teaching and Learning) (2009~)
Providing an online environment for sharing educational practices

MOST Fellowship Program (2012~)
Offering a one-year fellowship program that helps build a national faculty community of practice using the MOST



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KU Teaching and Learning Academy

- Create a cross-disciplinary community of practice on campus
- Help make faculty members' and departments' educational development and improvement effort visible and sharable so that they can learn from and build upon each other's work
- Search for and "dig out" innovative and effective practice as well as detect challenges, issues, and wishes in teaching and student learning
- Raise the awareness of the significance of continuous educational innovation and improvement among faculty members and departments

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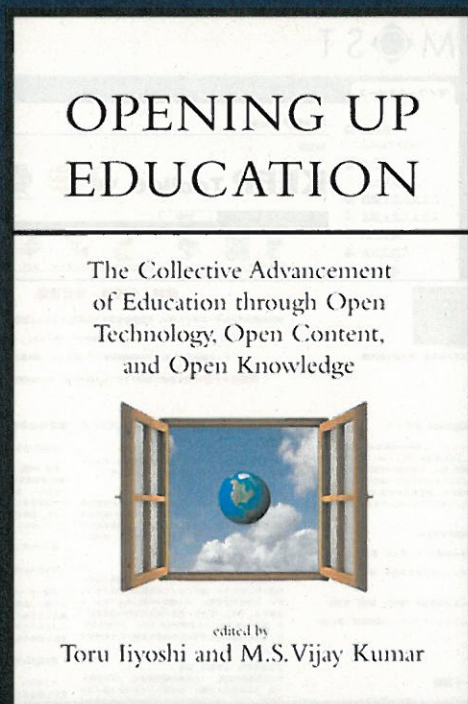
KU Teaching and Learning Academy: Activities

- Support small “niche” topic/theme-based faculty communities of practice → to help them generate some shared ideas and excitement
- Provide institutional mini grants → to turn their ideas for educational innovation and improvement into feasible plans
- Help further develop these pilot projects → to obtain major government and other external fundings to build the necessary support capacity for sustainable effort at all levels (institution, departments, and individual faculty)
- Make the ongoing successes visible and reward them through publicity, multimedia SoTL portfolios, and educational innovation fairs → to create community culture and values

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Open Education

- “How can we advance teaching and learning by taking full advantage of open education?”
- A hardcover book + free online distribution with Creative Commons
- 30 chapters by 38 prominent leaders and visionaries (Foreword by John Seely Brown)
- Lessons learned and visions of the future from: OKI, IMS, CNI, Sakai, Moodle, ETUDES, iCampus, VUE, Mellon Foundation, OCW, Connexions, OLI, MERLOT, OpenLearn, SOFIA, Creative Commons, LAMS, Hewlett Foundation, CASTL, VKP, ISSOTL, Open University, Educause, Carnegie Foundation, and more

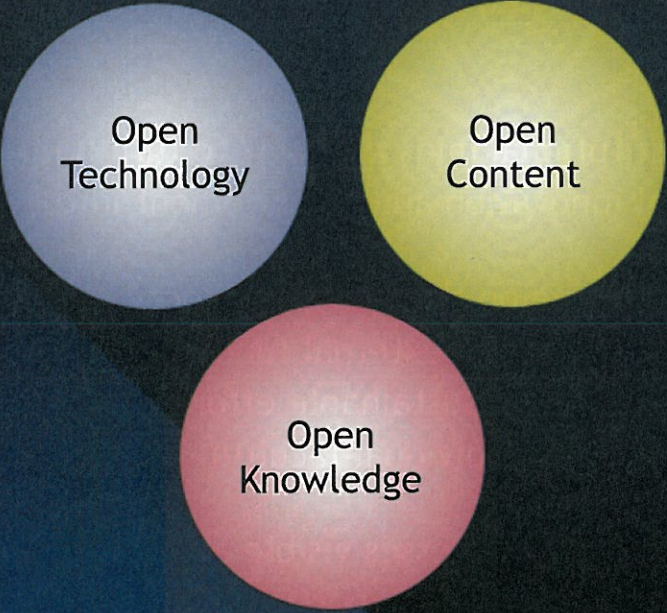


<http://mitpress.mit.edu>
Search: “opening up education”

Carnegie Foundation's Book on
Open Education (August 2008, MIT Press)

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Open Education: Three Components



MOST: Mutual Online System for Teaching & Learning

The image displays three overlapping screenshots of the MOST website:

- Top Left:** A navigation menu with options like 'ホームページ', 'KEEP Toolkit', 'ニュース', 'メッセージ', 'コミュニティ紹介', 'リソース', 'アカウント', and '英語版サイト'.
- Top Right:** A community profile page for '第1期MOSTフェロー' (1st MOST Fellows), featuring a grid of member photos and names, a calendar for March 2012, and a forum notice.
- Bottom:** A detailed article page titled '教材・教授法・学習活動' (Materials, Teaching Methods, Learning Activities), which discusses the importance of teaching materials and provides links to various resources.

Available for All the Universities and Faculty Members in Japan
<https://most-keep.jp> (by CPEHE@Kyoto U)

MOSTは、大学教員の相互研修の場を コンセプトとする招待制のコミュニティサイトです。

Mutual Online System for Teaching & Learning

現在の登録者数554名 | コミュニティ83件 | スナップショット1773件

MOSTムービー

MOST紹介ビデオ

インストラクションビデオ

MOSTでできること

最新マニュアル
(2BP, PDF 11.4MB)

MOST暮らし
(PDF 1.3MB)

MOSTおすすめスナップショット

FD活動報告会2012
関西地区FD連絡協議会

コースポートフォリオ
山田義博先生 (藍野大学)

カリキュラム改題
E パーフレイ (フットヒルカレッジ)

MOST TOUR

MOSTやKEEP Toolkitを活用した
教育研修プログラムを紹介します

・概要

・組織的FDポートフォリオ

・組織的FDポートフォリオ (関西FD)

・コースポートフォリオ

・授業分析

・Web公開授業

What's New

● 教員コミュニティによるコースポートフォリオ実践プログラムの成果公開
13.3.25 2011年度後期に、藍野大学および大阪府立大学工業高等専門学校における教員コミュニティによって取り組まれたコースポートフォリオ実践プログラムの成果を公開しました。

・ 藍野大学医療保健学部理学療法学科における成果は [こちら](#)
・ 大阪府立大学工業高等専門学校メカトロニクスコースにおける成果は [こちら](#)

● 第1期MOSTフェロー スナップショット公開のお知らせ
13.3.13 特徴ある授業実践をおこなっている10名の大学教員で構成される第1期MOSTフェローによるスナップショットを公開しました。MOSTフェローは、1年間かけて対面やオンラインで継続的に交流しながら、自身の授業実践のスナップショットを作成しました。下記のスナップショットギャラリーから各フェローのスナップショットをご覧ください。

[第1期MOSTフェロー スナップショットギャラリー](#)
[MOSTフェローシッププログラムについて](#) (外部サイト)

MOST GALAXY

KEEP Toolkitで作成された
特徴的なスナップショットは
アクセスできます

・概要

・組織的FDポートフォリオ (関西FD)

・コースポートフォリオ

・MOSTフェロー

MOST GALAXY : スナップショットギャラリー

現在の登録者数554名 | コミュニティ83件 | スナップショット1775件

MOST GALAXY

・概要

・組織的FDポートフォリオ (関西FD)

・コースポートフォリオ

・MOSTフェロー

・SOTLの事例

・授業/コースの改題

・組織的FD活動

・Web公開授業

パスワード再発行

利用規約

プライバシーポリシー

ライセンス

MOSTヘルプ

MOST 講習会実施中

お問い合わせ
info@most-keep.jp

Gallery of Teaching & Learning

第1期MOSTフェロー スナップショット・ギャラリー

特徴ある授業実践をおこなっている10名の大学教員で構成される「第1期MOSTフェロー」によるスナップショットです。MOSTフェローは、1年間かけて、対面・オンラインで継続的に交流しながら、自身の授業実践のスナップショットを作成しました。MOSTフェローの授業実践の成果は、[第19回大学教育研究フォーラム](#)の個人研究発表でも報告されます。 ([MOSTトップへ](#))

スナップショット・ギャラリー

防災コミュニケーション実習
石村源生先生 (北海道大学)

CoSTEPでは、毎年一般からプロジェクトを公募し、適切なものを一年間の実習授業として組み入れている。2012年度は、「北海道における津波防災教育プログラムの実施」をテーマとした実習授業を実施する予定である。特に昨今は、昨年の東日本大震災の教訓を踏まえ、防災教育に対する社会的ニーズが高まっている。北海道は災害の多い地域であるが、広範囲に及ぶ地域のそれぞれで事情がことなり、プログラムのカスタマイズが必要である。また、一方的な「啓蒙」ではなく、双方向的なコミュニケーション活動が有効であると考えられる。何箇所か地域を絞り込みつつ、それぞれの地域にあった防災教育プログラムを実施する予定である。
→ [第19回大学教育研究フォーラム・発表スライド](#)

他者を意識することによる活動の深化
長田尚子先生 (清泉女学院短期大学)

清泉女学院短期大学国際コミュニケーション科における2年次の必修科目である「卒業研究セミナー」について記述する。本学科の「卒業研究セミナー」は、各コースに関連する専門的な学習内容を応用したり発展したりすることを目的に、専任教員によるゼミとして運営されている。このポートフォリオでは、認知科学を応用して情報発信の「分かりやすさ」について探求しているゼミの活動を紹介する。本年度の授業改善として行った他ゼミとの連携やピアレビューを通じて、高校生向けの広報紙の制作活動が深まっていく過程を報告する。
→ [第19回大学教育研究フォーラム・発表スライド](#)



アクティブラーニングを導入した授業改善：「森林水文学」

橋本 智 (鳥取大学 生物資源科学部)

現代の高度情報社会において、教室で行うことに意味のある授業を構築した。その方向性として、能動的学習と学生同士のコミュニケーションにより、知識の定着と理解の深化が実現されるものと考えた。この授業デザイン構築過程の経験は、学内教育開発センターの教員との同僚的協働により、私という人間が実行できる授業を実践的に構築していったことである。

鳥取大学 生物資源科学部

改善前の授業について

1. 授業情報

授業名 森林水文学 (専門科目、演習)
対象学生 生物資源科学部の3年生 (生物環境科学科の学生が主)
人数 20名から30名程度
目的 山地森林流域における水循環の特性を理解・把握し、森林を水循環という側面から考え理解すること
学生評価 期末試験のみで行った

2. 改善前の授業について

毎週、レジュメ・資料を配布し、一方向的な講義を行っていた。わかりやすく噛み砕いて説明したつもりではあった。理系科目でもあり、予備知識は少ない。これを授業中に網羅しようと思えば講義形式しか考えられなかった。講義は、教科書を読み進めれば理解しやすくなるように心がけていた。これが授業に出る者へのアドバンテージであると考えていた。

3. 改善前の授業や科目に対する考え方

学習過程に関しては学生の自主性に任せるものであり、学生から教員へのアクションがない限り干渉するべきではない。出席点は成績評価には考慮されない。学習過程の結果として期末試験で成績が決まればよい。学生の達成度には大きく関知しない。すべて学生の責任である。

シラバス

改善前の分析と改善に向けて

1. 私1人

これまでの私の授業に対する学生の反応には、「理解しにくい」というものが多かった。学生の成績は悪化していった。大学を取り巻く状況として、学生の責任だけにしては行かなくなってきた。改善が必要であった。インターネットなどにより、科目に対する情報は教室外でいくらでも入手できる。講義形式の授業ならば、通信制の授業や講座があればいい。ということになる。大学の教室で行う授業を重視するものもデザインを採り直す必要がある。しかも、私の能力や私の個性を大きく変えることなく改善可能なものを構築したい。大学授業に関する私の現在の考え方を以下にあげる。

- 学生の自主性を引き出す形を授業として提供する。
- 教室を「学ぶ場」として機能させたい。

授業デザインの改善過程

最初に、私の授業に対する考え方を皆さんに聞いていただき、協同学習を基礎とした授業デザインの改善を行っていった。そして次のような改善過程を経て。

第1デザイン

短い講義の後、クラス全体で1つのテーマに関して議論を行う。
結果：学生同士の相互学習は活発だったが、1回の授業で1つのテーマしか扱えないため、時間が足りない。

第2デザイン

同じく短い講義の後、クラスを5〜6つ程度のグループに分けて、それぞれ1テーマについて議論を行う。
結果：グループに与えられたテーマに関しては知識が深まるが、その他のグループテーマに関しては学習動機が高まらない。

第3デザイン

第2デザインをベースとしてさらに改良をしたもの。それぞれのグループが1つのテーマではなく、授業内ですべてのテーマについて検討した上で、発表前に担当テーマを発表する。この授業はWeb公開授業で配信した。
結果：学習をしている学生が少なく、授業で初めてテーマに向き合うためテーマを検討する時間が短かすぎた。

第4デザイン

第3デザインの発展版としてジグソー法を行う。
結果：一番効果が高いような印象であった。授業後の学生アンケートでも、ジグソー法による授業形態が一番高い評価を受けた。いずれのデザインでも、発表された課題に対して私が評価した。また、グループ学習、成果発表を通じて得た情報を個人で整理してレポートとして提出させた。



課題

学習項目の減少

協同学習は授業改善前に対して学習項目が減少した。対策として、授業で押さえておきたい事項をすべてテキスト化すればよい。講義形式の授業で学生に話す内容を口述レベルでテキスト化しておけばあとは学生が読めばよい。

教室外学習

予習としてこのテキストを読ませ課題に取り組みさせておき、授業においてグループにより課題を解決し発表し、学生が相互に学んでゆく。という形を理想としたが、予習をやらない学生が多い。予習をいかにさせるかは授業として成立する上で、重要である。

課題の重要性

グループによる検討課題をいかに上手に設置するか? 知識理解の基盤ができておかつその知識を使用して考えることができるような課題を与える必要がある。

グループング

学習効果の高いグループングを常に作るか? 自信がない。

学生の課題

本誌誌では、全体的に見ても私が期待したほどの成績はなかった。改善より早くはなっていないものの、グッと来た。今回のグループを中心とした協同学習の授業デザインそのものや運営方法を、継続させてゆくことが必要だ。



Web公開授業への参加

第9回目の授業をWeb公開授業で公開し、2008年10月27日から11月10日に、授業者も含めた51名でWeb上で授業検討会をおこなった。多くの方にコメントや質問をいただいた。

- 授業デザインの結果としての学生の活動を評価していただいたことは自信になった。
- 講義中や解説中の発問、オープンエンドな質問などが質が高い。という指摘があった。これは自分の不得手とするところである。自覚だけにおいて、そんな自分にもできる効果的授業をデザインしよう。

Sharing Effective Practice in Course & Curriculum Improvement

Learning Management System: Panda

Panda

My Workspace ▾ GOEN ▾ LATTE-CAFE ▾ オープンエデュケーション入門 ▾ 英語講義：オープンエデュケーションの世界 ▾

More Sites ▾

- Home
- Syllabus
- Schedule
- Announcements
- Lessons
- Forums
- Resources
- Email Archive
- Wiki
- Assignments
- Gradebook
- Site Info
- Dashboard
- Email
- Search
- Help

英語講義：オープンエデュケーションの世界: Forums

Reply to Initial Message | Mark All as Read

Forums / 英語講義：オープンエデュケーションの世界 Forum / Group Presentations (please post here) / Group 4 "Super Team"

View | by Conversation

Go to first new message

New! Group 4 "Super Team"

優輝 増尾 (a0120216) (Nov 15, 2012 11:49 AM) - Read by: 1 | Reply

Email | Grade | Edit | Delete Message

Your Group # and Nickname

4 Super Team

Names of Team Members

Masaki, Miguel, Yuki, Yamato

#1 Open Education Project Website's Name

edX (MOOC)

- Comment 1

In the courseware videos, the script that was provided was very convenient.

- Comment 2

The quality of the videos for the courses that we tried was exceptional, and the efficiency of each course seemed to be high with various assignments, discussions, tests and outside information. The scale of the website seems to be rather specific and specialized with a limited number of courses and subjects covered, starting from a high level.

- Comment 3

We were pleasantly surprised to see that the courses texts were provided on the course website in a digital form at no cost.

KYOTO-U OPENCOURSEWARE
KYOTO UNIVERSITY

Welcome to KYOTO-U OpenCourseWare a free, open publication of KYOTO-U Course Materials. We invite you to view all the courses at this time.

home courses about ocw help

Recent lecture note

- Introduction to Foreign Literature on Bio-Systems Engineering
- 30th International Seminar Kyoto University Human and Environmental Studies
- Design and Identification of health information model
- Seminar II on Bio-Sensing Engineering
- Seminar II on Agricultural Process Engineering
- Seminar II on Agricultural Process Engineering
- Division of Systemic Life Science Laboratory of Molecular Neurobiology

Divisions

- edk - Kyoto Ux
- Faculty of Integrated Human Studies

Welcome to Kyoto-U OCW.

Welcome to KYOTO-U's OpenCourseWare:

The Three Principles of Kyoto University

Advance the scholarship of mankind and contribute to the light of the earth. Scholarship is the antithesis of physical force. Each of the modern sciences is tied to scholarship.

Cultivating words both foreign and familiar, education to be enjoyed together. Language is the key to the integration of knowledge. Education based on super language does not stop at mere knowledge transfer.

Brilliance is not prideful; a university of both intelligence and fellowship. Among many measures of scholarship and morality. Those of our university fall broadly within these three.

Message from President
Juichi Yamagiwa

KYOTO-U OPENCOURSEWARE
KYOTO UNIVERSITY

welcome to kyoto-u ocw courses about ocw help feedback

Course
Food and environment under economic development and globalization Home
Instructor
Syllabus
Schedule
Lecture/Notes

You are here: home → 20 Graduate School of Agriculture → Food and environment under economic development and globalization

01 - Food and environment under economic development and globalization

Food and environment under economic development and globalization
Associate Prof. Hiroti OKADA
Lecturer: Mitsu OHSAWA
Graduate School of Agriculture

Course Structure:
One session / week
1.5 hours / session

Highlights of this Course
Instructors with enough experience of fieldwork in Japan or foreign countries show what have experienced. They expect the students to understand the positive and negative aspects of globalization.

Course Description
After the Cold War, globalization has been accelerated through 1990s. Under the situation, natural resources, farm products, industrial products and people have become flowing across the borders. As a result of the extension of economic activities to global scale, what has changed in our life? This course intends to provide opportunities for students to examine the meaning of the changes. The Lectures of this course has enough experience in fieldwork in Japan and foreign countries, and they present what they have seen, heard and thought. The topics cover agriculture, forestry, fair trade and environmental issues in Japan and foreign countries. The lectures hope students to use their imagination to identify the shadows and lights of the changes caused by economic development and globalization.

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Research Ethics Education

KYOTO-U OPENCOURSEWARE
KYOTO UNIVERSITY

Welcome to KYOTO-U OpenCourseWare a free, open publication of KYOTO-U Course Materials. We invite you to view all the courses at this time.

ホーム courses about ocw help feedback シラバス

現在位置: ホーム > 文学部 > 講義ビデオ > 「ボケット・ゼミ」 > 「まてあてさわって、有機化学が死ぬほど好き」 > 講義ビデオ (科学者倫理教育)

講義ビデオ (科学者倫理教育)

1日目 (7月17日)

1、インテキ実験によるニセ科学の体験 [20:24]

1、インテキ実験によるニセ科学の体験

2日目 (7月18日)

SES#	概要	資料
1	仮説と検証のプレゼン [6:25]	Video
2	「モーツァルト効果」の確かめ [8:21]	Video
3	科学不正行為の存在 [5:02]	Video
4	過去に起こった意図的な科学的不正行為、捏造、盗用事件の事例(1) [13:54]	Video
5	過去に起こった意図的な科学的不正行為、捏造、盗用事件の事例(2) [10:37]	Video
6	身近なところにある似非科学、ニセ科学情報の問題点、社会的弊害 [12:49]	Video
7	似非科学、ニセ科学情報の問題点、社会的弊害 [21:25]	Video
8	科学における不正行為は、なぜ起こるのか? [4:26]	Video
9	科学的不正行為を防ぐには? [11:22]	Video
10	研究現場の生の声 [18:42]	Video

14

From Vector to Determinant: What is Linearity?

KYOTO-U OPENCOURSEWARE
KYOTO UNIVERSITY

Welcome to KYOTO-U OpenCourseWare, a free, open publication of KYOTO-U Course Materials. We invite you to view all the courses at this time.

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現在位置: ホーム > ja > 国際高等教育院 > 補助教材「ベクトルから行列へー線形性とは何かー」

01 - 補助教材「ベクトルから行列へー線形性とは何かー」

補助教材
ベクトルから行列へー線形性とは何かー

国際高等教育院 数学教室 (加藤信一, 鈴木咲衣, 田中俊二, 三輪智二, 山本啓彦, 協力 水野良祐)

講義ビデオ・資料

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15

From Vector to Determinant: What is Linearity?

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講義ビデオ

SES#	タイトル	資料	PDF
	教材全体の教科書		PDF
1	平面の点をベクトルで表す	Video	
2	線形結合を作ろう	Video	PDF
3	ベクトルの回転を求める	Video	PDF
4	線形変換とはなんだろうか	Video	PDF
5	線形変換を行列で表す	Video	PDF
6	線形変換の合成と行列の積	Video	PDF
7	一般行列の積	Video	PDF
8	行列演算を使いこなす	Video	PDF
9	逆行列を計算しよう	Video	PDF
10	2次の正則行列と特異行列	Video	PDF
	解答集		PDF

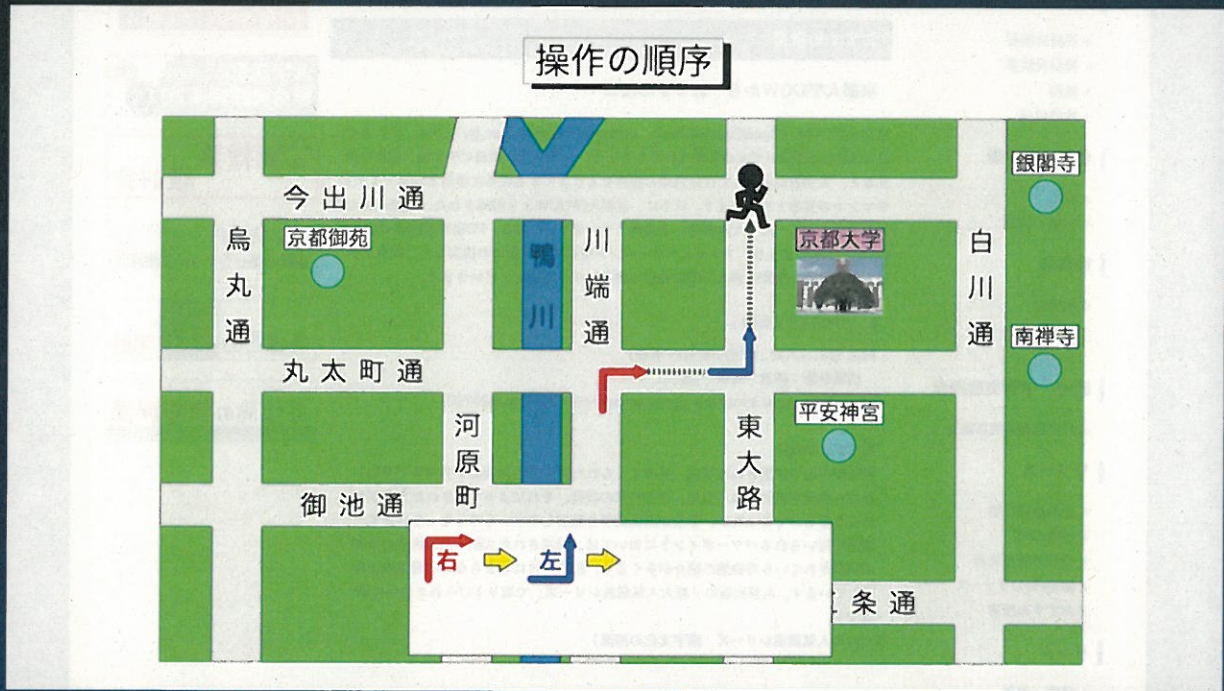
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16

From Vector to Determinant: What is Linearity?

Lesson 1



17

OCW-Based Academic English Listening Skills Builder

Listening Lv4 Introduction to Classical Japanese Literature 1 - Section 1 / 3

SECTION: 1 | 2 | 3 Language Study

In this section, you will:

- Study key vocabulary from a talk about classical Japanese literature by Professor Shizuko Kawakami of Kyoto University.
- Practice the key vocabulary.
- Listen to and complete a summary of part of the talk.

Suggested time for this section is: 20 minutes

KEY VOCABULARY IN THIS LESSON:

- anthology
- compile
- composition
- derive
- genre
- literary
- prose
- script
- standard
- verse

Stage 1 / 5 (Learning Objectives)

Listening Lv4 Introduction to Classical Japanese Literature 1 - Section 1 / 3

Click on the key vocabulary and study the explanations.

- anthology
- compile
- composition
- derive
- genre
- literary
- prose
- script
- standard
- verse

Stage 2 / 5 (Vocabulary 1)

Listening Lv4 Introduction to Classical Japanese Literature 1 - Section 1 / 3

Click on the word or phrase on the left and drag it to the correct meaning on the right.

to come from a certain source or origin

- genre
- literary
- prose
- script
- composition
- anthology
- standard
- derive
- compile
- verse

Stage 3 / 5 (Vocabulary 2)

Listening Lv4 Introduction to Classical Japanese Literature 1 - Section 1 / 3

Type in the correct answer to complete the talk.

The Heian Period, which lasted for around four centuries, was a time of great importance for both _____ and artistic creativity in Japan. Scholars often call the first 100 or 150 years of this period the Dark Age of Japanese Literature because the main focus was on Chinese literature and poetic _____ and not on Japanese. It was this Chinese poetry that the Japanese people looked to when it came to setting the _____ of that time. Poetic compositions were popular and the Imperial Court often asked for official _____ of Chinese poems. Many emperors encouraged people to write and _____ these collections.

Things began to change in the ninth century when cultural exchange

Stage 4 / 5 (Vocabulary Practice)

(by courtesy of Profs. Akira Tajino & Sachi Takahashi @ Kyoto U.)

18

委員会について

- 委員会概要
- 委員長挨拶
- 規程
- 活動日記

委員会の活動

- 主催
- 共催・協賛

勉強会

- 勉強会
- 授業評価ワークショップ

教育・学習実態調査

- 自学自習等実態調査

リソース

- 委員会刊行物
- 部局のFD
- 全学の教育改善
- 部局のFDリソース
- おすすめ授業

リンク

- 学内・学外
- PandA (学習支援サービス)

ホーム > おすすめ授業

おすすめ授業

京都大学OCWから おすすめ授業

京都大学OCW (OpenCourseWare) (<http://ocw.kyoto-u.ac.jp/>)では、これまでに2,000もの講義ビデオが蓄積されてきました。このような講義ビデオは、視点を変えると、大学教員にとって自分自身の授業をよりよくするために参考となるアイデアやヒントの宝庫とも言えます。以下に、京都大学OCWより推薦された、授業改善のために参考となる「おすすめ授業」を掲載しています。今後も、FD研究検討委員会とOCWとの連携により、アクティブラーニング型授業や英語での授業など、授業デザインや教室内で実際に教える際に役立つ講義ビデオを紹介していきます。

「中国文字文化論」

阿辻 晋次 (人間・環境学研究所 教授)

授業形態: 講義/対象: 全回生

URL: <http://ocw.kyoto-u.ac.jp/ja/general-education-jp/h207001>

おすすめの理由

先生が中国で撮影された写真、集めてこられた青銅器の複製品や文献などを示しながら講義が進められるため、その時代の技術、それによって残された文字がどのようなものであったか、学生が因果関係を理解しやすいものとなっています。授業で用いられるパワーポイントにおいては、提示された文献・資料画像の本物が展示されている博物館の紹介が多くあり、授業だけに取まらない学習意欲を促進しています。丸善出版の「京大人気講義シリーズ」で取り上げられた先生の講義です。

(京大人気講義シリーズ 漢字文化の源流)

「有機分子たちを考えて日常生活を理解しよう」

年光 昭夫 (化学研究所 教授)

授業形態: セミ/対象: 1回生/期間: 2012年度・前期

URL: <http://ocw.kyoto-u.ac.jp/ja/general-education-jp/S176001>

新任教員2011
教育セミナー4

大学院生のための
教育実践講座2014

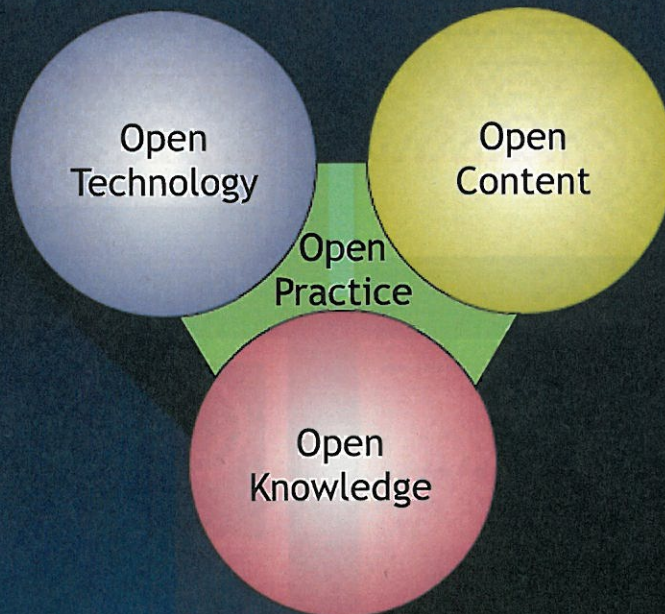
公開授業
検討会

文学研究科
連続公開セミナー・検討会

各部局のFD活動

各部局の授業評価

Open Education: Three Components



edX HOW IT WORKS COURSES SCHOOLS REGISTER NOW



京都大学
KyotoUx

Back to school

Kyoto Imperial University was founded in 1897 and the College of Science and Engineering was established at that time (see the chronological table in the accompanying Facts and Figures booklet). In the following year, the basic organization was completed with the opening of the College of Law, the College of Medicine, the University Hospital, and the University Library. In 1919 "College" was renamed "Faculty," and in 1947 when a new law was passed, Kyoto Imperial University was renamed Kyoto University. From then until today, new faculties, graduate schools, research institutes, research centers, and others have been established one after another. At present, Kyoto University consists of 17 graduate schools, 10 undergraduate faculties, and more than 30 research institutes and centers. In the last few years Kyoto University has placed greater emphasis on graduate level studies and has established new graduate schools to cope with emerging issues which are expected to be critical in this century.

During its long history, Kyoto University has put its energies into developing the humanities, social sciences and natural sciences. Creative research in venture businesses for information technology and electrical engineering has been initiated, and good progress in advanced applied research such as biotechnology and energy science continues, assuring that our findings contribute to society.

Kyoto University is acknowledged as one of the most accomplished research-oriented universities in Asia. The validity of that reputation is testified by the accolades conferred on our alumni researchers, most notably eight Nobel Prize laureates who undertook vital research during their time at the university. In addition to those awards, several other Kyoto University faculty members have received respected accolades, including two Fields Medalists and one recipient of the Gauss Prize.

COURSES (1) | All new current past

ID:001: Chemistry of Life
Learn how to generate ideas at the interface between chemistry and biology. More

STARTS: April 2014 • INSTRUCTORS: Masahiko Usui • KyotoUx

About Us Jobs Press FAQ Contact

edX EdX is a non-profit created by founding partners Harvard and MIT. We're bringing the best of higher education to students around the world. We offer MOOCs and interactive online classes in subjects ranging from history.

RETHINK YOUR WORLD—
experience the best courses
wherever, whenever you want. WATCH THE NEW IT WORKS VIDEO.



Study, have fun, and uncover a new passion or learn skills that just may change your life

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From Science to Art to Technology, edX offers simply the best classes from the best professors and universities.

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Use the tools in peer-to-peer social learning tools and connect with smart and passionate people just like you, from around the world.

Become an edX student, it's easy...

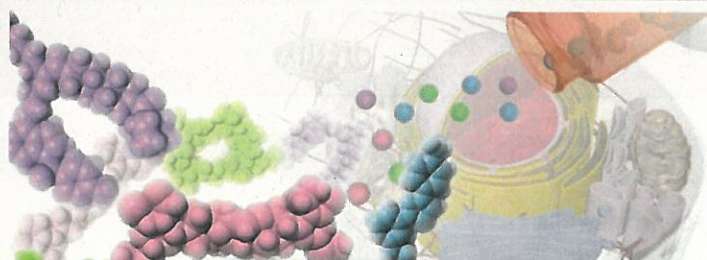
FIND YOUR NEW COURSE
Search the courses page and explore topics and professors. We're always adding more.

REVIEW AND CHOOSE
Read through the course prerequisites and time commitment so you know what to expect.

BECOME AN edX STUDENT
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START STUDYING AND HAVE FUN
Click the virtual books, start studying and connect with others, online—and have fun!

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The Chemistry of Life

Learn how to generate ideas at the interface between chemistry and biology.

About this Course

Chemistry and biology are traditionally taught as separate subjects at the high school level, where students memorize fundamental scientific principles that are universally accepted. However, at the university level and in industry, we learn that science is not as simple as we once thought. We are constantly confronted by questions about the unknown and required to use creative, integrated approaches to solve these problems. By bringing together knowledge from multidisciplinary fields, we are empowered with the ability to generate new ideas. The goal of this course is to develop skills for generating new ideas at the interface between chemistry and biology by analyzing pioneering studies.

Watch the Course Intro Video



School: **KyotoUx**

Course Code: **001x**


Classes Start: **10 Apr 2014**

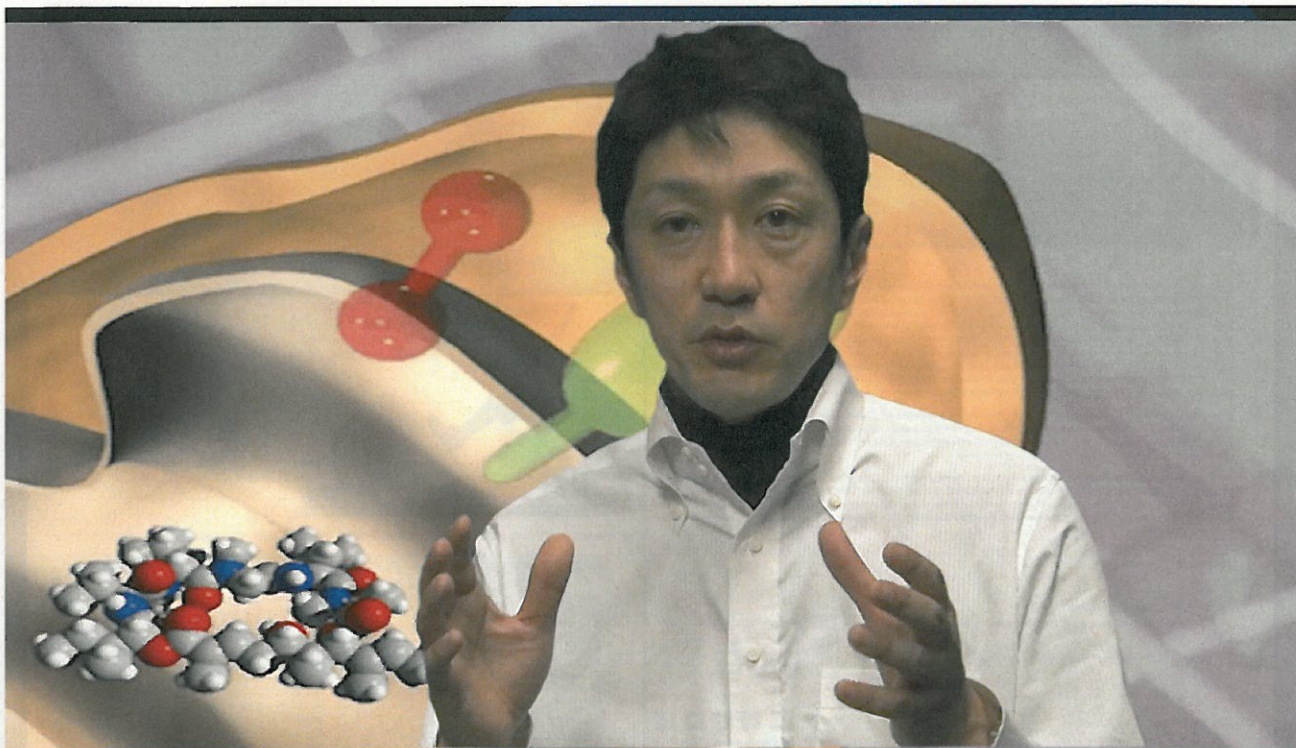
Course Length: **15 weeks**

Estimated effort: **3 hours/week**

Prerequisites:
None. Knowledge of basic junior high school science is recommended.

Register for 001x

 **1.2K**



KyotoUx001
Chemistry of Life
 by Prof. Motonari Uesugi

edX KyotoUx: 001x The Chemistry of Life Toru001

Courseware Course Info Discussion Wiki Progress Syllabus

Entrance Survey

Meet KyotoUx Staff

Week 1

Lecture 1: Introduction - 27 minutes

Problem 1 - Chemical Bonds
 Week1 Problem1 due Apr 17, 2014 at 00:00 UTC

Homework 1 - Making of a Drug Constellation
 Homework1 due Apr 17, 2014 at 00:00 UTC

References

About "CeMS"

About "ICR"

Help

GUIDELINES FOR HOMEWORK 1

Let me show you an example.
 If your birthday is in November, you can pick #59,
 which is Evista, a selective estrogen receptor modulator that is used in the prevention and treatment of osteoporosis.
 You can submit your homework like this.

Do you like this?
 Lots of students take this course.
 We should be able to complete the list of constellation for the 100 best selling drugs.
 Once completed, I will talk to the drug companies that sell those drugs to see if they are interested in using your artwork and donating funds.
 I promise I will give you 50% of the

3:55 / 5:17 SPEED 1.0x HD CC

Download video

Public Username: Charnine
Chemical formula Number: 62
Title: Biking With Butterflies

Summary: Acetaminophen regulates cholesterol and triglyceride levels. While there are genetic disorders that can increase levels of cholesterol and triglycerides, poor lifestyle is the main culprit. Eating heart-healthy diet, avoiding cigarette smoke, maintaining alcohol consumption, and having a regular exercise can help increase good cholesterol, and decrease bad cholesterol and triglyceride levels in the body. Exercise can be as simple as walk, running, jogging, and physically active hobbies like hiking, swimming, and dancing. Let's live a healthy lifestyle and have fun in the future summer!

Public Username: HGD
Chemical formula Number: 77
Title: Breakdance

Summary: This drug is used to treat osteoporosis of adults and just "Living this drug will have you dancing again in no time!"

Public Username: Pra7na
Chemical formula Number: 10
Title: Bee Happy

Summary: Cholesterol is used for the cell of animals to serve protein. The bee is a valued of plants and is helpful our using honey the pollen.

Public Username: Valjeans
Title: Locking gene expression with DNA staples

Summary: By analysis of the genome of a person suffering from genetic illness, we can use the technique from DNA Origami to construct staples to wrap around the protein's DNA responsible for the disease. By allowing the three-dimensional structure of the DNA, this will suppress expression of the gene and RNA and therefore inhibit the related disease.

Public Username: BarbZ2014
Title: Thermal tumor zapper using gold ligand D-peptide

Summary: Use silicon image shape display to identify tumor specific D-peptide. Create gold ligands (on gold nanoparticles) of the tumor specific D-peptide to deliver and attach gold to the tumor site. The gold particles at the tumor site can then be excited heated with harmless high frequency radio waves in zap from the tumor to help without damaging any other non-tumor tissue. This procedure would be an alternative high tumor specific gene specific type of radiation treatment that would be less harmful than standard invasive based radiation treatment for benign and malignant tumors.

Public Username: Orimi
Title: DNA Vision

Summary: Contact Lenses have a lot of problems associated with them. DNA being bio-compatible substance can be used to make bio-lenses. A complex continuous polystyrene structure of DNA can help to make proper transparent bio-lenses. These lenses can prevent problems such as superficial punctate keratitis. Due to their Eyes and even create a surface between eyes and contact-lens. If this plan of bio-lenses is successful, it can also be surgically implanted in eyes further in future.

Peer Evaluation Rubrics

I. SIGNIFICANCE

The ideas/concepts in this report are:

0. vague, modestly valuable, not very influential.
1. well-defined, valuable, and influential.
2. extremely well-defined, enormously valuable, and very influential.

II. LOGIC/ORGANIZATION

The ideas/concepts in this report are:

0. not understandable, nor logically explained, and poorly organized.
1. understandable, mostly logically explained, and organized.
2. easily understandable, clearly and logically explained, and well organized.

III. PRESENTATION

The ideas/concepts in this report are presented in a way that is:

0. limitedly compelling, visually appealing, and intellectually engaging.
1. averagely compelling, visually appealing, and intellectually engaging.
2. extremely compelling, visually appealing, and intellectually engaging.

IV. ORIGINALITY

The ideas/concepts in this report are:

0. not very unique and/or currently existing,
1. somewhat new, unique, and creative.
2. extremely novel, ingeniously creative, and mind-blowing.

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KyotoUx 001: Three Special Rewards for Learners

- The best student will be considered as a strong candidate for the MEXT (Ministry of Education) fellowship.
- Top five students will be invited to the Kyoto University's campus to experience the campus life (including participating in Prof. Uesugi's and other classes).
- Best TA Award will be granted to some select students who have helped other students voluntarily.

(Announced at the press conference on Nov. 1, 2013)

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July 7, 2014 @ Kyoto University

ライフ

ツイート 17

Recommend 2

京都大のネット無料配信授業 1万9千人のうち上位6人招待

2014.7.8 12:35

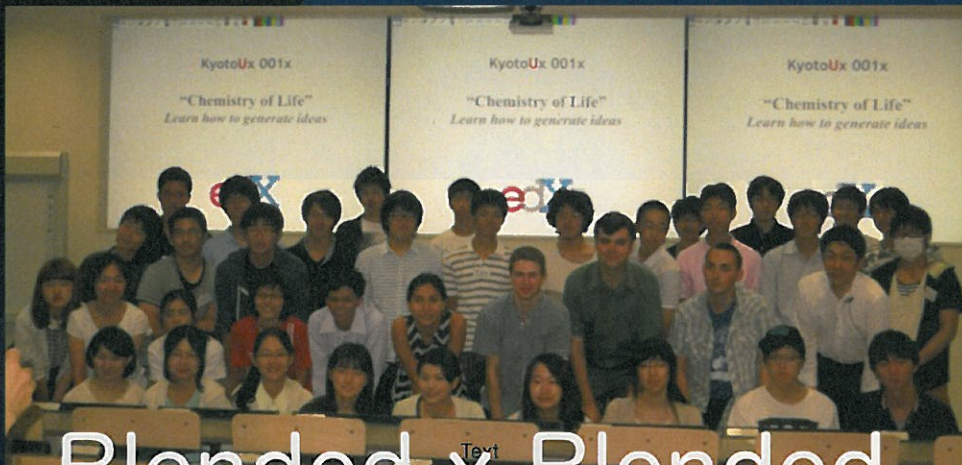
京都大は8日、世界トップレベルの大学がインターネットで講義を無料配信するオンライン教育機関「edX（エデックス）」を通じて4月から配信していた授業で、成績が上位だった国外の6人が来日したと発表した。京大が招待していた。



京都大が招待したオンライン教育機関「edX（エデックス）」の優秀者

6人はベトナム、ラトビア、セルビア、ペルー、米国、フィリピン出身の10～20代の大学生や社会人で、エデックスで上杉志成教授の授業「生命の化学」を英語で受講。ミニテストや宿題の評価が、世界中の受講者約1万9千人の中でトップクラスだった。

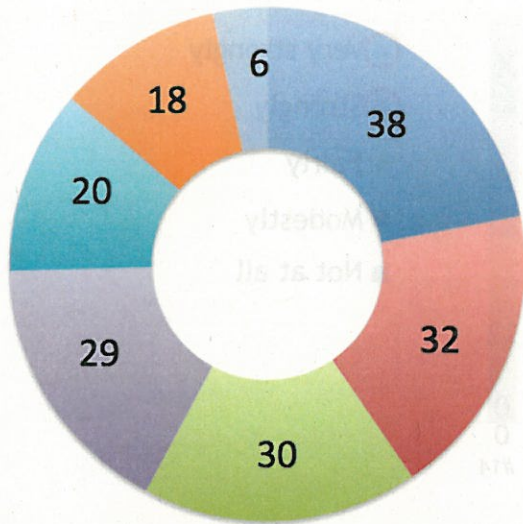
6人は京都に1週間ほど滞在する。経済的な理由で大学を途中でやめたというフィリピンのエース・スパンサー・アポロニオさん（17）は記者会見で「もともと化学が好きではなかったけど、この授業のおかげで興味が湧いた」と話した。



Blended x Blended



Q. What are you expecting to gain from KyotoUx 001 “Chemistry of Life”?

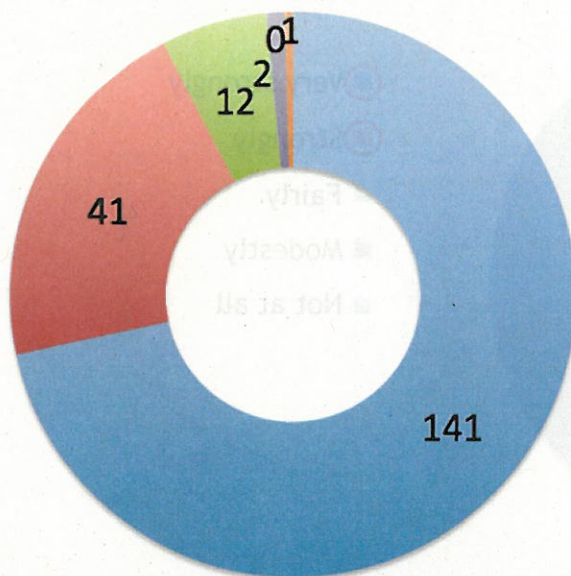


- Abilities to generate new ideas
- Basic knowledge of biology and chemistry
- Learning in English
- Advanced knowledge of biology and chemistry
- Experience in learning with MOOC/Internet
- Intellectual interactions with learners around the world
- Abilities to utilize Internet/ICT for learning

(By courtesy of Shuhei Kimura, 2014)

33

Q. Where did you take KyotoUx 001 ?

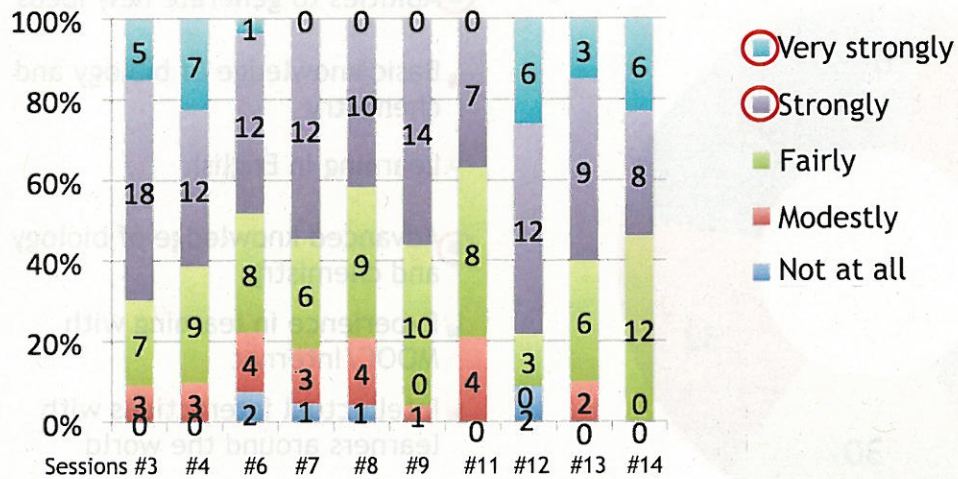


- In my room
- On campus
- During commute
- Public venue (e.g. park, library, etc.)
- During a break at work
- Others

(By courtesy of Shuhei Kimura, 2014)

34

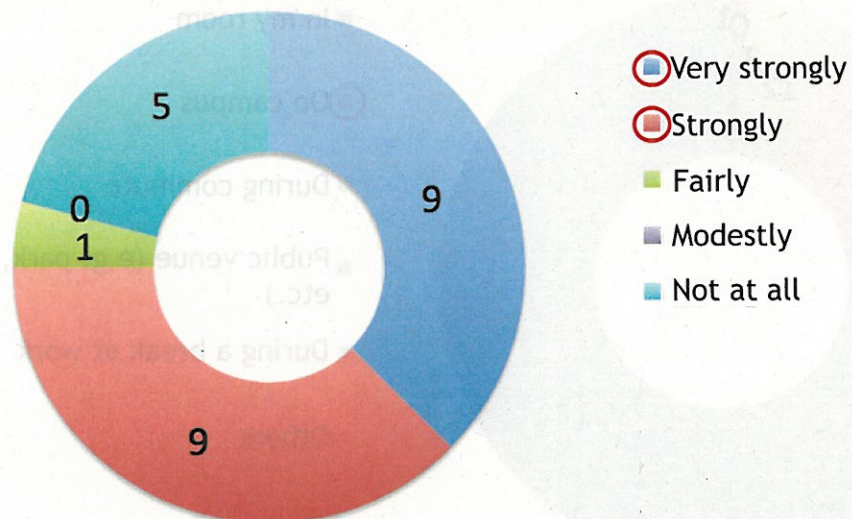
Q. Did F2F class session help your learning and understanding from KyotoUx 001?



(By courtesy of Shuhei Kimura, 2014)

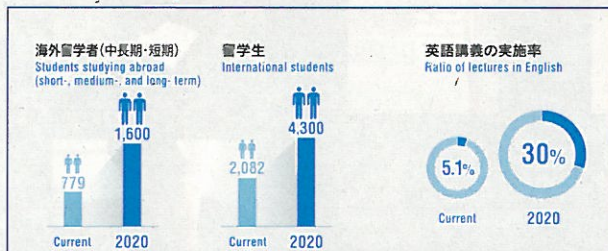
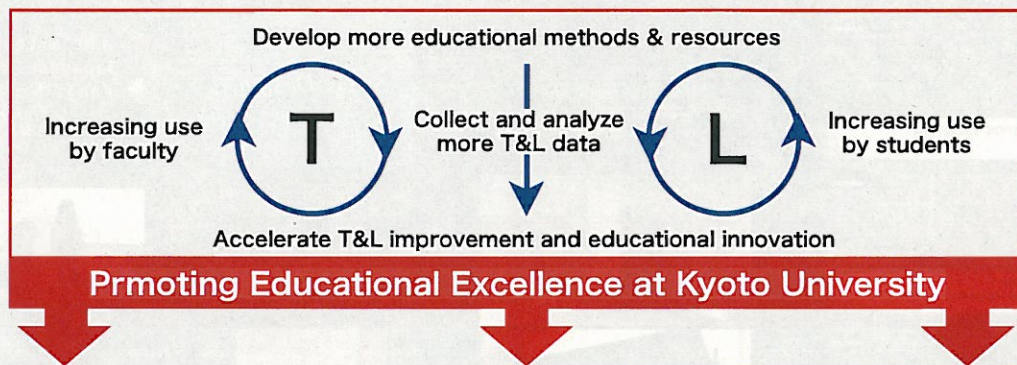
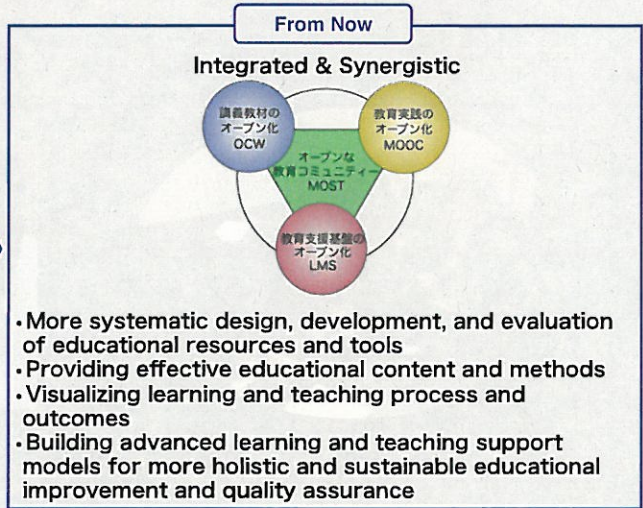
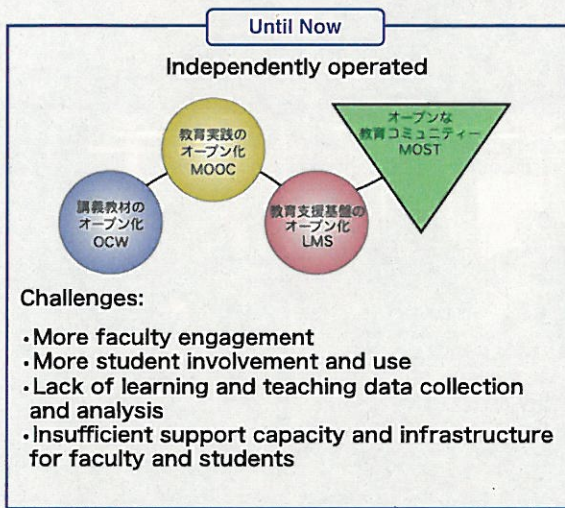
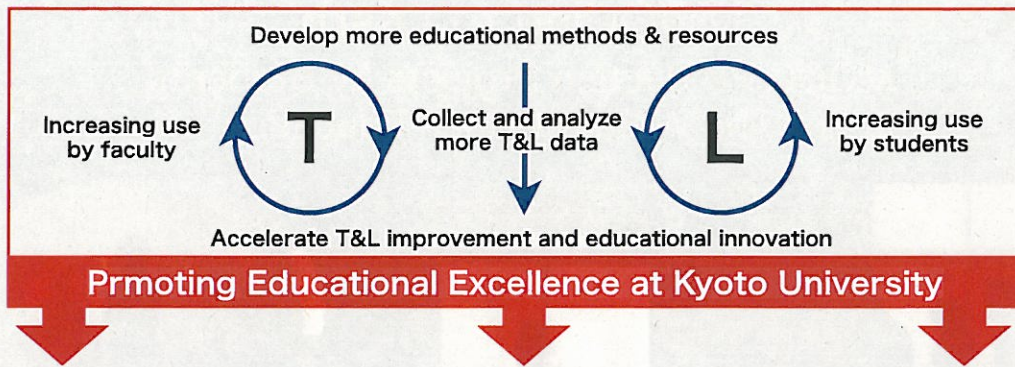
35

Q. Do you recommend this type of blended learning to other students?



(By courtesy of Shuhei Kimura, 2014)

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- Increase the number and diversity of international students
- Increase the number of Japanese students who study abroad
- Create joint/double-degree programs with international institutional partners
- Provide educational quality assurance with the international standards
- Promote the shift from "learning English" to "learning in English"

Institute for Liberal Arts and Sciences

Kyoto University Global Academy

Graduate School of Advanced Leadership Studies

Enable Kyoto University students to take courses online towards degrees while they are studying abroad

Enable international students to take online courses from their home countries

Reach out to students and faculty around the world through OCW and MOOC

Provide advanced online courses (medicine, engineering, mathematics, chemistry, Japan studies, etc.) via MOOC and LMS

Provide faculty development courses for global education (e.g., teaching to international students)

MOOCing to Learn MOOC Production Projects by Students in "The World of Open Education"



SOCIALIZATION - KNOW HOW

INTRODUCTION
Prof. Manu Mohan - Kyoto University - India (FACULTY 2)

Criteria during recruitment

INTRODUCTION
MAKING USE OF THE INTERNET IN OUR DAILY LIVES

Shopping

Street Design
Is it really necessary?

Let's Learn Japanese with Kanji Ninja!
a film by Miho, Kana, Jet, and Rourke

COURSE OBJECTIVE - Prof. Teodor Vasilev

Banking

Why it matters
Many interactive activities

Study many examples

How to Design Smart Streets

TEODOR VASILEV - BULGARIA - KYOTO UNIVERSITY (FACULTY 2)
JONATHAN REUTENAUER - FRANCE - KYOTO UNIVERSITY (FACULTY 4)

Wanna Catch Up?

No Fine Nobody else follows
Rules seem wrong
Rules don't fit
Unconscious

Will Kana continue to make mistakes in Japanese, or will she learn proper Japanese, with the help of Kanji Ninja? Stay tuned to find out...