

オープンエデュケーションと生涯学習 その課題と可能性

飯吉 透

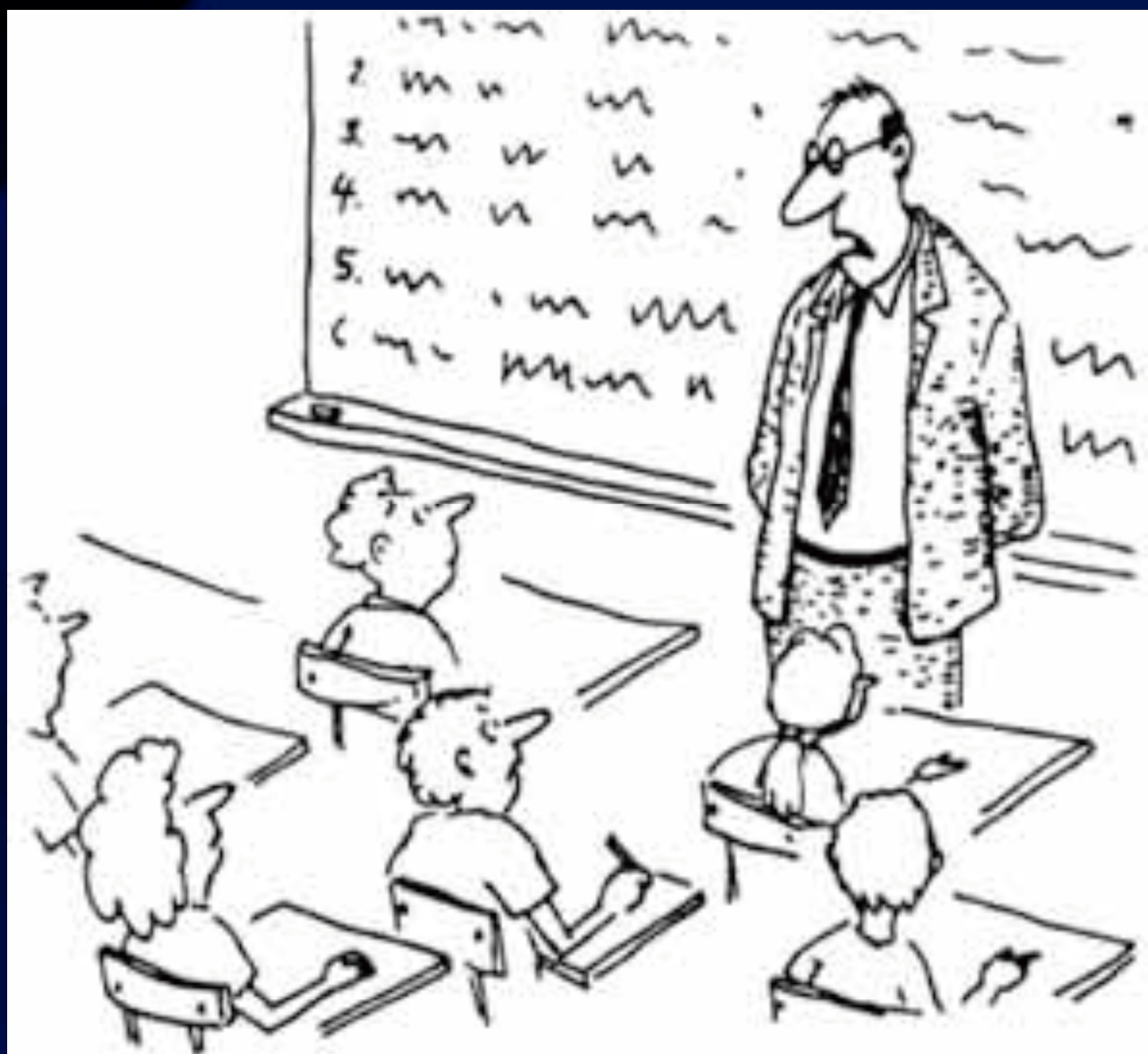
理事補（教育担当）

京都大学 高等教育研究開発推進センター長・教授

高等教育のグローバル化

- 国境の希薄化
- 激しさを増す学生や教員の流動性
- 国境を越えた研究協力の普遍化
- 大学国際ランキングの横溢

The Great Brain Race: How Global Universities Are Reshaping the World
(Ben Wildavsky, 2010)



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

「君たち全員に、私が言うことをそのまま実行するような、自立した、イノベータータイプで、批判的な思考ができる人になってもらうことを期待しているよ」

'12/1/1

大学・院生250人就活アンケート

ツイート 0

いいね! 0

中国地方5県の大学3、4年生（大学院生含む）に就けないとの不安や、自らの未来を描けず、さ

▽「不安」の訳

これから本格化する就活を「不安」とし、そのだのは3年生（修士1年生含む）のほぼ半数。自
るか見えない」と困惑する。

不安の理由で2番手の「志望企業に入れない」「行きたい会社が見つからない」を選んだ3年女

一方、就活を「楽しい」（5人）とした3年男
会人の先輩や就活仲間との出会いがある」と前向

▽企業選択のポイント

企業選びの決め手は複数回答で過半数が「やりたい仕事ができそう」（142人）。「職種が適している」（105人）「自分の能力や経験を伸ばせる」（101人）などと続き、目標や適性を重視する傾向。知名度や事業規模を判断材料にするのは全体の6～3%と少数派だった。

入社後のイメージ（勤務先への期待）

- 安定した報酬
- 休日の確保
- 上司、先輩との積極的な交流
- 研修の充実
- 福利厚生、手当の充実
- 終身雇用
- 能力に応じた報酬
- 積極的に意見を言える環境づくり
- 時間外労働の縮小
- グローバル性
- その他



2013年春卒業予定者向けの合同企業説明会会場。リクルートスーツ姿の学生で埋まった（2011年12月10日、広島市西区）

× close



規格外野菜 【キカクガイヤサイ】

2件の用語解説 (規格外野菜で検索)

f いいね!

0

朝日新聞掲載「キーワード」の解説



市場に出荷する野菜は「規格品」が中心で、一箱に入る個数や形などで等級や階級に分けられる。農協や生産者団体によって基準が異なるが、トマトの場合、4キロ入りの箱に「14~15個」が「3L」で、色や玉の形がよいものが「秀」など。これらの基準に合わないものや、ほかの級が交じって不ぞろいなものが「規格外」となる。規格外のものは、農家が自家消費したり、ジュースなどの加工品にしたりするほかは多くが廃棄される。農林水産省は「規格外」の量を集計していないが、自家消費や輸出を除いた野菜の「総流通量」は2008年度で約1400万トン。このうち市場に流通するのは約1千万トンだった。

(2012-06-13 朝日新聞 夕刊 1 社会)

1位京大、思考力に評価 人事が選ぶ大学ランキング

2014/6/16 3:30 | 日本経済新聞 電子版

就職・転職支援の日経HRは企業の人事担当者を対象に、新卒社員の出身大学のイメージ調査を実施した。

「対人力」や「知力・学力」「独創性」など5項目にまとめ、総合評価が最も高かったのは京都大学だった。2位に神戸大学、3位に大阪市立大学が続き、関西の国公立大学が上位を占めた。採用にあたる人事担当者の評価ランキングは就職活動を気にする受験生の大学選びの参考になりそうだ。

上位の10大学のうち私立は7位の早稲田大学と8位の慶応義塾大学のみ。徳島大学（6位）や九州大学（9位）など地方の国立大学の健闘が目立った。

総合首位の京都大学は「知力・学力」と「独創性」が2位に入るなど、「対人力」以外の項目でほぼ満遍なく得点した。京大出身者を新卒採用した企業からは地頭の良さや論理的な思考力などの高さを評価する声が多かった。

「論理的な思考で問題解決をしていく力は不可欠」（素材）など課題にぶつかったときの思考力を学生に求める企業は多く、京大の高い評価につながった。

■東大は25位

就職支援に熱心に取り組んでいる

順位	大学名

一方、入学時の偏差値では京大とともに国内トップの東京大学の評価は25位にとどまった。「独創性」や「行動派」などを計る項目で京大と大きく差が開いた。地頭の良さや高

企業の人事担当者が選ぶ
大学総合ランキング

順位	大学名	総合得点
1	京都大学	180.1
2	神戸大学	158.7
3	大阪市立大学	157.2
4	筑波大学	155.3
5	一橋大学	154.8
6	徳島大学	153.3
7	早稲田大学	151.3
8	慶応義塾大学	149.5
9	九州大学	148.3
10	名古屋大学	148.0
11	東京工業大学	147.4
12	大阪大学	147.1
13	関西学院大学	145.8
14	工学院大学	142.6
15	明治大学	141.7
16	兵庫県立大学	141.1
17	同志社大学	140.6
18	千葉大学	140.0
19	東京都市大学	139.9
20	国士舘大学	138.7

Young and Global Need Not Apply in Japan



Hazel Thompson for The New York Times

Ronan Sato, a student at Oxford, said he wanted experience at a Japanese company, "but they seemed cautious."


By HIROKO TABUCHI


Published: May 29, 2012 | 237 Comments

TOKYO — Ronan Sato, a graduate student in applied statistics at Oxford, has always been keen to work in his native Japan. But at a careers fair for overseas Japanese students, he found that corporate Japan did not return his enthusiasm.

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Young and Global Need Not Apply in Japan


A United States-born graduate of Brown University who has a dual citizenship in Japan, one of about 12 foreign-educated Japanese nationals interviewed for this article, said she was told she “laughed too much” in interviews for a technology job in Tokyo.

Others with Western educations recall being treated with suspicion by Japanese recruiters, who referred to them openly as “over spec” — too elite to fit in, too eager to get ahead and too likely to be poached or to switch employers before long.


“Shukatsu is like Kabuki theater,” said Takayuki Matsumoto, an Osaka-based career consultant. “It’s difficult when you don’t fit the template.”


His advice to returnees: don’t be too assertive or ask too many questions.

TOKYO — Ronan Sato, a graduate student in applied statistics at Oxford, has always been keen to work in his native Japan. But at a careers fair for overseas Japanese students, he found that corporate Japan did not return his enthusiasm.

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Kenta Koga, one of only a handful of Japanese undergraduates to enter Yale in 2010, violated many unwritten rules last summer as an intern at a big Japanese advertising agency in Tokyo. On client rounds with his boss, who was advising on trends in technology or social media, Mr. Koga, a computer science major, felt the urge to speak up.

“Some of what they were discussing was old or plain wrong,” he said. But he was careful to steep his language in the appropriate honorifics reserved for elders. “I’m terribly sorry to interrupt,” he said he would murmur. “My deepest apologies if you already knew this.”

Still, his supervisors were annoyed. “You are being too scary and preventing other people from speaking,” one boss said, according to Mr. Koga. On another occasion, he said, he was censured for crossing his arms in front of senior colleagues. He was eventually excluded from meetings and assigned seemingly dead-end tasks. He now says he would never work for a Japanese company.

Published: May 29, 2012 | 237 Comments

TOKYO — Ronan Sato, a graduate student in applied statistics at Oxford, has always been keen to work in his native Japan. But at a careers fair for overseas Japanese students, he found that corporate Japan did not return his enthusiasm.

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どうして一人ひとりの可能性が広がらないのか？

「失敗を起こさないことを重視する」という減点主義・「前例に従え」的な価値観や文化が、日本の社会や教育のシステムの中に蔓延している。

だから「失敗しても挽回・逆転するための手段としての、教育の意味や価値」が、日本で軽んじられてきたのではないか。

つまり「失敗して当たり前。転んでもまたすぐに立ち上がって歩きだせばいい」という社会では、「アクティブ」に学ぶことが「アクティブ」なセーフティーネットとして機能するはず。

チャレンジ精神、好奇心、自ら変わり続ける勇気、自分や他人の成功に対する素直な賞賛と敬愛の気持ちが大切。

「Eの時代」から「Oの時代」を経て「Cの時代」へ

● Eの10年：1990年代

- e-コマース、e-ビジネス、e-パブリッシング、e-ラーニング
- Gopher (1991)、WWW (1991)、Mosaic (1993)、XML (1996)、WebCT & Blackboard (1997)、他

● Oの10年：2000年代

- オープンソース、オープンシステム、オープンスタンダード、オープンアクセス、オープンエデュケーション、オープンリサーチ、オープンイノベーション
- WEB 2.0、Wikipedia、YouTube、Blogs、OpenCourseWare、iTunes U、他
- 「解放テクノロジー」 (J. M. Unsworth)

● Cの10年：2010年代

- Collaboration、Collectivity、Communities、Commons、Cloud
- Social Networking Service (SNS)、Twitter、Social Learning、Meta University

そして「Pの時代」へ？

- Personalization (個人対応)
- Preference (好み)
- Prediction (予測)
- Proactive (先見的に行動)
- PGP (Pretty Good Pedagogy)
- Project-based (プロジェクト型)
- Problem-based (問題解決型)
- Playable
- Privacy (プライバシー)

The Changing Landscape

of Higher Education

By David J. Staley
and
Dennis A. Trinkle

T

he landscape of higher education—the growing variety of higher education institutions, the cultural environment, the competitive ecosystem—is changing rapidly and disruptively. The higher education landscape is metaphorically crossed with fault lines, those fissures in the landscape creating potential areas of dramatic change, and is as “seismic” as it has been in decades. Below we identify ten such fissures or fault lines in the larger landscape of higher education. Unlike the *Horizon Report*,¹ which looks largely at technology trends, we are looking at a context and environment wider than IT departments. Indeed, most of the fissures noted below are not technological, although they encompass significant technical implications. Those of us in information services and information technology need to be aware of these larger changes and the impact they will have on college and university IT departments and on academic computing. Consider this article advanced warning of potentially tectonic change. >>



変わりゆく高等教育の風景

1. 高等教育のさらなる機能・役割の分化
2. 一般教養教育カリキュラムの変容（知識・教養＋コンピテンス）
3. 大学教員の変化（非常勤・任期制教員の増加、ICT利用の影響）
4. 教員と学生のグローバルな流動性の急騰
5. 新たな「目に見えない（invisible）大学」の出現
6. 変わりゆく「伝統的」学生像
7. 学士号の付加価値を実証することに対する（社会的）圧力の増大

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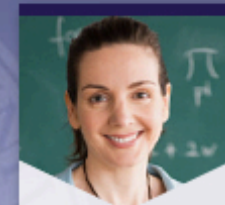
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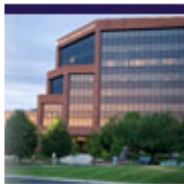
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- アメリカの19州の協力によって創設されたオンライン公立大学
- 通常の大学のように自前の履修課程に合わせた講義を提供していない
- 学生が十分な知識や技能を持ち合わせていることが試験やレポートで確認されれば、「学生が、どのような教材を使って、どのように学んだかに関係なく、評価基準に従って単位を認定し、必要な単位数が揃えば学位を授与する」という制度を採用(学生は、オープンエデュケーションをフル活用できる)
- 学位取得にかかるコストは、普通の私立大学の六分の一程度
- 学士課程を最短二年間で修了可能なので、学生(特に社会人学生)が経済的・時間的に得られるメリットも大きい
- 学生のための24/7オンライン学習支援(教員やチューターによるカウンセリングなど)やオンライン図書館などの学習リソースなどの提供

拡がり続けるオープンコンテンツの世界 既に何万ものオープンな教材が利用可能



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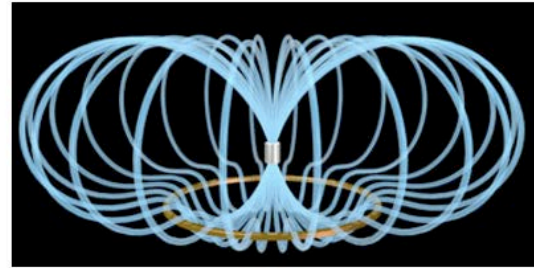
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8.02T Electricity and Magnetism, Spring 2005



Magnet Levitating Above A Superconducting Ring: The image shows a permanent magnet levitating above a conducting non-magnetic ring with zero resistance. The magnet is levitated by eddy currents induced in the ring by the approaching magnet. These currents are always such as to repel the magnet, by Lenz Law. (Image courtesy of Prof. John Belcher.)

Staff

Instructors:
 Prof. John Belcher
 Prof. Michael Feld
 Prof. Eric Hudson
 Prof. John Joannopoulos
 Prof. Bruce Knuteson
 Dr. George Stephans

Course Meeting Times

Lectures:
 Three sessions / week
 Lec 1 and 2: 2 hours / session
 Lec 3: 1 hour / session

Level

Undergraduate

Feedback

Send [feedback](#) about OCW or this course.

Highlights of this Course

This course features [lecture notes](#), [labs](#), and [visualizations](#).

» View an older version of this course [en Español](#) or [em Português](#) courtesy of [Universia](#). Please note that since our Spring 2005 publication, the translated version available from Universia may not have the most current content that is available on the MIT OCW site.

Course Description

This freshman-level course is the second semester of introductory physics. The focus is on electricity and magnetism. The subject is taught using the TEAL (Technology Enabled Active Learning) format which utilizes small group interaction and current technology. The TEAL/Studio Project at MIT is a new approach to physics education designed to help students develop much better intuition about, and conceptual models of, physical phenomena.

"If you were to list all the adjectives available in all the languages on earth, it will still not explain completely the user's feelings after viewing this Web site... **Hats off to each and everyone involved in this novel project!**" - Sathappan Ramaswamy, self-learner from India [Read more World Reaction...](#)

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Reflections from MIT President Susan Hockfield

"OpenCourseWare expresses in an immediate and far-reaching way MIT's goal of advancing education around the world. Through MIT OCW, educators and students

OpenCourseWareコンソーシアム

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The screenshot shows the OpenCourseWare Consortium website. At the top left is the logo "OPEN COURSEWARE CONSORTIUM". To its right is a tagline: "Institutions working together to advance education and empower people worldwide through opencourseware." with a "Learn more..." link. Further right is a search bar with the text "find courses about..." and a "FIND COURSES" button. Below the search bar is a navigation menu with links: HOME, ABOUT US, MEMBERS, HOW TO JOIN, NEWS, CONTACT US, BLOG, OER in Health, and HELP. The main content area is divided into three columns: "USE" (Find Course Materials), "SHARE" (Share Your University's Courses), and "SUPPORT" (Support the OCW Movement). The "USE" column features a photo of a man in a yellow shirt sitting in a library chair with a laptop. The "SHARE" column features a photo of a desk with books and a pen writing on a piece of paper with mathematical formulas, including $\left[\frac{du}{dx} v - \frac{dv}{dx} u \right]$. The "SUPPORT" column features a photo of a large, ornate university building with a "JOIN NOW" button at the bottom. Overlaid across the middle of the three columns is the text "OPEN SHARING, GLOBAL BENEFITS".

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The Three Principles of Kyoto University

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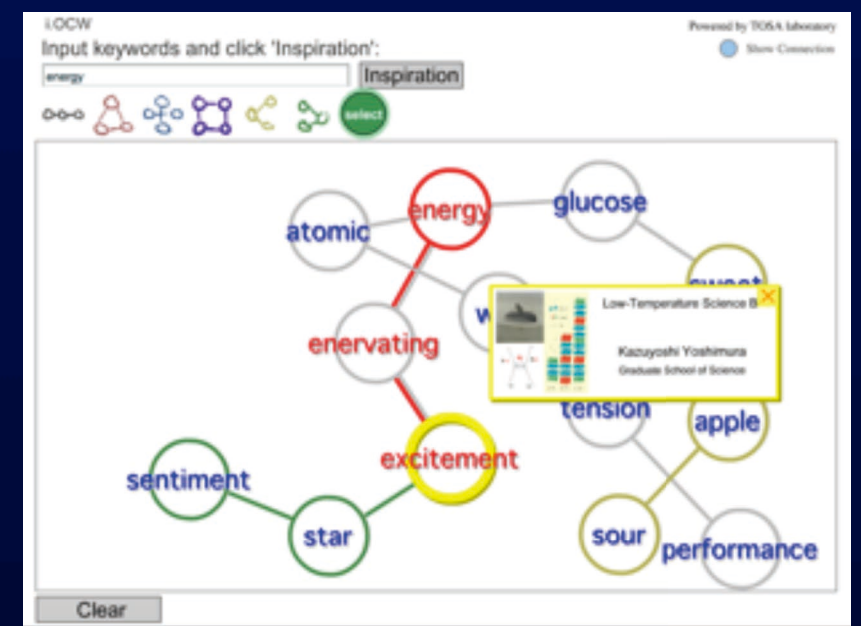
Cultivating words both foreign and familiar, education to be enjoyed together. Language is the key to the integration of knowledge. Education based on superior language does not stop at mere knowledge transfer.

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,



- Course
- Food and environment under economic development and globalization Home
 - Instructor
 - Syllabus
 - Schedule
 - LectureNotes

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. Naoki OKADA
 Lecturer Naoya OHSAWA
 Graduate School of Agriculture

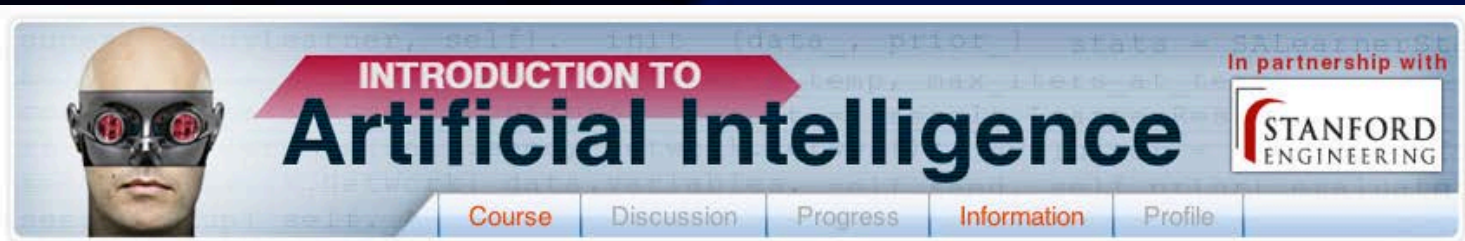
Course Structure:
 One session / week
 1.5 hours / session

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 produce, industrial products and people have become moving 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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The instructors



Sebastian Thrun
Sebastian Thrun is a Research Professor of Computer Science at Stanford

University, a Google Fellow, a member of the National Academy of Engineering and the German Academy of Sciences. Thrun is best known for his research in robotics and machine learning.



Peter Norvig
Peter Norvig is Director of Research at Google Inc. He is also a Fellow of the American

Association for Artificial Intelligence and the Association for Computing Machinery. Norvig is co-author of the popular textbook *Artificial Intelligence: A Modern Approach*. Prior to joining Google he was the head of the Computation Sciences Division at NASA Ames Research Center.

Thank you so much for pushing me forward. This is just a normal result of your and Prof. Peter's amazing work.

Islam

Enrollment is closed. We hope to offer more online classes in the future, and lectures for this course on [youtube](#).

A bold experiment in distributed education, "Introduction to Artificial Intelligence" online to students worldwide from October 10th to December 18th 2011. The course provides feedback on progress and a statement of accomplishment. Taught by Sebastian Thrun and Peter Norvig, the curriculum draws from that used in Stanford's introductory Artificial Intelligence course. The course instructors will offer similar materials, assignments, and exams.

Artificial Intelligence is the science of making computer software that reason like humans. Humanoid robots, [Google Goggles](#), [self-driving cars](#), even software that can understand what you hear are all examples of AI. In this class, you will learn how to create this software. Class begins October 10.



Click on 'CC' above to see translations in over 40 languages. Many thanks to all our volunteer translators!!!

- 世界中から10万人以上が登録
- 学習評価サービスも提供
- コース修了者には認定書を発行



Stanford to Experiment with Massive Open Online Course

Since the advent of online learning, tech-savvy educators in the realm of higher education have been experimenting with its possibilities. Right now, one of the newer applications of online education has been massive open online courses, or MOOCs. MOOCs allow one or more facilitators and/or educators to host a course that can be accessed by an unlimited number of people at any location, provided they have Internet access. The MOOC can be a one-day or week-long course, or a full-fledged, semester-long course. MOOCs are "open" in the sense that participants do not have to pay for the course, and are usually only required to register.

Stanford University will be experimenting with a MOOC this fall by allowing open online access to a course titled Introduction to Artificial Intelligence taught by computer science professor Sebastian Thrun and Google research director Peter Norvig, according to the *Chronicle of Higher Education*. The course on artificial intelligence is already a popular one at Stanford, drawing in about 200 students for the classroom-based course. Thrun is hoping that by bringing the class online, he and Norvig can create the largest course on artificial intelligence ever taught, according to his [video announcement](#).

Massive Open Online Course: MITx

MIT launches online learning initiative

'MITx' will offer courses online and make online learning tools freely available.

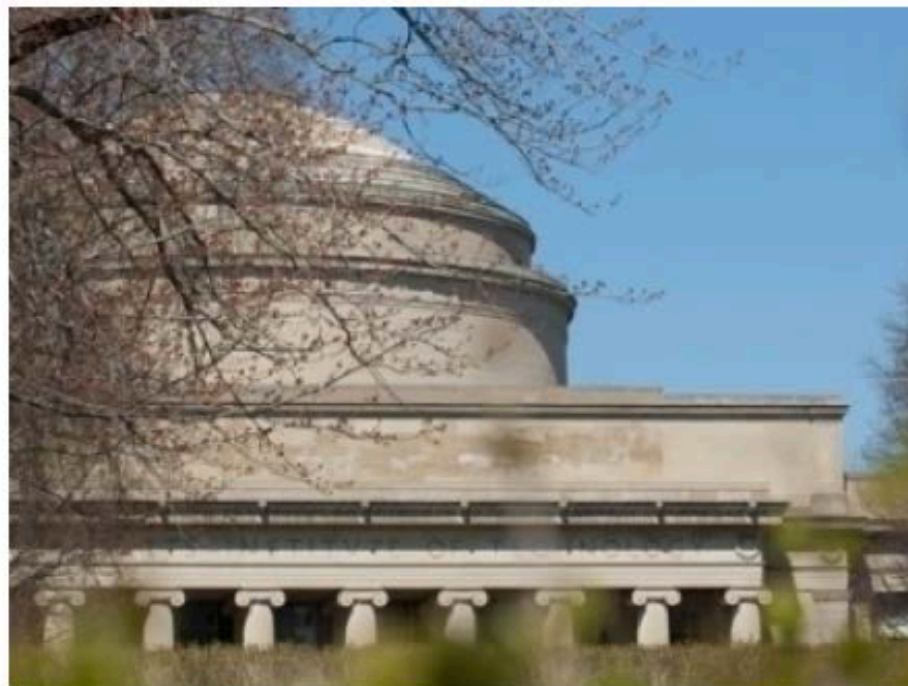
News Office

December 19, 2011



MIT today announced the launch of an online learning initiative internally called "MITx." MITx will offer a portfolio of MIT courses through an online interactive learning platform that will:

- organize and present course material to enable students to learn at their own pace
- feature interactivity, online laboratories and student-to-student communication
- allow for the individual assessment of any student's work and allow students who demonstrate their mastery of subjects to earn a certificate of completion awarded by MITx
- operate on an open-source, scalable software infrastructure in order to make it continuously improving and readily available to other educational institutions.



Circuits & Electronics 6.002x

Enroll in 6.002x
Circuits & Electronics

6.002x (Circuits and Electronics) is an experimental on-line adaptation of MIT's first undergraduate analog design course: 6.002. This course will run, free of charge, for students worldwide from March 5, 2012 through June 8, 2012.

MITx - Circuits and Electronics

Courseware Course Info Textbook Discussion Wiki Profile

Courseware Index

- Overview
- Week 1
 - Administrivia and Circuit Elements Lecture Sequence
 - Circuit Analysis Toolchest Lecture Sequence
 - Basic Circuit Analysis Homework due March 16
 - Resistor Divider Lab due March 16
 - Week 1 Tutorials Tutorial Index
- Week 2

S2V1: Review KVL, KCL

Review

power consumed by element = v_i

these lumped elements, like resistors and voltage sources and so on. And what you do with these lumped elements is we can label what are called the branch variables or the terminal variables for these lumped elements, OK? So for example, v is the voltage across the element. And i is the current through the element. The power consumed by the element is given by v_i . Continuing with our review, the lumped matter discipline enables us to create the lumped circuit abstraction. So you take these lumped elements and you connect them

1:33 / 5:18 Speed .75x 1.0x 1.25x 1.50x CC on

MOOC Wars? Coursera vs. edX

スター教師たちが参戦する
「教えのバトル・ロワイヤル」

大学 (組織) → 教員 (個人)
というシフト

The Year of the MOOC



2012

Left: an online course in electronics with an MIT professor (edX); right: a student in a chemistry lab (Coursera)

By LAURA PAPPANO
Published: November 2, 2012

IN late September, as workers applied joint compound to new office walls, hoodie-clad colleagues who had just met were working together on deadline. Film editors, code-writing interns and “edX fellows” — grad students and postdocs versed in online education — were translating videotaped lectures into MOOCs, or massive open online courses. As if anyone needed reminding, a row of aqua Post-its gave the dates the courses would “go live.”

[Go to Education Life »](#)

Related
[The Big Three, at a Glance \(November 4, 2012\)](#)

The paint is barely dry, yet [edX](#), the nonprofit start-up from Harvard and the Massachusetts Institute of Technology, has 370,000 students this fall in its first official courses. That’s nothing. [Coursera](#),

- FACEBOOK
- TWITTER
- GOOGLE+
- SAVE
- EMAIL
- SHARE
- PRINT
- SINGLE PAGE
- REPRINTS

MOOCsで修了証だけでなく単位も取れる?

coursera

Supported by
BILL & MELINDA
GATES *foundation*

American Council on Education to Evaluate Credit Equivalency for Coursera's Online Courses

We are pleased to have recently announced that we have begun working with the American Council on Education ([ACE](#)) to initiate a credit-equivalence evaluation of a select few of the courses offered on Coursera.

This new third party evaluation, conducted through ACE's College Credit Recommendation Service ([ACE CREDIT](#)®), has the potential to make these select courses completed on Coursera eligible for college transfer credit at institutions choosing to accept the ACE recommendations.

ACE CREDIT® is a recognized authority in assessing non-traditional education experiences and helping students gain credit for courses and exams taken outside traditional degree programs. ACE CREDIT®'s review process enlists a team of academic faculty to assess courses and exams for the purpose of making college credit recommendations. These recommendations are generally accepted by more than [2,000 colleges and universities](#) in the US, opening the possibility for students enrolled at one of these institutions to transfer credit into their degree programs. The decision to accept ACE CREDIT recommendations is fully subject to the policies of the school and degree program a student wishes to apply it towards.

CREATING BETTER SOLUTIONS
for their campus and the world.

The colleges and universities that comprise the edX consortium are among the best in the world. They are dedicated to quality education both on campus and online. EdX is honored they have chosen to become part of the initiative by opening their virtual doors to the world.





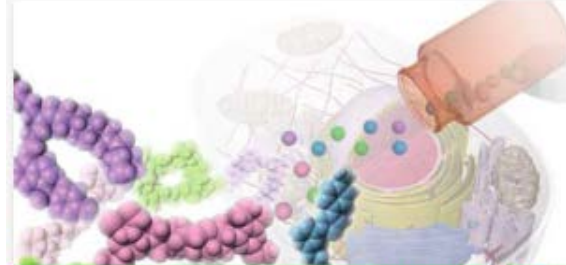
VERIFIED



KyotoUx
000x

Evolution of the Human
Sociality: A Quest for the Origin
of Our Social Behavior

Archived
Starts: October 29, 2015



VERIFIED



KyotoUx
001x

The Chemistry of Life

Starting Soon
Starts: April 14, 2016



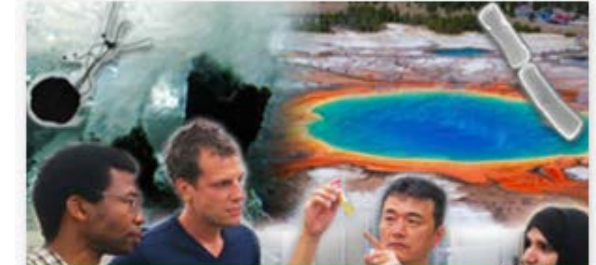
VERIFIED



KyotoUx
002x

Culture of Services: New
Perspective on Customer
Relations

Current
Starts: January 28, 2016



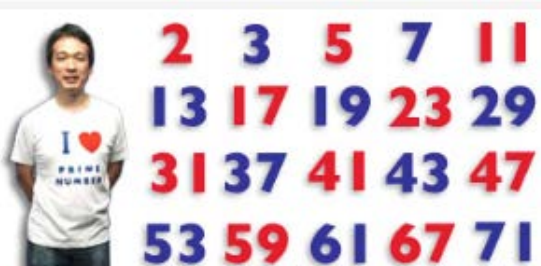
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KyotoUx
003x

The Extremes of Life: Microbes
and Their Diversity

Archived
Starts: November 19, 2015



VERIFIED



KyotoUx
004x

Fun with Prime Numbers: The
Mysterious World of
Mathematics

Archived
Starts: January 21, 2016



VERIFIED



KyotoUx
005x

Introduction to Statistical
Methods for Gene Mapping

Current
Starts: February 25, 2016



VERIFIED



KyotoUx
006x

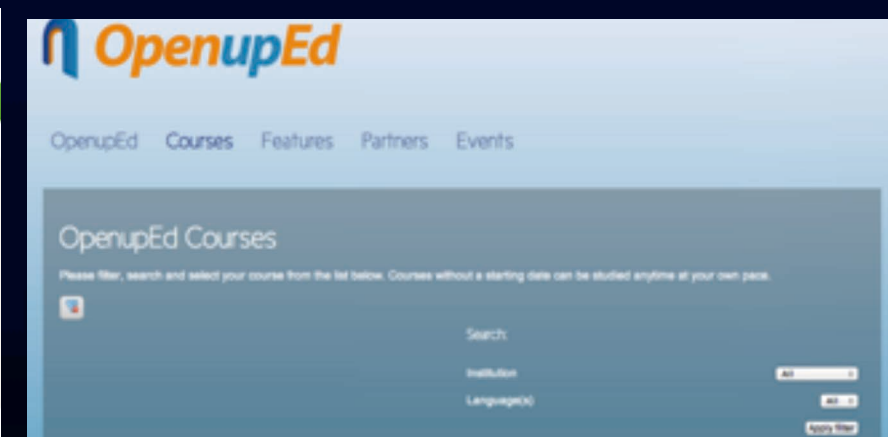
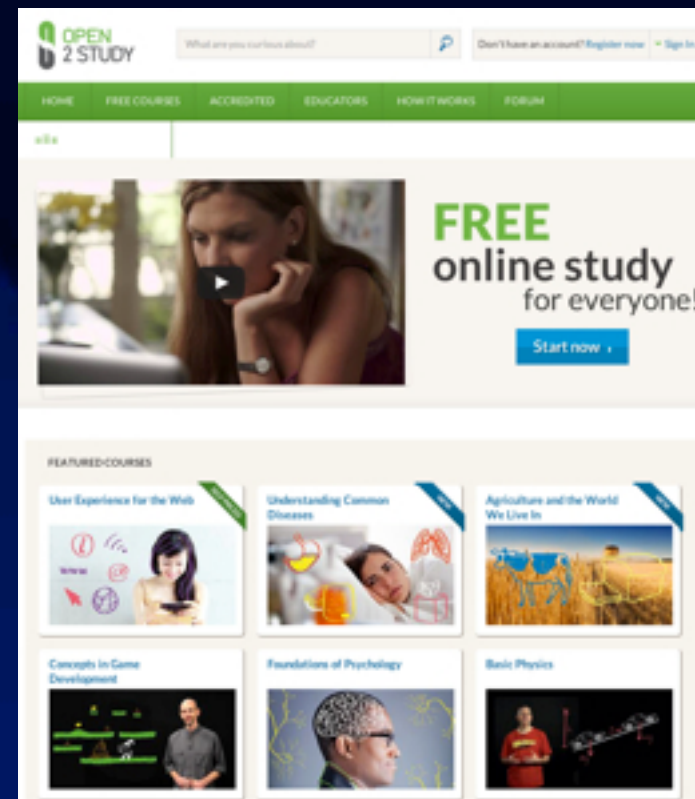
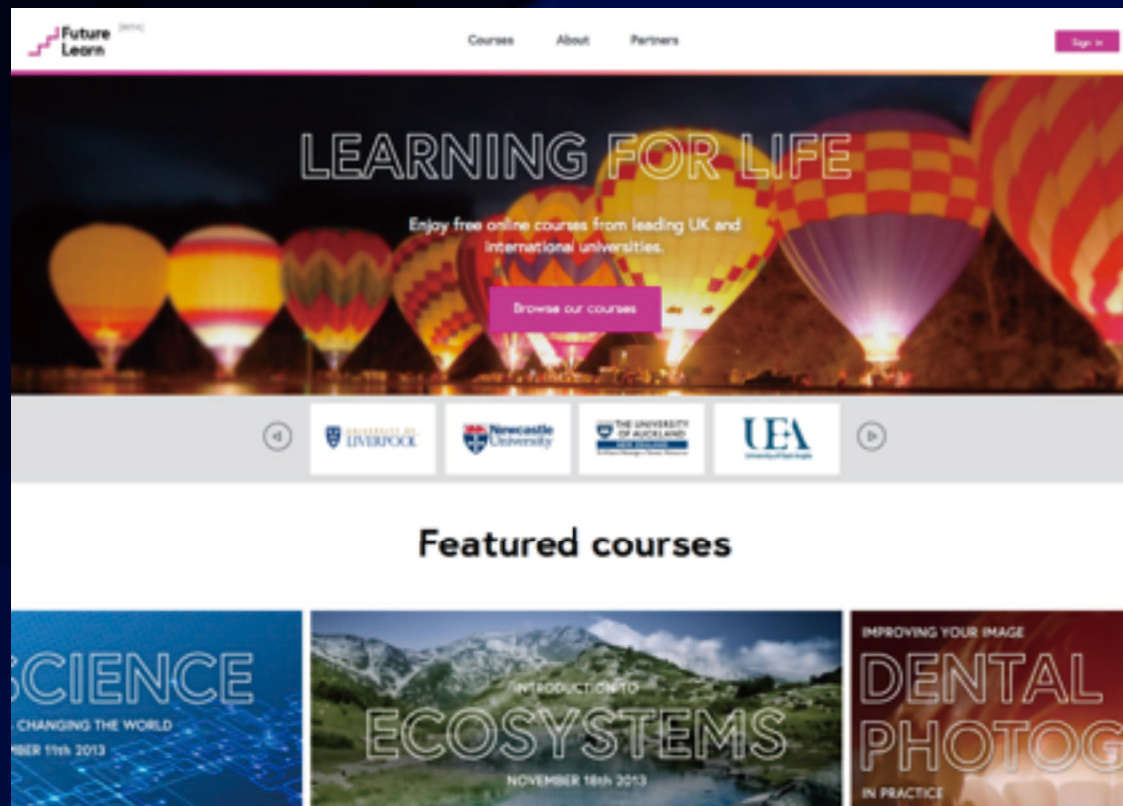
Ethics in Life Sciences and
Healthcare: Exploring Bioethics
through Manga

Starting Soon
Starts: March 31, 2016

MOOC実践・分析による教育・学習の進化

- 専門性の高いMOOCは、受講者数は少ないが修了率は高く、講義内容・宿題・テストに関するディスカッションも活発になる
- 受講者に揉まれてコンテンツが改良される（FD的授業・教材改善効果）
- 一つのMOOCを、様々な形で提供・利用する
 - 期間限定開講 vs. 常時開講
 - 予習・反転学習
 - 全体利用 vs. 部分利用

世界中的地域や国で急速に広がるMOOC



「学びのビュッフェ」としての高等教育？



でも、学ぶ側の「知の食欲」は？

「知の食い倒れ」



MOOC • mini-MOOC • micro-MOOC

6-Week MOOC



14-Week MOOC

4-Week MOOC

MEGA LIBERAL ARTS EDUCATION?



習得された知識や技能をどう分類し評価するか？

MOOCを巡る教育的評価・質保証の課題

- Massiveな教育評価の「厳格化」vs.「簡素化・効率化」のバランス
- 成績付けのための評価 vs. 学習促進・学習目標達成のための評価
- 学修のインセンティブとしての学位取得→単位取得→修了証取得
(MOOCを受講している多くの人、既に学士以上の学位を取得済み)
- 大学間の単位や講義の互換性(同等の学習量・学習内容か?)
- 「学位=カリキュラムによって選定された講義群」という縛り
- アラカルトに講義を取っていく中で、学科や講義を越えた多様な技能の習得をどう保証するか
- ビッグ・データの活用(学生支援・教員支援・授業&教材・カリキュラム改善など)



NEWS POPULAR VIDEOS RANKINGS



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Arizona State, edX to offer entire freshman year of college online APRIL 22, 2015

More media companies need to think of themselves the way Quartz does 6:07 PM EDT

Hulu is suddenly assembling a pretty killer lineup 5:32 PM EDT

Buffett boosts Berkshire Hathaway's IBM stake by \$400 million 5:05 PM EDT



Get the skills you need to land the job you want. **FREE Online Courses** START LEARNING NOW ▶

Netflix shares soar past \$600 on potential blockbuster expansion 4:05 PM EDT

Peter Guber says VR will become as big as reality 4:02 PM EDT

Fortune Live for May 15, 2015: Amtrak, DuPont, Verizon/AOL, and West Elm 2:04 PM EDT

Here's how McDonald's became the king of burgers 1:44 PM EDT

Audi goes to wild lengths to complete its new luxury SUV 1:20 PM EDT

Bernanke trains his guns on

LEADERSHIP ONLINE EDUCATION

Arizona State, edX to offer entire freshman year of college online

by John A. Byrne APRIL 22, 2015, 7:00 PM EDT



Arizona State will allow students to take their entire freshman year of courses online, for credit. The program is the first of its kind.

ASU campus in Tempe, Arizona
Photograph by David Sucsy—Getty Images

Micro Master



MIT's #1 ranked Supply Chain Management program, now delivered in additional new ways...

MIT proudly announces two new programs that offer learners around the world new ways to learn with MIT. Supply Chain professionals who seek a residential program can still apply to MIT's 1-year masters degree in SCM. In addition, the same program and the SCM degree are now available through a new additional path: [half online](#) , half [on campus](#).

MIT also announces a new credential in SCM, the MITx MicroMaster's credential: graduate-level work in SCM, all online.

Micro Master



FULL SCREEN

Image: Bryce Vickmark and Christine Daniloff/MIT

Online courses + time on campus = a new path to an MIT master's degree

Pilot program reimagines admissions process, introduces "MicroMaster's."

Steve Bradt | MIT News Office
October 7, 2015

Press Inquiries

PRESS MENTIONS

SHARE



MIT announced today a pilot program allowing learners worldwide to take a semester's worth of courses in its top-ranked, one-year Supply Chain Management (SCM) master's program completely online, then complete an MIT master's degree by spending a single semester on campus.

Fortune reporter Claire Zillman writes that MIT is starting an "'inverted admissions' program in which students who excel in a series of free online courses—and a subsequent examination—will have better chances of being accepted into the school's full master's program."

「グローバル化・フラット化する世界」において求められる 21世紀の教育におけるパラダイム転換

Supply Push → Demand Pull

流通・販売

小売店 → オンラインストア

メディア

マスメディア → パーソナルメディア

広告

マスメディア → ネット検索付帯

教育

大量生産的・画一的な知識や
技能の習得

コミュニティーベース
興味・能力・必要に応じたオン
デマンドな知識・技能の習得

21世紀の教育におけるパラダイム転換

Supply Push → Demand Pull

教育

大量生産的・画一的な知識や
技能の習得

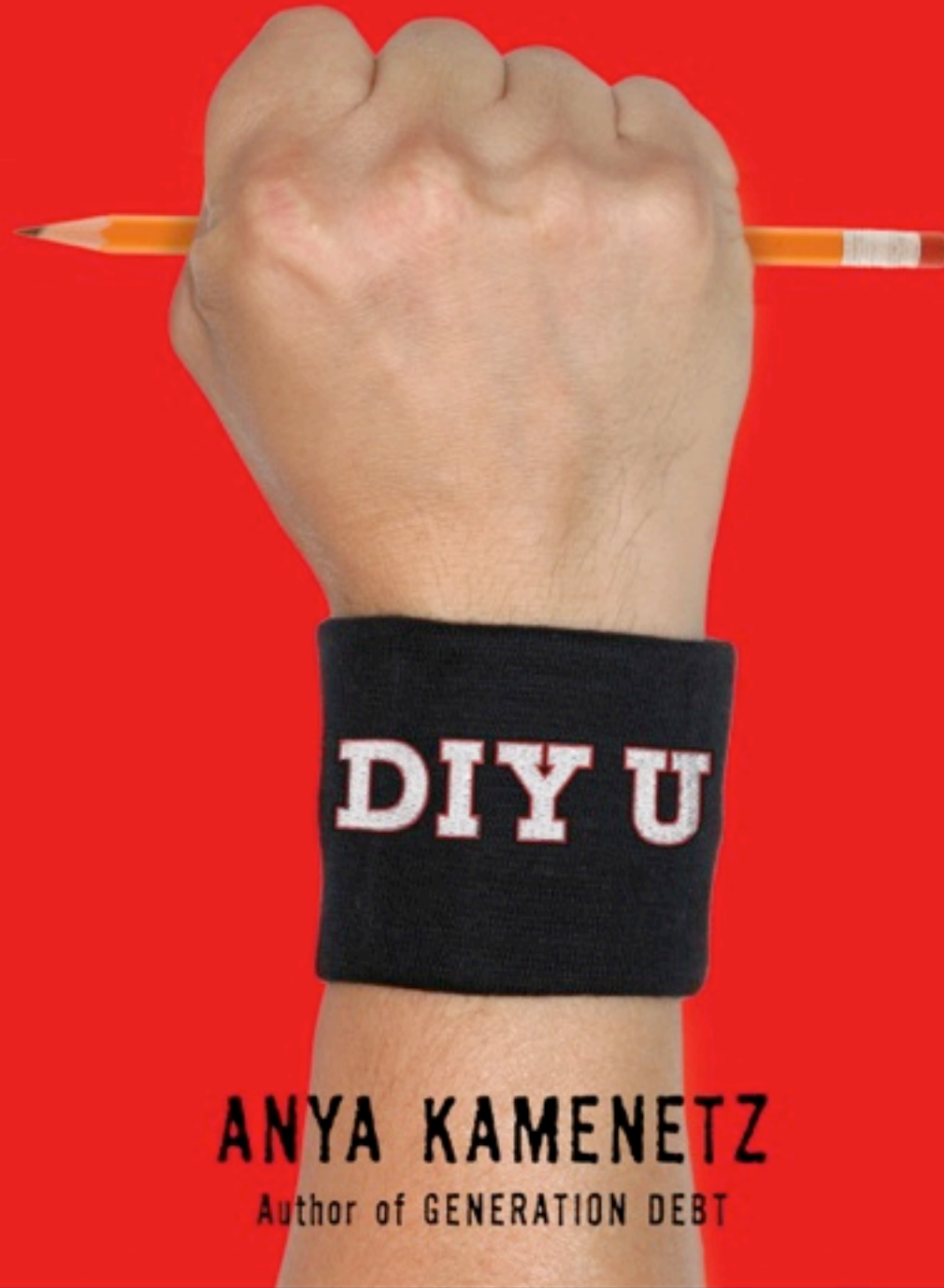
コミュニティーベース
興味・能力・必要に応じたオン
デマンドな知識・技能の習得

高等教育 1.0 → 高等教育 2.0

現代社会において、個々人が、知識的・技能的・職業的基盤を確保するために、十歳代後半から二十歳代前半までの四年間を「壁に囲まれた」大学で過ごせば「高等教育は修了」というモデルは、機能しなくなりつつある。「高等教育のロングテール化」が不可避。

オープンエデュケーションを活用した新たな高等教育モデルの模索

**Edupunks, Edupreneurs, and the Coming
Transformation of Higher Education**



ANYA KAMENETZ

Author of *GENERATION DEBT*

(2010)

★ 超 T 型人材

広い視野・多面的洞察

Open Education

専門的知識
・
能力

(Tim Brown, IDEO)

高等教育の未来

- 「高等教育システム」の構造的見直し：
パイプライン型 → ネットワーク型（知識と人）
- 「物理的空間としての大学」という概念の見直し
- 「運営組織・経営体としての大学」の在り方の見直し
- 「大学教職員」という職業の見直し
- 「教える人＝教員 vs. 学ぶ人＝学生」という役割の見直し
- 「高等教育＝学位」という固定観念の見直し
- 「社会 vs. 大学」という対立軸の見直し