

Schedule

Day 1
September 13, 2023

✦ Venue: OUJ / Hotel Springs Makuhari ✦ Language: English (No Interpretation)

| Time | Program |
|-------------|--|
| 16:30-17:30 | OUJ Campus Tour including Chiba Study Center (optional) |
| 18:15-20:00 | Welcome Reception Greetings by Mr. Michiyasu Takahashi, Chairperson of OUJ Foundation Prof. Masaya Iwanaga, President of OUJ Venue: Hotel Springs Makuhari |

Day 2
September 14, 2023
International Seminar: *Distance Education in the Post-COVID Era*

✦ Venue: AV hall in the OUJ Library ✦ Language: English (No Interpretation)

| Time | Program |
|-------------|---|
| 10:00-10:20 | Opening Ceremony Chair: Prof. Naruo Nikoh, OUJ Opening Remarks by Prof. Masaya Iwanaga, Ph.D. President of OUJ Ms. Liu Xuanxuan, Vice President of OUC Prof. Songhwan Ko, Ph.D. President of KNOU |
| 10:20-12:15 | Session 1 Sub-Theme 1: From Perspectives of Learner Support and Educator Support Chair: Prof. Gu Xiaohua, OUC “Transformation and Upskilling of Teachers in the Post-Pandemic Distance Education ” Prof. Gu Xiaohua, OUC (10:25-10:55) <<10 min. Break>> “What we’ve gained and what we’ve lost ” Prof. Yeongmin Kwon, Ph.D. KNOU (11:10-11:40) “Python Coding Education for Adults Through Distance Learning ” Prof. Takeo Tatsumi, Ph.D. OUJ (11:45-12:15) |
| 12:15-13:30 | Lunch |
| 13:40-15:20 | Session 2 Sub-Theme 2: Our Experiences during the COVID Pandemic and Future Prospects Chair: Prof. Yeongmin Kwon, Ph.D. KNOU “Learning Analytics Sharing Platform for Shared Learning Contents on Learning Cloud ” Prof. Kwang Sik Chung, Ph.D. KNOU (13:40-14:10) “OUC Experiences during the COVID-19 Pandemic and Future Prospects ” Prof. Wang Guochuan (Writer) Dr. Liu Caimel, Ph.D. (Presenter), OUC (14:15-14:45) “My Experiences during the COVID-19 Pandemic and Future Prospects ” Prof. Ming Li, Ph.D. OUJ (14:50-15:20) |
| 15:25-15:45 | Break |
| 15:45-16:15 | Discussion |
| 16:15-16:30 | Closing Ceremony Chair: Prof. Naruo Nikoh, OUJ Closing Remarks by Prof. Tooru Hayasi, Vice President, OUJ |

The Open University of Japan

Opening Remark

Prof. Masaya Iwanaga, Ph.D.

President, The Open University of Japan



Session 1

Python Coding Education for Adults Through Distance Learning

Prof. Takeo Tatsumi, Ph.D.

Informatics, The Open University of Japan



In this paper, we discuss the current state of informatics education in Japan, the importance of programming education for working adults, and the use of Google Colaboratory in teaching Python programming to working adults.

The use of ICT (information and communication technology) has become increasingly important in recent years. However, Japan has lagged behind other countries in the adoption of ICT, in part due to a lack of opportunities for working adults to learn about ICT. The COVID-19 pandemic has forced schools and businesses to adopt online education and work-from-home arrangements, which has created new opportunities for working adults to learn about ICT online.

- The use of ICT has become increasingly important in recent years.
- Japan has lagged behind other countries in the adoption of ICT.
- The COVID-19 pandemic has created new opportunities for working adults to learn about ICT online.

I taught programming classes for working adults at the Open University of Japan (OUJ) from 2020 to 2022. In these classes, we used Google Colaboratory to provide an online platform for students to practice programming.

I found that online development environments such as Google Colaboratory are useful tools for teaching programming to working adults for two reasons. First, the environment is cloud-based, so students do not need to install or configure any software locally. Second, Google Colaboratory is relatively easy to use, even for novice programmers.

We believe that online development environments can be a valuable resource for teaching programming to working adults. They are cloud-based platforms that are easy to use. This makes them a convenient and accessible option for working adults who may not have the time or resources to learn how to program on their own.

Session 2

My Experiences during the COVID-19 Pandemic and Future Prospects

Prof. Ming Li, Ph.D.

Society and Industry, The Open University of Japan



Face-to-face lectures are an essential format of education for the Open University of Japan (OUJ) according to relevant laws and regulations. However, in early April 2020, due to the COVID-19 pandemic, all the scheduled face-to-face lectures had to be canceled and switched to remote teaching. Initially, intended as a temporary measure, this continued for three years unexpectedly.

During those three years, the COVID-19 pandemic has had a significant impact on the field of education around the world. However, it has also brought positive aspects. Leveraging these positive aspects could have great significance for the development of distance education in the post-COVID era. Therefore, my presentation at this seminar focuses as below on the face-to-face lectures that were most affected by the COVID-19 pandemic.

Firstly, I will provide an overview of three alternative lecture formats to the face-to-face lectures that I have experienced over the past three years: the special relief televised lectures, on-demand lectures, and live web lectures.

Next, I will compare these three different lecture formats in terms of flexibility, interactivity, and learning effectiveness, then summarize the strengths and weaknesses of each, demonstrate that live web lectures offer the closest level of learning effect to face-to-face lectures.

Finally, I would like to share a few thoughts regarding the positioning of live web lectures in the post-COVID era, focusing on two aspects: First, live web lectures are unlikely to entirely replace face-to-face lectures in the future at OUJ. Second, as the era approaches where students from around the world may engage in remote learning transcending national boundaries, live web lectures will certainly play an indispensable and crucial role.

Opening Remark

Ms. Liu Xuanxuan

Vice President, The Open University of China



Session 1

Transformation and Upskilling of Teachers in the Post-Pandemic Distance Education

Prof. Gu Xiaohua

Academic Affairs Department, The Open University of China



In the post-pandemic era, the in-depth and broad-field integration of digital technology with education and teaching has become a new trend, and blended teaching combining both online and offline approaches has become the new norm for distance education and teaching. Therefore, it has also become increasingly necessary to comprehensively enhance the quality of distance education and teaching, as well as the quality of personnel development. In this context, distance education teachers are facing new challenges and requirements, which poses a higher requirement for them to transform and upskill. They are expected to transform educational philosophy, enhance digital literacy, optimise instructional design, improve teaching ability, and appropriately utilise data and technology empowering measures to adapt to new challenges and new requirements in order to advance the high-quality development of distance education.

Session 2

OUC Experiences during the COVID-19 Pandemic and Future Prospects

Prof. Wang Guochuan (Writer)

Department of Reform and Development,
The Open University of China

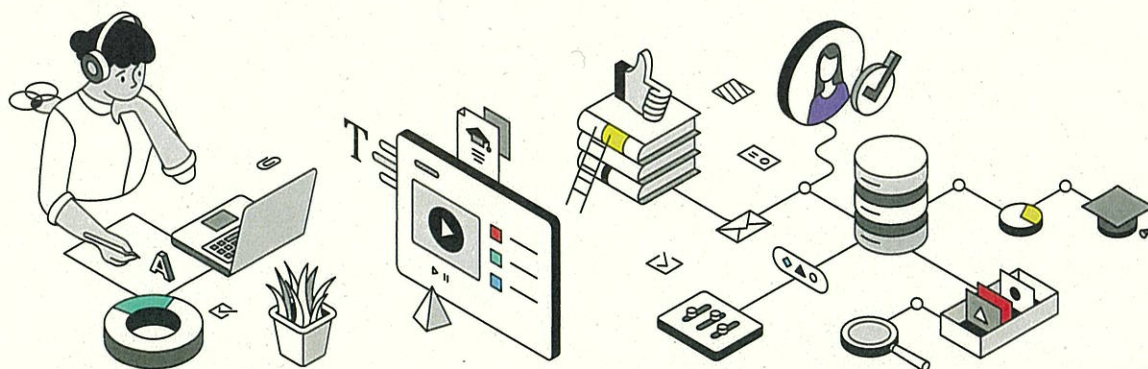


Dr. Liu Caimei, Ph.D. (Presenter)

School of the Seniors,
The Open University of China and
The Seniors University of China



During the COVID-19 pandemic, online education in China emerged as an active response to the call to “suspend classes but not learning”, evolving into the largest and longest-lasting online teaching experiment in human history. The Open University of China (OUC) also took a series of measures during the COVID-19 pandemic. This presentation will summarise the practices and experiences of the OUC in terms of teaching, examinations, social service, and cooperation with UNESCO and related countries. It will analyse the challenges and problems faced by the OUC in the post-pandemic era and propose development ideas, paths, and future prospects for the OUC to become a world-class open university.



● Korea National Open University ●

Opening Remark

Prof. Songhwan Ko, Ph.D.

President, Korea National Open University



Session 1

What we've gained and what we've lost

Prof. Yeongmin Kwon, Ph.D.

Department of Education, Korea National Open University



Through the pandemic, distance education in Korea has faced a new phase.

Until then, distance education has not been properly evaluated in terms of the quality of education. Put differently, distance education was perceived as inferior to face-to-face education.

However, the social distancing due to the pandemic has brought the impossibility of face-to-face education and left us with only the option of remote education.

Distance education has been used in many teaching-learning settings, and many people have recognized the effectiveness of distance education. In other words, social distrust regarding the quality of distance education has been resolved.

In fact, after the pandemic, the Korean government abolished many regulations related to distance education, and many general universities as well as cyber universities introduced distance education.

What KNOU gained and lost through this process are as follows.

1. Reliability of distance education: The social value of open university degrees has increased. In fact, the Korean government has passed a law allowing the establishment of a doctoral course at distance universities, and KNOU is currently preparing to establish a doctoral course.
2. Securing diversity of educational activities
 - 1) Diversity of evaluation methods
 - 2) Diversity of attendance class method
3. Introduction of item bank system

As such, the pandemic has brought many positive changes to the field of distance education and to KNOU. At the same time, however, we are facing a fundamental crisis of losing our unrivaled position as a national distance higher education institution. In the public realm before the pandemic, the field of distance higher education was an uncontested arena. KNOU has enjoyed a dominant position, at least in the field of public distance higher education, over the past 50 years. However, KNOU is now facing not only the traditional rivals of private cyber universities, but also a bigger competitor, national universities.

Session 2

Learning Analytics Sharing Platform for Shared Learning Contents on Learning Cloud

Prof. Kwang Sik Chung, Ph.D.

Department of Computer Science, Korea National Open University



Learning analytics services using deep learning models are becoming a basic function of learning management systems (LMS). Learning analytics data contains a lot of personal information of learners, and operation and management of learning analytics data requires a lot of consideration in terms of security. Learning analytics data includes personal information, but is also data as a public and sharable data that is essential for research and development of learning analytics models. In other words, in order to study the learning analytics model, the acquisition of learning analytics data must be preceded, and a lot of time and effort are required for this.

In this study, KNOU propose a learning cloud environment as a way to accumulate learning analytics data. Non-verbal virtual experiment/practice learning contents provided by the learning cloud have characteristics that can be shared regardless of language problems and cultural aspects, so they are the most suitable learning contents for accumulating learning analytics data. In addition, the learning analytics data sharing server built in the learning cloud operates and manages only learning activity data from which personal information has been deleted. In other words, the learning analytics data server that exists in the legacy system of the educational institution sends the learner's personal information and the learner's learning activity data to the learning analytics server using the blockchain for the learner and the encrypted learner authentication process. The learning analytics server performs learning analytics on personalized learning analytics data. In addition, the learning activity data with personal information accumulated in the learning cloud is provided to research institutes and serves as a test bed for verifying the learning analytics model. In other words, learning analytics data with personal information removed is shared through the learning analytics data block chain and learning cloud proposed in this research.