

Comparison of Student Experiences in a Globalized Society: Analysis of Student Data of Japan, Korea and the United States

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Problem Statement

This research explores to grasp the association of student type based on data of hours they spent on learning, socialization, work with degree of learning and their college experiences through the comparative research for student self-reported survey between Japan, Korea and the United States. Over the years, much research has been conducted and much debate has ensued concerning the efficacy and accuracy of student assessment in countries such as the US and Australia (Coates, 2010). Many researchers have dedicated their work to measuring, testing and assessing student learning outcomes and have developed various tools for gauging the cognitive, educational, and affective progress of students. In particular, American researchers have assumed the leading role in examining the extents to which such skills are developed through university education and determining which factors affect their development. Recently, university surveys have been carried out in Asian countries at the national level, based on the long-term research findings of the Higher Education Research Institute at UCLA and the National Survey of Student Engagement (NSSE) at Indiana University. With the help of the data collected, researchers are beginning to explore factors that influence the development of university students' generic skills (Rhee & Choi, 2008; Choi et

al., 2009; Kim, Go & Kim, 2012). Also, Japanese researchers started to examine the relationship of student experiences with their learning outcomes (Yamada, 2008, 2012; Murasawa, 2003; Kuzuki, 2006 and Ogata, 2008, Furuta, 2010). However, most of these surveys have been limited to the domestic sphere; those relatively few that have undertaken international comparisons have done so only between the country of origin and those in the United States.

Recently, there is an emerging interest in active and collaborative learning, supportive learning environment in Korea and Japan whereas a rich literature and abundant institutional practices deeply rooted in student engagement in the United States. The JCIRP program originally developed as a nationwide student survey in Japan since 2004 has been extended to the collaborative research between Korea, United States and Japan. Thus, KCSS (Korean College Senior Survey) 2012 was developed and it is comprised of a set of questions to measure educational outcomes of college education and student experiences.

This study uses a quantitative research design using data obtained from JCSS 2012 and KCSS2012 designed for upper division students. In addition to that, we obtained the row data of CSS2012 from HERI for comparison. Hence the aim of the study is to explore how hours of learning and

socialization activities are positioned in various types of student and to examine whether or not there are differences between types of student and their college experiences through the integrated data sets and then to understand the role of student engagement in their learning and development cross nationally.

Literature Review

Here, I just focus on the Japanese and Korean research. The studies carried out by Furuta (2010), Murasawa (2003), Kuzuki (2006), Ogata (2008), and Yamada (2008, 2009) showed obtained knowledge and skills differ, depending on academic fields although they did not show how different pedagogies and student experiences in different academic fields affect their development. Tanimura (2009, 2010) focused on how differences of pedagogy and class structure in three academic fields influence learning hours and learning outcomes. The study shows that the health science field, which is tightly coupled with the qualification system in Japan, is distinctive. Yamada's study in 2012 showed that some differences in obtained learning outcomes are due to curriculum structure and the pedagogical approaches used in each academic field and institutional type. Rhee's comparative study in 2013 indicated that the level of academic challenge and a supportive campus environment showed a significant positive effect on generic-skills development for both Korean and Japanese students and proposed that possible causes of the personal-background and student-engagement differences between

Korean and Japanese students should be continuously explored. However, all these studies did not focus on the types of student and hence they did not clarify how students' experiences and development differ according to the types of student.

Data and Findings

For this study, Korean sample, 4,902 junior and senior students; Japanese sample, 2,921 junior and senior students; American sample, 9,135 senior students. I use the data only from private universities, since Japanese data from public institutions are very small. After doing the factor analysis for the items asking hours spent on learning and others, we get three factors. Then in order to get the types of student, the cluster analysis was conducted and five types of student were extracted. The figure 1 shows the feature of their types. For instance, student type 4 spends well-balanced time in study, socialization and work. Student type 1 mostly spends the time in socialization. Student type 3 tends not to be engaged in all activities (for more details on presentation).

