

Implementation and Issues of the First-Year Course

'Foundation Seminar A'

Focusing on Students' Sense of Growth and Teachers' Evaluation of the Program

Abstract

This study reports on the implementation of 'Foundation Seminar A', one of the university's first-year courses, and on the following two findings from a questionnaire survey targeting students and teachers.

First, based on an analysis of student's learning outcomes in this course as viewed from students' selfevaluation of growth (sense of growth) and teachers' evaluation of student learning and growth, significant difference in sense of growth was observed between academic departments with regard to the four factors that compose course goals and content ('understanding study skills', 'introduction to campus life', 'affinity to the university', and 'utilizing study skills / communication') . Furthermore, while teachers' evaluation was significantly lower than students' self-evaluation in almost all items included in the four factors, the data shows an overall parallel connection between students' self-evaluation and teachers' evaluation.

Secondly, based on answers to questions asking about teachers' recognition regarding the first-year education program, the results of an analysis of expected educational content show that such expected content widely differs between academic departments and teachers. Hence, this study identified the following as future issues: revision of course content related to students' low sense of growth, bridging the gap present between learning expected by teachers and students' sense of growth, building a common recognition among teachers regarding the goals and content of first-year education, and clarifying the impact of basic academic skills and class size on students' sense of growth.