Instructional Development for Knowledge Creation in Large-scale Class

NISHINOSONO, Haruo
Bukkyo University
Kyoto, Japan
Nisinoehr@bukkyo-u.ac.jp

Large lecture rooms in universities have been designed to accommodate a large number of students to disseminate the most recent academic and/or professional knowledge produced in the higher education. The recent development of information technologies facilitates the knowledge dissemination through TV, Web sites and other technological media. The role of higher education is expected to change from knowledge dissemination to knowledge creation. Seminars and small group discussions are most widely adopted to meet this requirement. In spite of such expectation, large-scale lessons are indispensable in higher education due to financial reasons and social needs. The large-scale lessons in new style other than lectures are needed to develop for universal higher education in large diversities of audiences.

To develop such instruction in large-scale class, following principles and models are developed:

• Five principles for learning
  - ACCRR model (Autonomy, Collaboration, Contribution, Responsibility and Respect)

• Six components for learning plans and material development
  - MACETO model for instructional design (Meaning, Activities, Contents, Environment, Tools and Outcome).

This method was applied for the development of lesson plan in teacher training course at Bukkyo University in Kyoto. It is very difficult for students to start from the description of instructional objectives to develop lesson plans. They start to express their images and models and describe them in form of graphic representation to express their primitive concepts of school education; Students have their experiences as learners in elementary and secondary school already, feel hard to start from reflection on teaching and have their images on school life, teachings and teachers. Starting from this assumption, students work in team and create instructional modules for their lesson.