

Preface

Since the first decade of the twenty-first century, active learning has been a focus of attention in Japan as a key to transforming university education from teacher-centered to learner-centered. In August 2012, the Central Council for Education of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) published a report titled *Towards a Qualitative Transformation of University Education for Building a New Future*, which has made active learning one of the key phrases for reforming university instruction. In Japan, active learning has hitherto been viewed as a general term for teaching and learning methods that incorporate students' active participation in learning. In actual practice, active learning is often confined to the level of instructional formats that integrate group work, discussions, and presentations.

What is required now is not just active learning but, rather, *deep active learning*. Whereas active learning focuses on the formats for learning, deep learning focuses on the quality and content of learning.

Deep active learning refers to learning that engages students with the world as an object of learning while interacting with others, and helps the students connect what they are learning with their previous knowledge and experiences as well as their future lives.

So, how does deep active learning occur? What kinds of curricula, instructional methods, assessments, and learning environments facilitate the occurrence of deep active learning? We believe that this book links theory and practice to provide some of the answers.

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Deep Active Learning

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