

Japan Student Survey

The *Times Higher Education* student survey was first introduced in 2016, as a key component of the US College Rankings. It has allowed us to incorporate the voices of students in our rankings, and offer another perspective on teaching quality and engagement. After successfully including a similar student survey in last year's Europe Teaching Rankings, we are delighted to be able to use the results of a Japanese version of the survey in this year's Japan University Rankings.

Seven of the questions used in the three surveys are identical, allowing us to construct a set of comparable metrics across different countries and education systems.

How was the survey designed and distributed?

The Japan Student Survey ran from August to November 2018. The responses were collected through promotion by Benesse and self-distribution by participating institutions. We collected almost 37,000 responses from over 400 Japanese institutions.

Students answered a set of questions on a scale of zero to 10 and also provided information about their level of study and courses studied.

Respondents were verified as students of their reported colleges using their email addresses, to ensure that respondents really did attend the institution they scored in their responses.

How were the survey results used?

In order to build reliable metrics, we require a minimum of 50 responses per institution. We computed a gender-weighted average per question for all institutions that met this threshold.

The scores per question were then used to create the following three metric scores:

For the **engagement** metric, we used responses to the following four questions:

- *To what extent do the classes in your university challenge you?* Examples could include encouraging you to take responsibility for your own academic results, presenting new information or ways of thinking to challenge your assumptions, knowledge or values, or driving you to do your best work.
- *To what extent does the teaching at your university support critical thinking?* Examples include developing new concepts from existing knowledge, logically analysing ideas and theories, or evaluating different points of view and decisions.
- *To what extent does the teaching at your university support reflection upon, or making connections among, things you have learned?* Examples include combining ideas from different lessons to complete a task, inter-disciplinary coursework, approaching a problem from multiple angles with different methods.
- *To what extent does the teaching at your university support applying your learning to the real world?* Examples include using a theory to evaluate a case study or problem, taking study excursions to see concepts in action, or working on projects with practical applications.

For the **interaction** metric, we used responses to the following two questions:

- *To what extent do you have the opportunity to interact with the faculty and teachers at your university as part of your learning experience?* Examples of interaction could include asking questions during lectures, participating in discussion sessions, talking about your progress in feedback sessions or working with the faculty on activities other than course work such as term papers.
- *To what extent does your university provide opportunities for collaborative learning?* Examples of collaborative learning include group assignments, fieldwork that involves working with other students, or presenting your work to your classmates.

For the **recommendation** metric, we used responses to the following question: “*If a friend or family member were considering going to university, based on your experience, how likely or unlikely are you to recommend your university to them?*”