

軸足は地域に。
視点は世界に。

商大は
グローバル
大学。



Otaru University of Commerce's Five Steps Forward

From Hokkaido to the World - and to the Future

OTARU UNIVERSITY of COMMERCE

CONTENTS

- ◆ “Number One Glocal University”
declaration 02
- ◆ 1.Glocal Management Minor Program 04
- ◆ 2.Practical Learning 08
- ◆ 3.Active Learning/
Communication Learning 12
- ◆ 4.Blended Learning 16
- ◆ 5.Center of Community
Program Action Plan 20



1. Glocal Management Minor Program

Otaru
University of
Commerce's
*Five Steps
Forward*



2. Practical Learning



3. Active Learning / Communication Learning



4. Blended Learning



5. Center of Community Program Action Plan

“Number One Glocal University

With a global perspective as a community (Hokkaido) management base in this global age, we will foster the growth of a generation of young people that contribute to the development of Hokkaido's economy

1. Restructuring educational goals with a clear vision of ideal human resources

Education

April 2015 marks the launch of our “Glocal Management Minor Program”—the only one of its kind in Hokkaido.

With a global view and deep concern for the social issues of the region, we will foster the growth a generation of young people with practical foreign language proficiency!

Glocal Management
Minor Program → to P04

2. Develop versatile human resources who can immediately contribute to society (through strengthening of practical learning and foreign language education)

Education

With a rigorous program of practical education, foreign language learning, and an industry-centered approach to practical education called Active Learning, we are committed to training versatile human resources who are fit to work as the next global generation responsible for the regeneration and promotion of the local (Hokkaido) economy.

Practical Learning
→ to P08

Active Learning/
Communication Learning
→ to P12

Blended Learning
→ to P16

3. Working towards social contribution and research with a spirit of collaboration with Hokkaido

Research and Social Contribution

With a theme of “Collaboration with local regions to work toward creating models for the revitalization of Hokkaido's economy and the education of human resources”, we will discover regional resources, coordinate inter-regional cooperation, and promote the development of human resources combining an international perspective from a local standpoint.

Center of Community
Program Action Plan → to P20

ty” declaration

Otaru University of Commerce
President

Tateo Wada

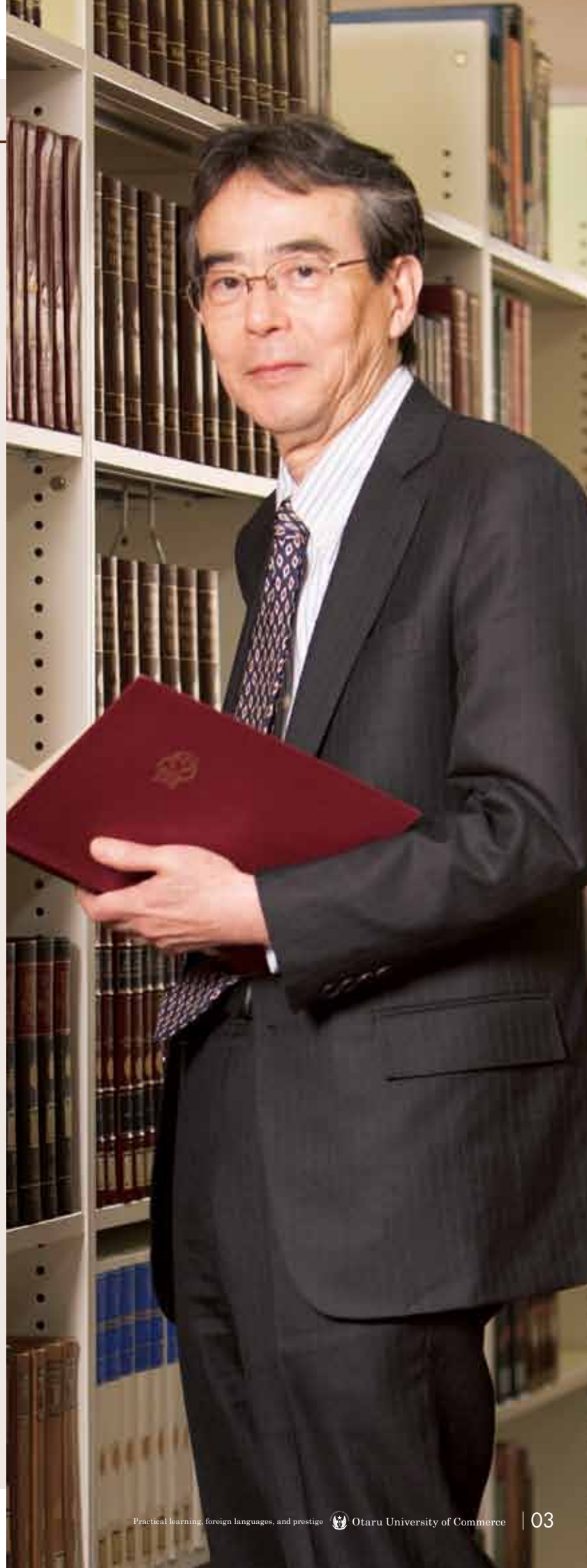
Our university’s history begins with Otaru Higher Commercial School (opened in 1911 and later renamed Otaru School of Commerce in 1944), and was newly established as Otaru University of Commerce in 1949 after the end of the war.

At a time when commercial high schools and other higher education institutions across the country were merging into new faculties of economics and management, our university alone achieved university status on our own. In 2004, we were officially established as a national university corporation, and in 2011 we celebrated 100 years of educational excellence.

On August 8th, 2013, we established our “Number One Glocal University” declaration. With a history and tradition stretching over 100 years, Otaru University of Commerce renewed its aim of being a community (Hokkaido) management base in this global age.

Globalism is the dominating force of the 21st century, and we universities are expected to develop the human resources fit to support a global era. Globalism, put simply, is the streamlining, homogenization and integration of the economic society to progress on a global scale. However, this progress is not something that suddenly comes to be—it is formed through mutual exchange and negotiations between countries and communities of the world. Globalism is a responsibility that should be borne with a spirit of mutual harmony and cooperation with other countries and regions, thinking and acting from the standpoint of these countries and regions.

The skills most needed in this global era are the ability to think and act on a local level, but with a global perspective, and our university is focused on fostering these skills. The term “Glocal” in our declaration is coined from the words “global” and “local”, and the term “Number One” represents our university’s desire to become the nationwide leader in the development of global human resources among social science universities and faculties.



1

Hokkaido's only global
business education program

Glocal Management Minor Program





What is “glocal”?

Glocal is a term coined from the words global and local – the concept of thinking with global vision and acting locally.



Glocal Management Minor Program

Establishment of a new overseas-study scholarship program with benefits!

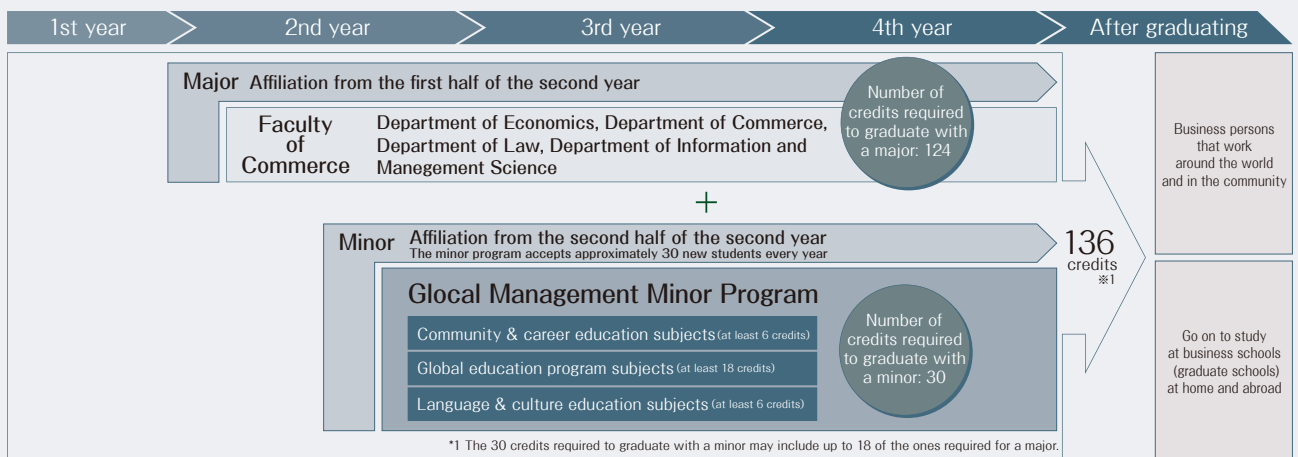
A donation to support overseas study has been received from Chikara Sano, the former president of Oracle Corporation Japan, who graduated from Otaru University of Commerce in 1963.



Study Globally Act Locally and Lead Social Innovation

The Glocal Management Minor Program is a program that complements a standard 4—discipline major and aims to develop leaders to be active around the world while focusing their attention on the community. The program takes full advantage of the school's traditions of teaching business and language that is practical in the real world, as well as its abundant industry-government-academia network, to create a strategic curriculum under which to study. Human resources are nurtured to enable them to proactively contribute to trading companies and enterprises planning overseas development in the contemporary society demanded by Global development.

[Program contents]



1 Community & career education subjects

A community and career education that utilizes the network of industry, academia, and government

Education that nurtures community perception, as well as awareness, eagerness and responsibility as a member of Hokkaido and the local community. As well as newly established subjects such as Regional Development Studies – a public-private-sector collaboration coordinated by the CBC (the university's Center for Business Creation), the course comprises other community-oriented subjects.

2 Global education program subjects

Learn in specialized classes taught in English along with international students

Regional education in conjunction with globally-aware education, and the nurturing of human resources that understand the community and create links overseas. As well as newly established subjects such as "Introduction to Glocal Management", the course comprises other global education subjects.

3 Language & culture education subjects

Education in foreign language and intercultural understanding

As well as newly established subjects such as Asian-Oceanian Affairs, European Affairs, and American Affairs, which are focused on short-term language training programs at our partner universities overseas, the course also comprises multilingual- and multicultural-oriented subjects such as Advanced Courses I-IV in eight world languages. Cross-cultural Studies I and II, as well as many others.



▲Special Study Program at the University of Otago (New Zealand)



▲Summer Study Program at Vienna University of Economics and Business (Austria)

Although Austria is a German-speaking country, the university has a solid base of classes taught in English, making it a destination for Europe-based study abroad trips.

About the Program

1 Specialized classes in English studying alongside international students

With our "Global Education Program Group," educational courses originally aimed at international students from our partner universities were adapted to allow Japanese students and international students to study in the same classroom. In this way, students can learn in an environment that is the same as taking courses in an overseas study abroad program, but right here at our university, with an aim to acquire knowledge in an English teaching environment.

2 Education in partnership with the local community

Otaru University of Commerce has entered into comprehensive cooperation agreements with Otaru City and others in Hokkaido, and through these agreements students learn from local government officials and business leaders about the current situations and challenges facing our northern island. Rather than merely sitting at a desk to learn, students actually go out onto the streets of the city, tackling challenges with the cooperation of businesses and organizations in a wide variety of PBL projects. By learning about these subjects, students nurture their perception of the community, as well as their awareness, eagerness and responsibility as members of the community.

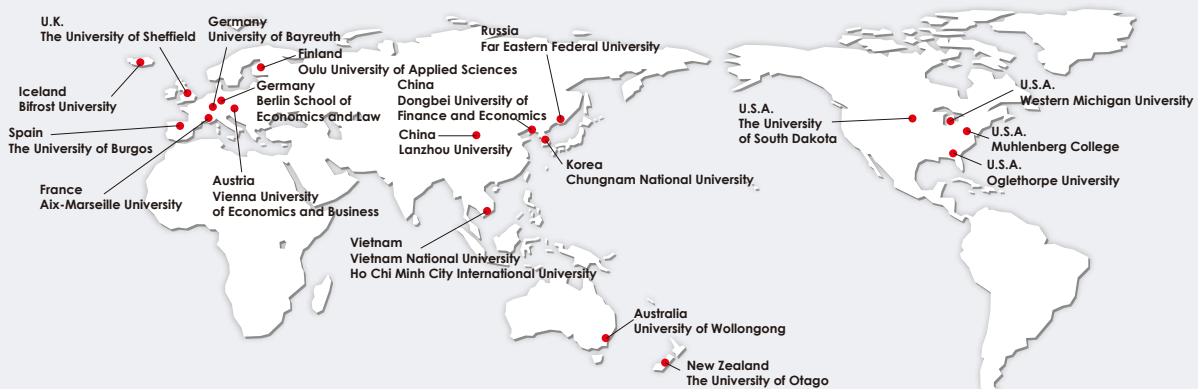
3 Continuous Foreign Language and Communication Education

In addition to the compulsory two years of foreign language courses, by incorporating advanced-level language courses made up of common specialist courses, students continuously improve their verbal communication skills over four years of study.

4 Financial Support for Overseas Study

Students undertaking the program will be given the opportunity to study overseas. A donation received from Mr. Chikara Sano, former president of Oracle Corporation Japan and Otaru University of Commerce graduate, was used to establish a fund allowing students to receive scholarships to study overseas.

Associated Schools (As of Feb.2015)



2

A tradition since our founding

Practical Learning





"It's Yoichil! Everybody Gather 'Round" (Special lecture at Otaru U.C.) Photo: City of Yoichi
 Members of the Majipro Content Tourism Promotion team introduce a recipe created by Rita Taketsuru, wife of Nikka Whisky founder Masataka Taketsuru, the character on which the morning drama series "Massan" is based upon.

Otaru University of Commerce's Educational Concept

At our university, our aim is to nurture "T-Type Human Resources"—people prepared with a practical skills for the global era with "a mastery of a wide range of knowledge" supported by a pillar of "deep knowledge and skills in specific fields", forming the "T" conceptualized below.

[A Wide Range of Knowledge]

The Department of Commerce major includes a wide range of studies, including economics, commerce, law, information sciences, teacher training, linguistic culture, the humanities and natural sciences. Students select courses from a variety of fields to equip them with a wide range of knowledge.

[Deep Knowledge and Skills in Specific Fields]

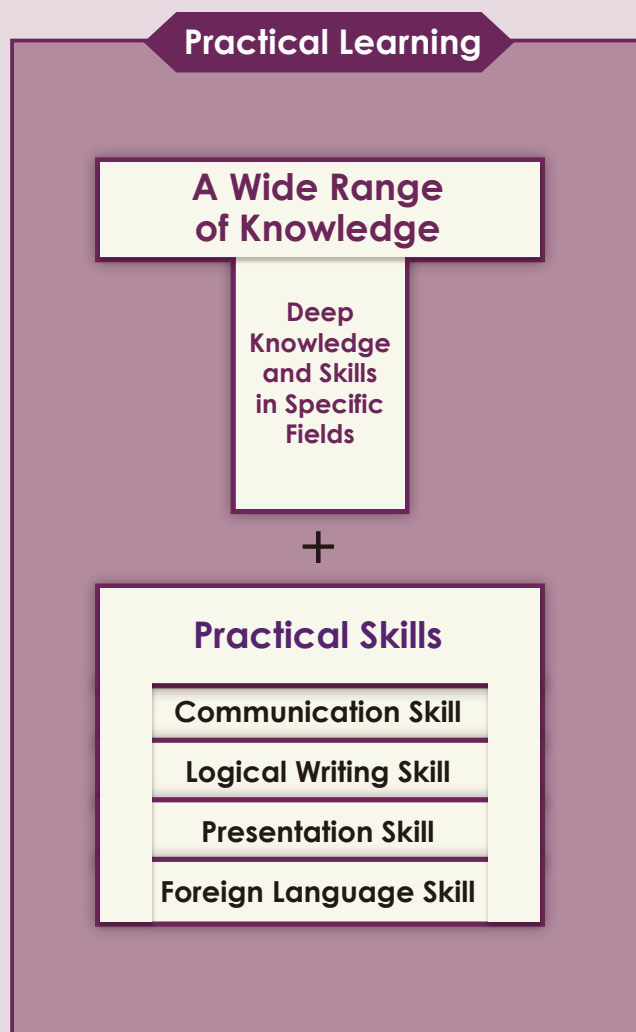
Students can belong to either of four departments: Economics, Commerce, Law, or Information and Management Science, and with core courses and Advanced Subjects both offered, students can progressively deepen their studies in accordance to their level of learning.

[Practical Skills]

We are focused on equipping people with the skills can be put to immediate use by: 1. Offering courses that include practical education and collaborate with local businesses; 2. Putting emphasis on educational seminars; 3. Enriching language education; 4. Enhancing international exchange and overseas study programs; and 5. Promoting extracurricular activities. In these ways, students can acquire the ability to put such skills as Communication Skill, Logical Writing Skill, Presentation Skill, and Foreign Language Skill to practical use.

Learning realized through these skills is what we call

"Practical Learning".



Practical Learning

A Wide Range of Knowledge

Deep Knowledge and Skills in Specific Fields

+

Practical Skills

Communication Skill

Logical Writing Skill

Presentation Skill

Foreign Language Skill



Sweets Planning and Development
Students report the delicious results of their Majipro project to the mayor of Otaru before they go on sale.

Focus: Practical Learning Showcase

Majipro (Regular course name: "Practical Social Collaboration I-III"*)

The "Community Collaboration Career Development: Otaru University of Commerce Students Thinking Seriously about how to Revitalization of Otaru", also known as "Majipro," was introduced as part of the regular curriculum in 2009. University students think on their own about ways to revitalize the city of Otaru and split into several teams to work on a wide number of issues. By actually leaving the university to collaborate with local government agencies and businesses, the students are deeply involved in the development of the city. Finally, by reporting their results through oral presentations, etc., students gain the experience needed to grow even further.

* Course was offered as the regular course "Practical Social Collaboration" until the 2014 school year

Majipro Project1

Hometown Gourmet Recipe Arrangement Development

In conjunction with Toyo Suisan Co., Ltd., students developed arrangements on the recipe for ankake-yakisoba noodles—a hometown favorite. In addition to making original POP adverts and flyers, students performed PR activities through leading supermarkets and news organizations and worked to promote hometown gourmet in Otaru.



Majipro Project2

Sweets Planning and Development

In 2014, convenience store giant Circle K Sunkus sold an original dessert called "Ushio Fromage" at all 193 stores across Hokkaido. The dessert was a new creation thought up by five students as their Majipro course project during the 2013 school year. From February 25th, 2014, it went on sale in stores for a limited-time for four weeks. The project was supervised by Mr. Toshiaki Urushiya, owner of Le Quatrieme, a confectionery shop in Otaru, and along with the guidance of Circle K Sunkus Hokkaido area buyer Mr. Yuji Koike, students



worked on everything from market research to product development, enjoying a great success with all 11,000 desserts sold at the end of its run.



Practical Seminars

We have many educational seminars that put great emphasis on our tradition of practical learning. Product Planning, Sales Pioneering, Product Importation and others are examples of seminars in which students learn to apply real-world, practical business skills. In addition, there are also seminars in which students work as their own business managers, from the first steps of development to the business stage.

Practical Seminar Showcase1

Creating the "Otaru Ankake-Yakisoba Encyclopedia" in the Egashira Seminar

The Egashira Seminar is a seminar for students majoring in economics. The "Otaru Ankake-Yakisoba Encyclopedia" was created with the goal of going out on the streets of Otaru to get to know the residents face to face. Through the process of editing the encyclopedia and various sales activities students learned the importance of project management, and through meeting and interacting with cooks who have scrupulously passed down the traditional local cuisine and hearing about the memories of the many people involved with Ankake-Yakisoba in Otaru, students gained some of the manners and knowledge necessary to become members of society.

Practical Seminar Showcase2

Kato Seminar Management Studies Research and Fieldwork

Keita Kato's Seminar is for students majoring in business management. Under the motto of "Good Research is Thorough Research", each seminar student is guided over a two-year process on a research project based on their own individual interests.

Student Venture Business Projects

Student Venture Business1

SEA-NA Co., Ltd.

SEA-NA Co., Ltd. is a company started in Sept. 2008 by students in Kimura Seminar. The company creates, maintains, and operates web content and digital signage. The company is also involved in business creation seminars, idea contests, and other lectures.

The digital signage system was awarded the Good Design Award in 2014!



Student Venture Business2

i-vacs, Co., Ltd.

i-vacs, Co. Ltd. is a venture business run by students belonging to Kondo Seminar. It was founded in 2011 with the business concept of "Creating New Value through the Power of Youth". With an aim of revitalizing the local community mainly through events in Sapporo's Tanukikoji shopping arcade, the company publishes a free newspaper and offers web services. The company activities are an excellent example of Otaru University of Commerce's spirit of "Practical Learning".



3

Front Runners of Next-Gen Education

Active Learning/ Communication Learning





What is Active Learning (AL)?

AL is a key teaching model that supports practical learning at our university.

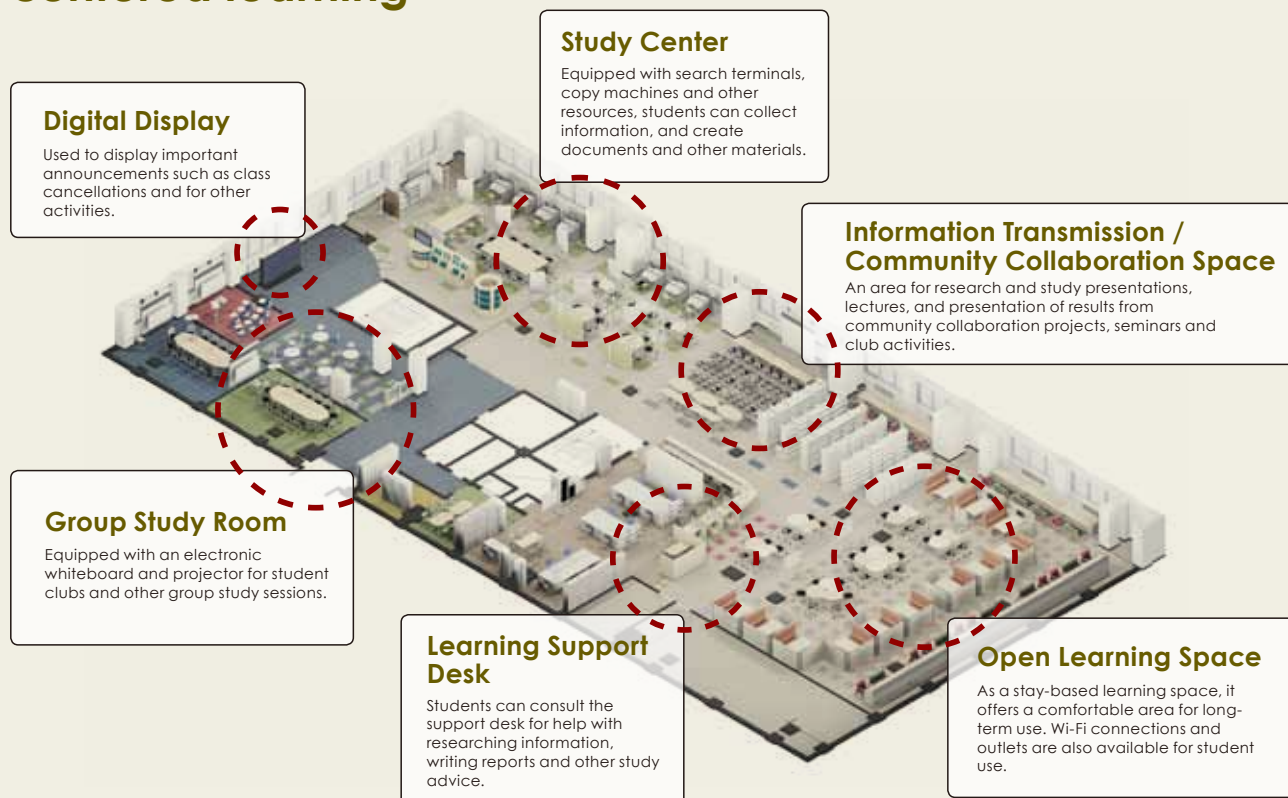
Unlike traditional “passive learning” styles in which teachers give one-way lectures, with “active learning”, students are at the center of learning with task-oriented research, PBL (Project Based Learning)*, oral presentations and more. Since April 2012, with a goal of a “10 Year Future Standard”, we are improving and outfitting classrooms to correspond to the new AL teaching model. AL classrooms include the latest cutting-edge ICT equipment, including tablet PCs, multiple wall projection screens, discussion tables and more, and we have also made it possible for teachers to conduct classes and students interactively using iPads. Additionally, with steps such as establishing the “AL Support Center” in April 2013 to support learning in AL-equipped classrooms, we are making further improvements to the educational environment as well as working to introduce new courses and improve course content.

*With PBL, students are given a challenge, and by finding a solution themselves become socially adept problem-solvers.





Learning Commons: A study space that supporting student-centered learning



In February 2014, an Active Learning area was installed on the second floor of the university library. With a group study room, open learning space and other areas, the Learning Commons is a space where students can talk, study, and learn together. Students using the projection system or whiteboard to have lively discussions and presentations are a daily

sight at the Commons. In addition to being a place to hold research presentations, lectures, and seminars on a variety of topics, students can also introduce others to popular books or other publications, either with the real thing in hand or on the digital display located in the Commons—truly there many ways to stimulate students' intellectual curiosity and love of learning.

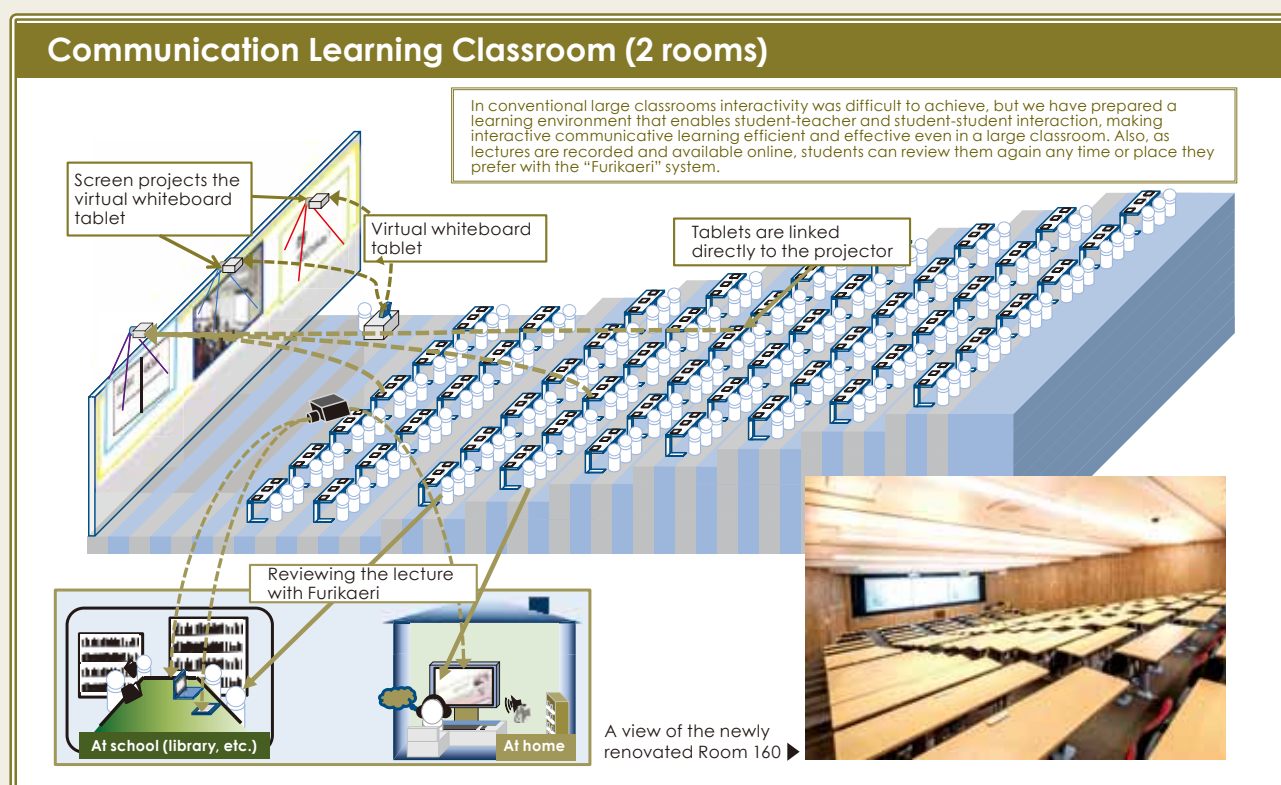


What is Communication Learning (CL)?

Due to the interactive, student-centered nature of the Active Learning method, until now mainly small to medium-sized classrooms were used; however, to make Active Learning a possibility in large lecture halls, we renovated Lecture Room 160—which boasted the largest seating capacity on campus.

Removing the conventional chalkboard and whiteboards, we installed a large-scale 3-screen projection system. In addition to educational materials, teachers can also project what they write on a tablet onto the large screen using a virtual whiteboard application.

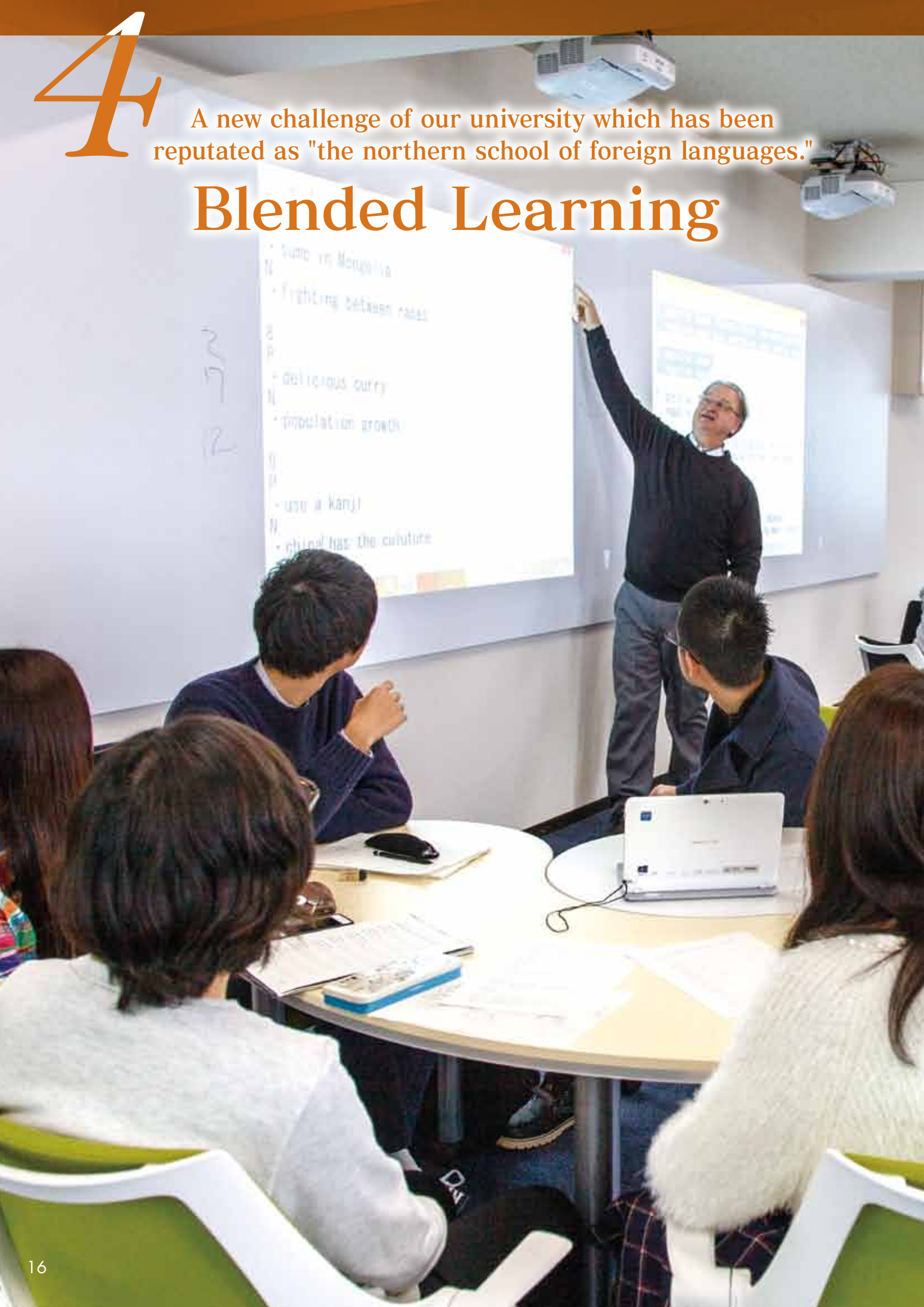
Students can use their own tablets, laptops or smartphones to answer questions, challenges, or questionnaires using the LMS (Learning Management System), making it possible to share information by projecting results instantaneously on-screen.



4

A new challenge of our university which has been reputed as "the northern school of foreign languages."

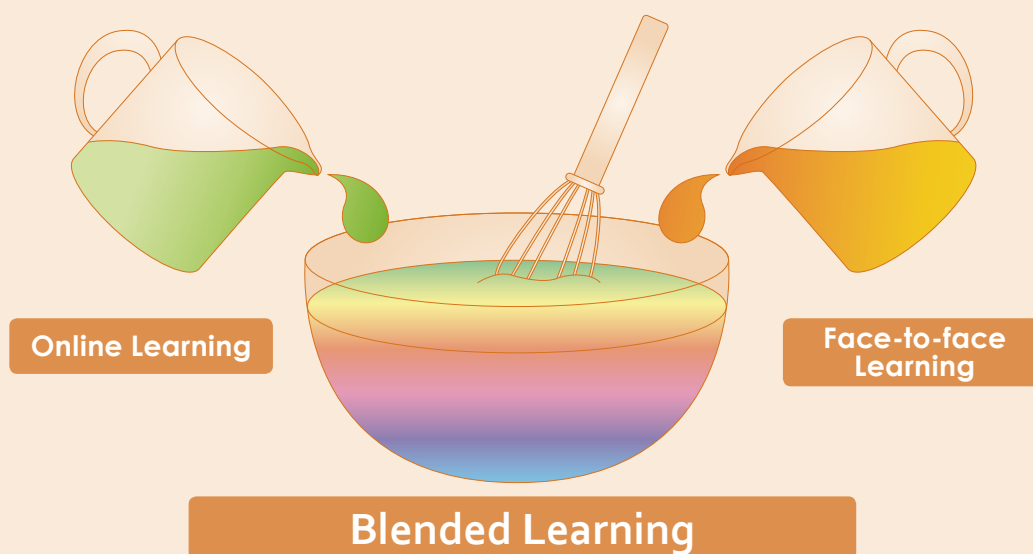
Blended Learning





What is Blended Learning (BL)?

Blended Learning is a new form of teaching and learning which blends self-access online learning and face-to-face classes. The practical blended learning at Otaru University of Commerce (OUC) aims at the students acquiring practical competence of English by the creation of original digital contents, the introduction of interactive telecommunication system, and the development of multicultural business education.



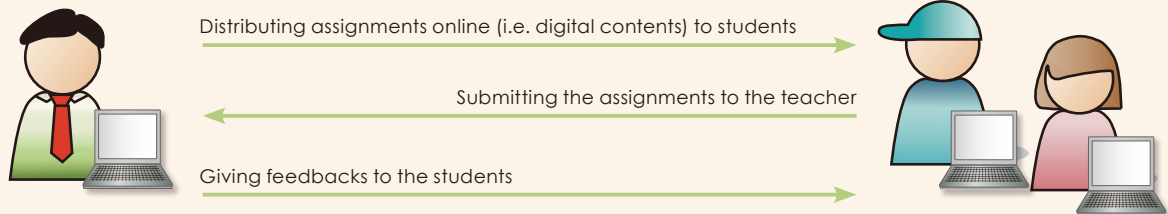
In the Blended Learning classes at OUC:

- The basic knowledge of a foreign language and the understanding of the culture are acquired in online classes whereas face-to-face classes focus on training students' practical skills such as debating and giving speeches.
- By making use of iPads and other tablets, face-to-face training sessions effectively activate learners' audiovisual senses, which are important in acquiring a new language.
- Learning Management System (LMS) enables teachers to make their classes more flexible so that they can take into account the level of each student.
- Classrooms are mini-globalised by picking up a variety of hot topics from all over the world such as sports, films, business, politics and society.
- Since the resources of knowledge are distributed through online platforms instead of traditional classrooms, students can prepare and review for their classes anywhere and anytime they need.

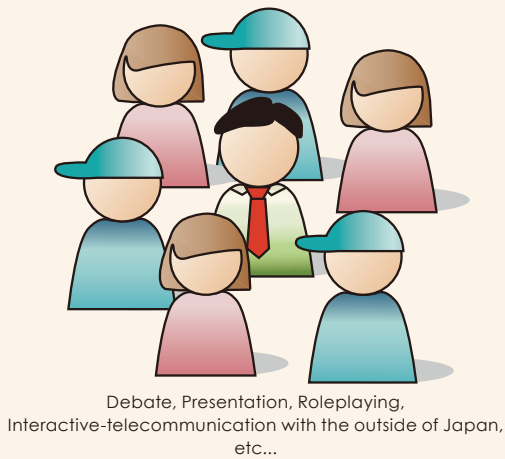


The flow of a Blended Learning class

Preparation on LMS (Pre-sessional instruction/self-study)



Class (a face-to-face session in classroom)



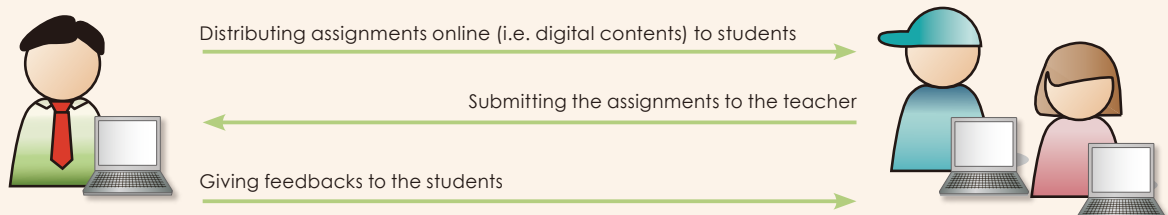
What is Interactive-telecommunication with the outside of Japan?

For Blended Learning classes, OUC has been equipped with the system of interactive-telecommunication and recording devices at classrooms. These classes enable simultaneous communications amongst students in different countries, and develop their global insights as well as intercultural awareness, which are essential not only for a university student but also for the prospective leaders of societies.

Since those live telecommunications can be recorded, in addition, students can repeatedly review them if they cannot understand some English words or technical terms in the conversations.

This kind of class presents good opportunities for students not only to learn languages but also to feel foreign cultures.

Review (post-sessional instruction and self-study)





What is Learning Management System (LMS)?

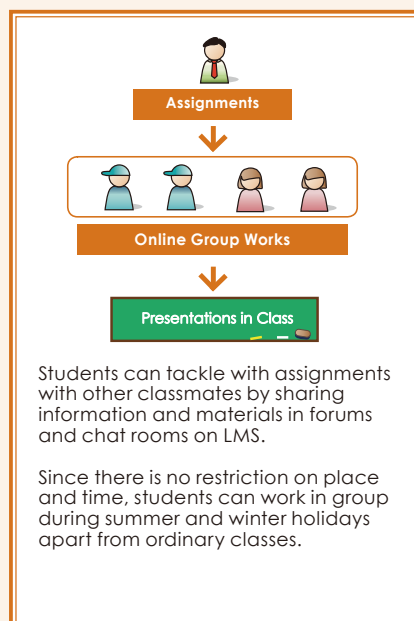
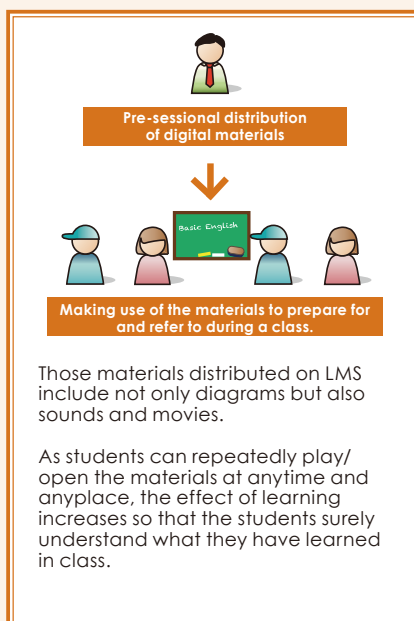
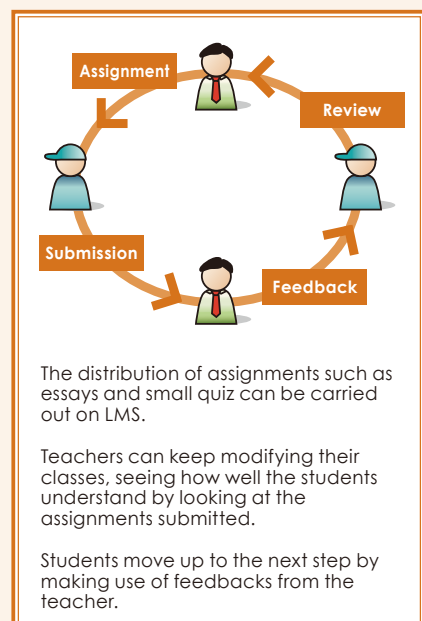
LMS is something like an online community which both teachers and the students co-construct. It makes their interactions smoother. As the users of LMS can access at anytime and anyplace, in addition, they can download/upload (i.e. submit) assignments online. If students have smartphones, they can learn by themselves using their free time such as on a bus to school.

Classes at university often use learning materials such as handouts and newspaper articles rather than a single textbook. It is also quite frequent that students have to collect learning materials by themselves. If the students use LMS, they can share information and files with others. It is also possible to categorise those materials by themes. Thus, students can stand on a new perspective which individual students could not access to without LMS.

What is Digital Contents?

Digital Content refers to digital learning materials available via smartphones, tablets, and computers (e.g. movies edited as lectures and more enjoyable flash materials). Since the digital contents for OUC Blended Learning are created by Digital Task staffs drawing upon ideas brought by our professors, the students can learn with high-originality materials. The users of LMS do not lose materials as all the materials are saved in LMS and can access wherever they want using the internet. Furthermore, digital contents can be designed to move, play sound, and jump to external links, which are not able with paper-based materials. Therefore, digital contents help students acquire languages more effectively by activating all their senses.

Examples: How LMS works in BL classes



5

Working with communities to create an economic revitalization plan for Hokkaido and develop human resources

Center of Community Program Action Plan





About MEXT's “Center of Community Program Action Plan”

The “Center of Community (COC) Program” is a framework that supports universities that work together with local municipalities to create solutions with an aim to enhance universities and make them a vital presence in the community. Otaru University of Commerce was selected for the FY 2013 Center of Community Program.

※COC : Center of Community



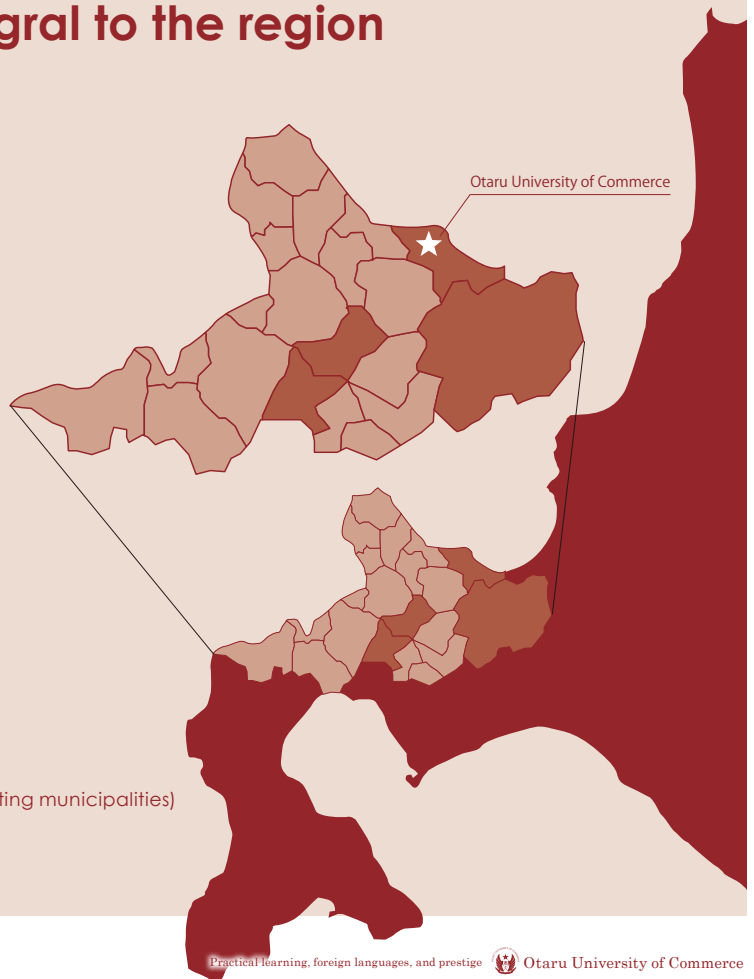
Title: “Working with communities to create an economic revitalization plan for Hokkaido and develop human resources”

Length: 5 years (FY 2013 – FY 2017)

Local Municipalities: Otaru, Kutchan, Niseko, Sapporo, and Hokkaido (Shiribeshi Subprefecture)

Becoming a university integral to the region Aiming for “Center of Community”

Otaru University of Commerce is located in the Shiribeshi area of Hokkaido. Shiribeshi is home to Otaru, Kutchan, and Niseko, all well-known tourist destinations, and in addition to being attractive for its many thriving industries—farming, fishing, commerce, manufacturing, and more—the region also has its share of local issues such as depopulation, making the area a microcosm of Hokkaido.



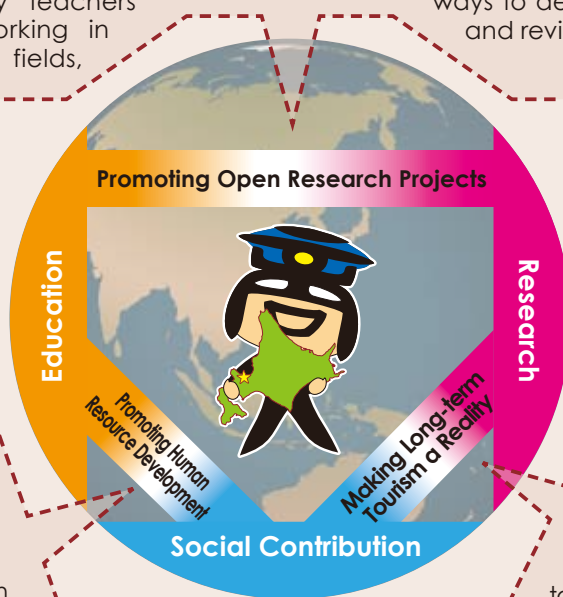


As characteristics of the COC Program, three different areas—a university's education system, research, and contribution to society—are often raised as region-centered efforts. However, our university's COC Action Plan is built around the view that education, research and contribution to society are not three separate efforts, but instead have an inseparably close relationship.

Promoting Open Research Projects

Some of the defining aspects of our COC Action Plan are projects based on the needs of a region, support of region-oriented education, research projects by teachers who have been working in their own specialized fields,

and grants for open research projects. As of FY 2014, 31 different research and education projects are on-going, working in a variety of ways to develop solutions for area issues and revitalization.



Promoting Human Resource Development

Human resources are a treasure, and inexorably linked to the revitalization of Hokkaido. Our university's COC Action Plan first looks at education from the standpoint of understanding the local community and developing inter-regional human resources who can connect overseas, and also looks at social contribution from the standpoint of conducting local human resource development programs based on the results of public lectures and task-oriented research.

Making Long-term Tourism a Reality

Though the Shiribeshi region has many well-known tourist destinations, it tends to be prone to short-term tourism. Some of the aims of the project are to establish local brands, discover new tourist attractions and resources by working together to promote task-oriented research projects and field trials for issues faced by local communities through coordination with inter-regional agencies, and develop a network focused on local people to build a foundation based on the cumulative research and know-how of local municipalities to make long-term tourism a reality.

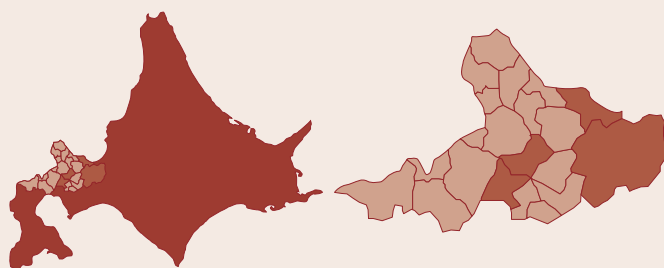


FY 2014

Region-oriented education and research project list

【Research Area】

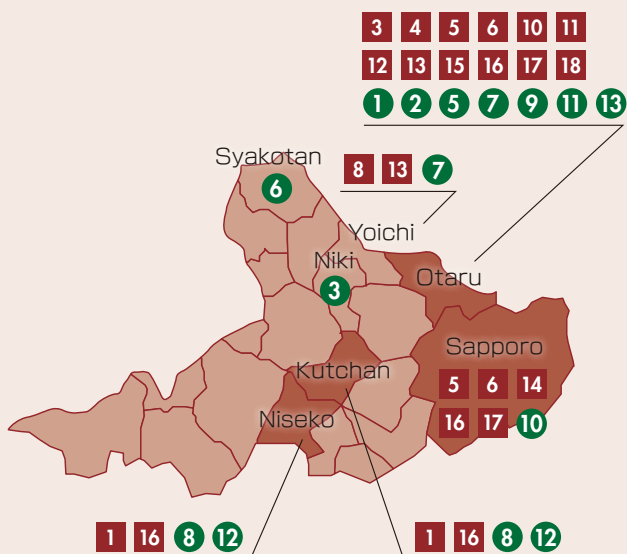
- 1 A research survey on long-term tourism in Niseko tourist areas
- 2 An introductory study on legal disputes and resolutions on issues specific to Hokkaido
- 3 SNS-based global promotion of regional tourism brands
- 4 The formulation of funds for the sustainable conservation and utilization of historic townscapes
- 5 International rules on grants for overseas business development assistance
- 6 Information gathering and transmission for political situations and natural disaster prevention
- 7 Food tourism: designing strategic tourism plans using local food
- 8 A study on regional revitalization revolving around tourism
- 9 Research on the legal aspects of creating new cooperation between employment, medicine, and caregiving
- 10 The value of Otaru's North Canal and Kitamaebune as historical sites and tourism resources
- 11 Evaluating the natural disaster readiness of local councils and municipalities
- 12 The Center of Community program from an economic standpoint
- 13 Research on the formation of wine clusters
- 14 A case study on the overseas expansion of food business
- 15 Initiatives and evaluations on the promotion of healthy living through food
- 16 Developing inter-regional collaboration techniques using regional characters and mascots
- 17 A feasibility study on Otaru General Hospital and medical tourism
- 18 Content tourism utilizing local currency



Projects/studies aimed at Hokkaido as a whole: 2, 5, 9, 12, 14, 4
 Projects/studies aimed at Shiribeshi area: 7, 9, 13, 16, 6, 10

【Education Area】

- 1 Practical social research with focus on local currency Tarca
- 2 A fact-finding tourism survey of Otaru
- 3 Region-oriented study seminars using Active Learning
- 4 Education concerning Hokkaido-specific disputes and important disputes originating in Hokkaido
- 5 Education of media literacy for the transmission of regional information
- 6 Creating regional development solutions to take advantage of Shakotan's natural ecosystem
- 7 Development of new tourism resources by utilizing human interest stories
- 8 Basic design of mobility services aimed at mid- to long-term-stay tourism
- 9 Creating an English brochure for Otaru's Herring Mansion (Nishin Goten)
- 10 A survey on global human resource needs and ideal human resources sought by regional businesses
- 11 Creating a tourism map for foreign passengers on the Otaru Port cruise liners
- 12 International tourism marketing in the Niseko tourism area
- 13 Production of a new Otaru guidebook that connects students and the local community



New ideas
never get old



軸足は地域に。
視点は世界に。

商大は
グローバル
大学。

Being “Global” doesn’t only mean improving language ability.
It starts at the local level.

Designing a truly Otaru-style convenience store dessert—
Planning content tourism to take advantage of the popularity
of Yoichi from a TV drama—
Creating a project to link social media and Otaru’s beautiful
Snow Light Path Festival—
Improving a city hospital’s digital signage system—
These ideas were all made a reality by students
at Otaru University of Commerce.

New commerce possibilities are out there to grasp—
First, we must build up Otaru, Niseko, Shiribeshi, and
Hokkaido’s image from a tourism and community perspective.
A “local brand” is something that captures the spirit of the region.
This unique spirit attracts people from around the globe.

The practical learning students
do here at our university leads to job opportunities around the globe.
It is the beginning of inspiration for communication that
crosses oceans and transcends cultures.

Commerce knows no borders.
Commerce is true creative joy.



There is one star ★ in the north Aim for a unique education

“Number One Glocal University” declaration!

With a history and tradition stretching over 100 years, Otaru University of Commerce, through reforms of its academic courses, educational methods and teaching structure, and based on the university's strengths, characteristics and role in society, aims to provide a unique education with teaching staff and students uniting to further strengthen the university's functions, promote and revitalize Hokkaido's economy, and fulfill the role of a community (Hokkaido) management base in this global age.



Otaru University of Commerce

Midori 3-chome 5-ban 21-go, Otaru 047-8501

TEL.+81-134-27-5206,5207

<http://www.otaru-uc.ac.jp/>