

1. Where is your viewpoint?

Where are you right now as a map location, and also describe your physical surroundings

JR-Central

Shinkansen

The Shinkansen. An amalgamation of Japanese aesthetics and cutting-edge technology, and the symbol of Japan.



Nagoya University Toyota Auditorium



**2. Where on the globe did you live as a child?
What did you think of school?
What kind of student were you?**



3. What was your career path in open education?



1998: Joined the Center for Information Studies, Nagoya University

2000: Together with Prof. Shoji Kajita, we worked on WebCT, and we founded Emit Japan.

Chair of the WebCT user group
help instructors use WebCT effectively in their classrooms

2005: Co-led the launch of Nagoya University's OpenCourseWare site with our provost



4. Tell us about your current role and some information about your organization.



Our features:

- **Recommendation by Deans**
Courses are primarily selected on the recommendation of deans of faculties.
- **Teaching tips**
The instructor's thoughts and insights on teaching the course, being a testament to his or her dedication.
- **One-minute Video Summary**
A quick rundown of the course on video, given by the instructor

TOPICS 15件

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5. What is the most exciting/interesting open education project you are involved in currently (e.g., Mona Lisa's eyes)?



An Italian researcher discovered the letters "LV" hidden in the Mona Lisa's pupil—unseen for centuries and only revealed thanks to modern technology.

Similarly, in telecommunications, the LDPC code was overlooked for decades before being rediscovered and becoming foundational to today's wireless standards.

These examples remind us: if we evaluate ideas only by today's capabilities, we may miss tomorrow's breakthroughs.

That's why our OCW is designed not just to present knowledge, but to inspire reinterpretation and rediscovery. I believe open education should be an invitation—not just to learn, but to look again with new eyes.

6. Looking broadly, globally, what aspects of open education are most important or problematic?

In today's world, the most critical issue in open education is not just *access*—but *purpose*.

We are witnessing wars in Ukraine and Gaza, even though institutions like the United Nations were created precisely to prevent such tragedies. Despite decades of international cooperation and negotiation, and despite the presence of highly educated national representatives, we have not been able to stop war.

This forces us to ask: Is our so-called “superior” education truly serving humanity? Are those considered “elite” genuinely acting in the interest of peace and justice?

I believe that open education must go beyond simply publishing materials. It must be about delivering the *right knowledge*, in the *right way*, to help develop people who are willing and able to do the right thing. We must educate not only minds, but also hearts and consciences. We must train individuals not just for efficiency, profit, or national gain—but for the good of the world.

Former Uruguayan president José Mujica once said at the UN:

“Poverty is not having little, but not being satisfied with what you have.”

“We were not born on this earth for economic development.”

His words remind us to rethink the goals of education. In a world driven by competition, territory, and material gain, we need a new kind of excellence—rooted in empathy, sustainability, and global responsibility.

Open education has the potential to provide a space for that reflection. It can create opportunities for ethical reasoning, global dialogue, and personal transformation—not just academic advancement.

I don't yet have a perfect answer. But I know I don't want to witness another war.

Maybe a first step is to invite more people—regardless of nationality—to visit the Hiroshima Peace Memorial Museum. Let them see firsthand what war really means. Let them feel, not just learn.

Peace is not the absence of conflict. It is the presence of conscience.

And education—especially open education—must help cultivate that conscience.

7. What made you want to be on the OEGlobal Board of Directors? What is it like to be on the board?

I joined the OEGlobal Board because I believe that open education must serve more than academic institutions—it must serve humanity. Having spent decades working on both the technical and philosophical aspects of open education, I felt a responsibility to contribute to its global direction.

Being on the board has been a humbling and inspiring experience. It brings together people from diverse regions and disciplines, all united by the belief that education should be freely available and socially meaningful. It's not just about strategy—it's about values. And it's given me hope that open education can help build bridges where politics cannot.

8. What can/should OEGlobal do to share, address, catalyze open education activity at a global or regional level?

OEGlobal should act as a curator, connector, and catalyst.

- Curator
 - Highlight diverse models of open education—not just from the Global North, but also from underrepresented regions whose practices are rich but often overlooked.
- Connector
 - Facilitate cross-border, multilingual collaboration and support regional networks that align global goals with local realities.
- Catalyst
 - Boldly advocate for open education as a tool not only for access, but for peace, ethics, and global citizenship.
 - Support policies and platforms that help people become not just learners—but stewards of knowledge who act with conscience.

9. What's your most rewarding activity outside of work?



Outside of academia, I play bass in a band.

Music is a completely different form of expression from research or teaching—it's collaborative, emotional, and immediate.

Playing live with the band reminds me of the joy of creating something together in real time, and it keeps me grounded.

It's also a powerful metaphor for education: no single instrument carries the whole song. Harmony comes from listening, adjusting, and supporting each other.

