

Title	研究の活性化に対するサービス視点に基づく教授と学生の価値共創モデル：日本の大学の研究室の事例研究
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## Abstract

**Keywords:** Value co-creation, service-dominant logic, higher education, student goal, professor gold, student satisfaction, professor satisfaction.

Service science as an independent discipline includes researching as well as academic education for both unemployed students and employed ones. Therefore, nowadays, universities around the world are speeding up their efforts to understand service systems, one of the importance parts of the service science. Service is being viewed as the process of doing something for another person (or entity) that is beneficial. Services (plural) often refer to intangible units of output that a firm produces". In Service-dominant logic (S-D logic), Lusch & Vargo indicated that service is the transferring and exchanging of application of knowledge and skills (R. F. Lusch & Vargo 2006), so higher education could be reformed to avoid directly considering it as service with applying the concept of service to this sector. Before it was argued because of the educated moral rule and regulation in traditional education (Dewey 1938).

Colleges, universities, and institutions are facing many challenges and the competitions due to globalization. Toward the S-D logic, customers become active co-creators and they create competitive advantages for the firms. So, applying the concept of value co-creation to both institutions and customers plays a key role. The co-creation with students as customers leads to satisfying students and helping them get their objectives. Besides, students with their skills and knowledge nowadays become operant resources for universities to create advantage competition.

With the ambition of opening and developing the viewpoint of service science to any activities such as higher education, this research aims to propose a system of co-creation between professors and students in higher education. We desire to point out distinctive values, being suitable for the context of professors and students and find out factors influencing to value co-creation process.

The proposed model has been verified by two different cases, which are iMOST course and research-oriented laboratories. The former one is a business professional education course with rich working experience students and the later one is research laboratory with regular graduate students. We proposed several hypotheses in each case and verified them based on both quantitative and qualitative data analysis. In iMOST case, the value of co-creation process is the satisfaction of gaining knowledge and satisfaction of gaining publication of both professors and students. The most important impact factors are achievement goals and objective characteristics. Achievement goals are goals for a gain of academic knowledge, summary of experience in an academic way, and solving specific problems. Objective characteristics are students' attitude, the difference in experience, and the difference in age. In the research laboratory case, the mutual value of professors and students is building a good *Ba* for value co-creation with the center as a human resource. The quality of the *Ba* and students' motivation and attitude have a strong influence on value co-creation between professors and students. Finally, we suggested 4 spheres have an effective co-creation between professors and students. Consequently, we concluded that improving the strongest impact factors is the best way to obtain objectives and provide satisfaction for both professors and students in value co-creation.