

*March 9, 2015*

**Notice Concerning Name Change from  
“Tokyo Individualized Educational Institute Internet Class” to “CCDnet”**

Tokyo Individualized Educational Institute, Inc. (TIEI) has changed the name of its “Tokyo Individualized Educational Institute Internet Class” for **individualized instruction via the Internet**, a service it initiated in August 2014, to “**CCDnet**” from Friday March 6, 2015. In addition, TIEI will conduct promotional activities for a full-scale nationwide rollout. Details are as follows.

1. Background and Origin of the New Name

(1) New name

“**CCDnet**”

Note: Please also see TIEI’s website (Japanese) at <http://www.kobetsu.co.jp/net/>

(2) Background

In Japan, there are differences in educational opportunities between large metropolitan areas, where many educational companies are concentrated, and other regions. TIEI initiated this service in August 2014 to eliminate these regional differences by combining its expertise in individualized education with Internet technology. Now, six months after the start of service, TIEI is receiving numerous inquiries from regions outside the current service area, and the system is operating stably.

Under these conditions, TIEI plans to conduct proactive promotional activities from March 2015 for a full-scale nationwide rollout under the new name “CCDnet.”

(3) Origin of the name

The new name “CCDnet” was coined from “CCD” as the initial letters of the key concepts of TIEI’s educational ideals (“We aim to instill in our students the Confidence they can achieve their goals, the satisfaction of taking on a new Challenge, and the importance of having a Dream”) and “net” to represent Internet-based instruction. The name incorporates TIEI’S ambition to provide the best individualized instruction service in the field of Internet learning and to spread its educational ideals more widely throughout society.

2. Service Content

The main feature of CCDnet is that it provides **high-quality interactive lessons** rather than one-way classes where students simply watch videos. Students access their teachers at the transmission center from their homes or elsewhere using a camera-equipped Windows PC or iPad/iPhone/iPod touch in which they have installed a videoconferencing application designated by TIEI. A learning environment that allows real-time information exchange with video, audio and whiteboard functions is reproduced on the screen, through which closely-matched teachers conduct their classes.

The instruction method, which is based on an “order-made learning plan” that matches the student’s goals, scholastic ability and personality, is the same as that used in TIEI’S conventional individualized instruction classrooms. For example, lessons can be conducted with student responses sent via picture messaging shared on both the student’s and the teacher’s screens and corrected using the audio and whiteboard functions.

Of course, this instruction method is fully capable of fostering a relationship of trust between teacher and student. Instruction based on TIEI’s core principles of “trust, encouragement and praise” brings out the students’ enthusiasm and sustains their motivation.

Another feature of this service is the high-quality instruction students preparing for an entrance exam receive from teachers who attend a prestigious private or national university or who have a proven record of enabling students to pass the entrance exams of these universities.

Currently, the only transmission center location is in TIEI’s head office (Shinjuku-ku, Tokyo), but TIEI plans to enhance and roll out services that meet the diverse needs of its customers by **successively opening locations in regional cities with national universities** and using teachers who attend national universities in these cities.

### 3. Positioning of the Business

This is a new business for which TIEI has been conducting research and development as one of the central strategies of its “Shining☆2015” medium-term management plan. Like the “Benesse Science Class,” “Benesse Writing Class” and “Class Benesse,” it is positioned as an important business for moving beyond the simple business model consisting exclusively of individualized instruction to **establish a multi-faceted business model** for sustained and stable corporate growth over many years.

### 4. Upcoming Promotion Activities

From March 2015, TIEI plans to **conduct enhanced promotion in specified areas on a trial basis** as it monitors results, with the aim of making a nationwide rollout. Specific promotional measures planned include television commercial broadcasts in specified areas, newspaper and magazine inserts and online product listing ads.

Because this business has only been in operation for six months, it is expected to have a negligible effect on results of TIEI’s overall operations for the current fiscal year, which ends in February 2016. However, TIEI aims to increase profits at an early stage based on the proactive promotional activities described above, further improvement of services, plans that consider overseas expansion, and other measures. In addition, by establishing a multi-faceted business model, TIEI will achieve sustained and stable corporate growth and medium-to-long-term expansion of its operating results.

## “CCDnet” Service Overview

(1) School years

From the first year of junior high school to the third year of senior high school (graduates included)

(2) Class duration and tuition

One class is 55 minutes long and the average tuition is about ¥28,000 per month (including tax)

Note: School years and the number of classes per week are different for members and non-members of Tokyo Individualized Educational Institute and Kansai Individualized Educational Institute.

(3) Instruction method

Classes are held through a videoconferencing system utilizing Windows PC or iPad/iPhone/iPod touch, which allows students to attend classes from their homes.

Note: Please see the website below (Japanese) for information about system requirements.

URL: <http://www.kobetsu.co.jp/net/>

(4) Progress supervision

At every class the instructor uses a progress management sheet to monitor in detail how the student is advancing toward goals. Goals are established to match the capabilities of each student. This system allows providing an “order-made learning plan” just as for conventional individualized instruction.

[Reference] Screen shot of a CCDnet lesson

Simple operations create an atmosphere that is similar to having the instructor and student in the same room.

The screenshot shows a videoconferencing interface. On the left, there is a 2x2 grid of participant icons. The top-left icon is labeled '生徒' (Student) and the top-right is '講師' (Instructor). The bottom two icons are labeled '空席' (Empty seat). On the right, a whiteboard displays handwritten physics notes in red ink:

$$\frac{kT_0^2}{8S^2} = \frac{1}{2} k \left( \frac{T_0}{2S} \right)^2$$

Below the equation, there are two diagrams of a piston-cylinder system. The first diagram shows a cylinder with a piston of area  $\frac{3}{2}P_A$  and height  $\frac{V_0}{2S}$ . The second diagram shows a cylinder with a piston of area  $P_A'$  and height  $\frac{V_0}{S}$ . The text between the diagrams says 'はね  $\frac{V_0}{2S}$  のV' and 'はね  $\frac{V_0}{S}$  のV'.

Below the diagrams, the notes state: 'Aの気体は断熱変化  $\Rightarrow PV^{\frac{5}{3}} = (\text{一定})$ '

$$P_A \left( \frac{3}{2} V_0 \right)^{\frac{5}{3}} = P_A' (2V_0)^{\frac{5}{3}}$$

$$\therefore P_A' = \left( \frac{3}{4} \right)^{\frac{5}{3}} P_A \quad \text{--- ①}$$

At the bottom, it says 'エネルギーの仕事についての式'.