

Master's Program in Education

■ Master of Arts in Education

Program Educational Objectives

Highly specialized professionals shall be trained who can systematically understand the significance and role of education for human activities and social development, sensitively grasp globally spread current educational issue, have fundamental research ability to analyze them by making use of academic approaches in various areas of study of education and have a research ability that enables leading problem-solving with distinguished specialized knowledge in various areas of education.

Graduate Profile	<ul style="list-style-type: none">- To cultivate highly specialised professionals with research capabilities who, using academic approaches in educational studies, engage in educational activities, school organisational management, and educational development assistance at schools and administrative institutions both domestically and internationally, and who envision and design the next generation of school education and international education.- To cultivate researchers who engage in education and research in fundamental and foundational fields of educational studies at universities, research institutions, and other organizations both domestically and internationally.
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Diploma Policy

The degree of Master of Arts in Education is commenced to those who have fulfilled the requirements for the completion of the Master's programs, as set out in the Graduate School Regulations of the University of Tsukuba and related university regulations, and who are deemed to have the following competences.

	Competences	Evaluation perspectives
Knowledge and Skills	1. Knowledge application competence: Ability to contribute to society with advanced knowledge	① Can you apply knowledge gained through research and other activities in society? ② Can you identify new problems, even in other fields of expertise, based on broad knowledge?
	2. Management competence: Ability to appropriately address challenges from broad standpoints	① Can you take on major tasks with systematic planning? ② Can you understand and solve problems from multiple perspectives?
	3. Communication competence: Ability to accurately and clearly communicate expert knowledge	① Are you capable of efficient communication for research purposes? ② Can you discuss research or research-specific knowledge with experts from your own field and from other fields?
	4. Teamwork competence: Ability to work with a team and actively contribute to the achievement of goals	① Do you have experience cooperatively and actively working on challenges as part of a team? ② Have you helped promote projects and activities other than your own research?
	5. Internationality competence: Willingness to contribute to international society	① Are you aware of making contributions to international society and getting involved in international activities? ② Have you obtained the linguistic skills necessary for international information collection and action?
	6. Ability to discover educational issues: an ability to grasp current global issues based on systematical understanding of substantial meaning of education.	① If capable of setting research tasks appropriately based on the preceding studies. ② If capable of indicating current educational issues from a global view.
	7. Ability to explore the contents of education: an ability to explore the contents of education in a wide variety of educational sites.	① If capable of exploring the contents of education in a proper method in concrete educational sites including educational administrative institutions and schools etc. ② If capable of explaining educational values of the contents of education explored.

	Competences	Evaluation perspectives
Knowledge and Skills	8. Ability for pedagogical analysis: a basic research ability to analyze by making use of academic approaches in various areas of education.	① If capable of selecting appropriate research method for research tasks ② If capable of proceeding research by sufficiently paying attention to ethical aspects relating to education sciences.
	9. Ability to solve educational issues: a basic research ability to analyze by making use of academic approaches in various areas of education.	① If capable of solving the issues by making use of appropriate and distinguished specialized knowledge assuming concrete educational sites such as educational administrative institutions and schools etc. ② If capable of understanding expertise necessary to take the initiatives in solving educational issues by a group.
Guidelines for Assessing Learning Outcomes	<p>The evaluation of learning outcomes is conducted by verifying and assessing the extent to which competences defined in the degree conferral policy have been acquired, using the “Achievement Evaluation Form (Rubric)” .</p> <p>Stage 1: From the end of the first year to the spring module of the second year, during the Master's Thesis Proposal Presentation, the primary and secondary advisors conduct a Stage 1 Achievement Assessment based on the rubric.</p> <p>Stage 2: During the second year, at the Master's Thesis Interim Guidance Meeting, the primary and secondary advisors conduct a Stage 2 achievement review based on the rubric.</p> <p>Final Stage: At the end of the second year, at the Master's Thesis Preliminary Review Meeting, the primary and secondary advisors conduct a final achievement review based on the rubric. The Educational Council then deliberates and approves the achievement status of all graduating students, with the participation of all faculty members.</p>	

<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<p>The thesis that satisfies all the following evaluation items shall be a pass as the thesis for master's degree after going through the final examination with presence in person.</p> <ol style="list-style-type: none"> 1. The significance and positioning of the said research in the area of education science shall be clearly described. 2. The research tasks shall be appropriately set. 3. The research method shall be reasonably selected. 4. Relevant cited documents and references are specified based on the preceding research. 5. The research thesis shall summarize the studies based on firm ground. <p>Additionally, the thesis examination committee established in order to implement examination of the thesis for master's degree shall be composed of one program leader, three sub leaders and some members designated by the program leader of this Degree Program. Furthermore, the supervisors of this Degree Program approved by the thesis examination committee shall serve as the chief examiner (1 person) and sub examiner (two or more persons).</p>
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Curriculum Policy

In Master's Program in Education, the curriculum shall be organized by classifying the classes broadly into three categories of [General Foundation Subjects] , [Foundation Subjects for Major] and [Major Subjects] in order that students can acquire both basic knowledge and specialized one of various areas in educational science necessary for the researchers of educational science, and generic/specialized competences through developing educational research activities. Additionally, by setting the courses necessary for students who have Class 1 Teaching License to acquire Special Certificate in a wide range, this course shall enable them to obtain the qualifications as highly specialized professionals relating to education.

<p>Curriculum Design Framework</p>	<p>The courses to be the foundation of this Degree Program shall be established as [General Foundation Subjects] by which students aim to acquire basic knowledge necessary for the researchers of educational science and generic/specialized competences, which is determined as compulsory courses.</p> <p>Additionally, the courses by which students aim at acquiring specialized knowledge in various areas of education, and the method to find and resolve research tasks shall be established as [Foundation Subjects for Major] , which shall be determined as selective courses based on the course model set by satisfying the requirements of the three subprograms (Subprogram in International Education, Subprogram in School Education for the Next Generation, Subprogram in Basic Education Sciences) established according to the characteristics of human resources to be developed. In this case, the reason the registered courses are indicated as the course model not by expressively classifying the courses for each subprogram is to enable the students to register courses according to interdisciplinary research areas beyond the bounds of conventional graduate course and division etc. and additionally, to aim at developing human resources who can respond to complex and multilayered contemporary educational issues.</p>
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<p>Curriculum Design Framework</p>	<p>In addition, through learning the courses established in other degree programs (within the degree program, other degree programs), more interdisciplinary learning shall be achieved.</p> <p>The courses by which the students aim at acquiring generic/specialized competences through actual development of the research relating to various areas of educational science and complete their master's thesis as a result shall be established as [Major Subjects] , which shall be determined as selective courses based on the subprograms and course model.</p>
<p>Teaching and Learning Methods</p>	<p>All the students of this Degree Program shall register and acquire [General Foundation Subjects] . [Foundation Subjects for Major] and [Major Subjects] shall be taken and completed according to the subprograms and more detailed course model. Other degree programs established in other subprograms and Graduate School of Comprehensive Human Sciences as a matter of fact, and the courses established in the degree program set in other graduate school shall also be registered in order to enable the students to obtain deep understanding of interdisciplinary characteristics of educational science.</p>

Admission Policy

<p>Desired Student Profile</p>	<p>In Master's Program in Education the desired students shall be as follows: in addition to the human resources aiming to become researchers who are engaged in education/research in various areas of educational science in universities/research institutions in and outside Japan, highly specialized professionals with research ability who are engaged in analyzing effects of educational policies, creating policies and supporting educational development etc. by making use of academic approaches of education sciences in administrative institutions/international institutions in and outside Japan and the human resources who aim to become highly specialized professionals with research ability for leading educational activities and the development of human resources in educational administrative agencies schools, social education/lifelong learning institutions NPO and other education-related organizations etc. in and outside Japan. The following applicants may also enter this program: the person who have experienced the research of education science in department of education etc. and have acquired qualifications/abilities of teachers as professionals as a matter of course, the ones who have interests in relationship between high specialization cultivated in department of science and social sciences and humanities etc. and education as basic activities of human beings and the ones who have interests in educational activities in broad human communities not limited by schools.</p>
<p>Student Selection Process</p>	<p>The entrance examination shall basically consist of specialty examination, foreign language examination of non-specialty (English), and oral examination. By arranging the examination in English for special selection for working individuals and foreign students, this Degree Program shall support various forms of learning. For applicants, the results of each examination subject shall be comprehensively evaluated, and their aptitude shall be examined.</p>

Learning Support Framework

Academic Support	The dual-advisor system creates greater objectivity in research supervision, and enables support for a wide range of consultation needs. Participation in the Master's Thesis Interim Guidance Meeting provides students with an opportunity to objectively review their research framework, and supports the further development of their research. An academic advisor system is in place to provide learning support (in certain areas of the International Education SP and the School Education for the Next Generation SP). Additionally, students may opt to participate in Faculty Development (FD) sessions, which provide opportunities to learn about research ethics and other competences necessary for academic studies.
Opportunities for Peer Interaction	Student laboratories have been established to ensure opportunities for student interaction within each SP or research area. Additionally, mechanisms are in place to provide opportunities for participation in activities such as master's thesis guidance sessions, thereby promoting cross-year interaction. The School Education for the Next Generation SP provides a forum for interaction with currently-practising teachers. Book discussion clubs and information-sharing opportunities that transcend research areas are also encouraged.
Opportunities for Student-Faculty Interaction	All faculty members responsible for the degree program participate in master's thesis guidance meetings, providing opportunities for students to interact with faculty members other than their primary advisor. Additionally, faculty-student discussion sessions are held to hear students' requests regarding the learning environment and other matters. Furthermore, opportunities for interaction with faculty members across disciplines are provided through student gatherings held by the academic division.

Approaches to Assuring and Enhancing Educational Quality

To ensure the rigor and quality of the curriculum, the Degree Program Curriculum Committee consolidates rubric evaluations, reviews, and analyzes them. Should improvements be necessary, the committee deliberates on measures at the Education Council.