

College of Education

■ Bachelor of Arts in Education

Program Educational Objectives

We foster persons who make use of specialized knowledge and skills for education related to personality formation, school education development, educational planning and design, and regional and international education and contribute to various fields with research abilities.

Graduate Profile	We foster persons who have a broad interest in and a strong awareness of the cultural, educational and learning activities that have shaped human society, who have the desire to deepen their studies, who learn and think independently, who are capable of scientific, logical and practical problem solving, and who can contribute to schools, local authorities, civil society and international organizations in a variety of fields with research skills.
Career Paths after Graduation / Completion	About 60% of our graduates are active in business, teaching, and government, both in Japan and abroad. About 40% go on to graduate school.

Diploma Policy

The Bachelor of Education degree is conferred upon those who have acquired the knowledge and skills (general competences) based on the educational objectives of the undergraduate program at the University of Tsukuba, as well as the knowledge and skills (specialized competences) based on the educational objectives of this department.

Knowledge and Skills (Specialized Competences)	1. Understanding of Human Sciences	Possesses comprehensive knowledge and literacy about human beings as the foundation of education.
	2. Fundamental Systematic Knowledge of Education	Acquires broad academic knowledge about education and develops systematic perspectives and ways of thinking.
	3. Comprehensive Thinking Skills in Education	Gradually acquires knowledge, skills, and judgment related to education, developing comprehensive thinking abilities.
	4. Educational practical exercises	Students have acquired educational expertise competences at a level acceptable for professionals, such as teaching professions.
	5. Leading communication on education	Students have acquired basic research abilities that allow them to enter graduate schools in relation to education-related theories and practices.
Guidelines for Assessing Learning Outcomes	<p>Graduation research is emphasized as the culmination of academic achievement. Through two graduation research guidance sessions, the graduation thesis, and the final presentation, students are evaluated on whether they have acquired the knowledge and skills (specialized competences) outlined in the degree conferral policy.</p> <ul style="list-style-type: none"> - The graduation thesis is evaluated for achievement of learning outcomes through peer review by two faculty members assigned to the academic program. - At three public presentation sessions held for the entire department, faculty members in the relevant field evaluate the achievement of learning outcomes based on oral summaries and Q&A sessions. - These results are comprehensively assessed to determine the final evaluation of learning outcomes. 	

Curriculum Policy

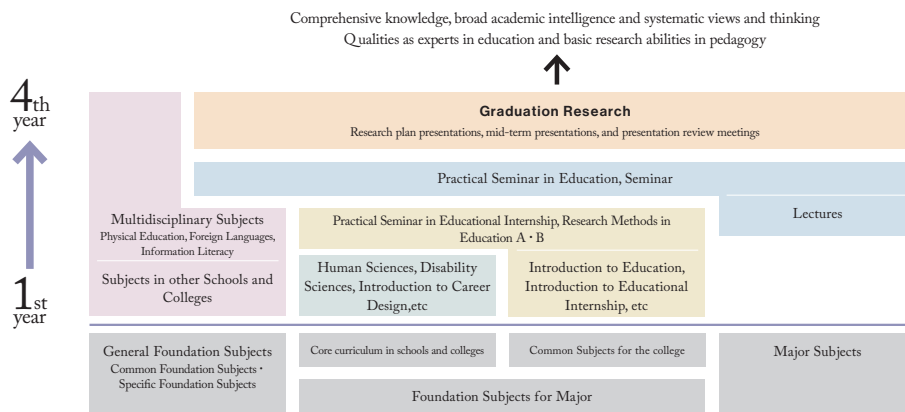
We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Arts in Education.

<p>Curriculum Design Framework</p>	<p>General policy</p> <p>Class subjects are classified into four series (Human Development Series, Educational Planning and Design Series, School Education Development Series, and Regional and International Education Series) corresponding to the comprehensive nature of pedagogy, and then broad pedagogical education covering all the representative fields of pedagogy is provided from the foundation, leading to the completion of graduation research. Each subject is organized systematically based on the curriculum policy. Students can take a variety of courses according to their future goals and interests, using these four series as a guide. Moreover, during the second year, students who desire to obtain licenses for elementary school teachers take the Elementary Education Course and students who do not take the Education Course.</p> <p>Course sequence policy</p> <ul style="list-style-type: none"> - The first year: Students learn General Foundation Subjects (Common Foundation Subjects and Specific Foundation Subjects) and Common Foundation Subjects for the School of Human Sciences, and they also gain foundational knowledge in psychology and disability sciences. While we foster extensive interest in human beings, society, and nature, we develop comprehensive intelligence and cultured knowledge related to human beings as a foundation for education. - The second year: Students learn Research Methods in Education, allowing them to improve their research abilities. Moreover, students extend the width of their specialty by taking general introductory lectures in systematic subjects and study in the Introduction to Educational Internship and the Practical Seminar in Educational Internship. - The third year: Students take seminars and conduct inquiries established by the system, gain complete systematic characteristics for specialized knowledge, and take the Practical Seminar in Education for preparation of the Graduation Research. In this way, students foster wide-ranging academic knowledge for education and systematic perspectives and ways of thinking. - The fourth year: Students make presentations in two Graduation Research guidance sessions (i.e., presentation of thesis plans and mid-term presentation) held in May and October, in principle. In light of such guidance, students organize learning outcomes for four years as a Graduation Thesis. <p>Implementation policy</p> <p>We offer two courses and four systems and deepen individuals' interest in specialized research. At the same time, students are able to engage in comprehensive study in education from various standpoints. Moreover, subjects necessary for licenses for elementary school teachers, junior high school (social studies) teachers, and high school (geography, history, and civics) teachers as well as qualifications for social education supervisors have been prepared.</p>
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Teaching and Learning Methods

- By inviting school teachers and specialists from social education facilities, as well as visiting educational settings, students acquire “pedagogical practical skills” and “comprehensive thinking skills in education,” while also fostering collaboration and cooperation with educational institutions.
- Multiple courses offer learning opportunities in overseas educational settings, further enhancing “fundamental systematic knowledge in education” and “pioneering communication skills in education.”
- To ensure regular thesis guidance and rigorous evaluation, two thesis guidance sessions and a thesis presentation conference are held throughout the year with all faculty members participating to assess learning outcomes.
- Every March, undergraduate students, faculty, and graduate students gather together to participate in the “Pestalozzi Festival.” This event serves as an opportunity to acquire “Understanding of Human Sciences” and “Leading Communication Skills in Education,” while also fostering human connections between various students and faculty members involved in education.
- To sustain educational activities promoting students' acquisition of “professional competence,” we broadly share information among faculty regarding student academic and life guidance. We also enhance the activities of the Faculty Development (FD) Committee to ensure continuous improvement.

Course taking model in College of Education



Admission Policy

Desired Student Profile	We seek persons with an extensive interest in and awareness of problems concerning culture, education, and learning activities shaped by human society, while having a desire to academically deepen their understanding. Such persons are also motivated by cultivating scientific, logical, and practical abilities for problem- solving through learning and thinking voluntarily.	
Student Evaluation and Selection	Individual Achievement Test First Round	Comprehensive evaluation of broad foundational academic skills and foreign language proficiency, plus proficiency in one of the following: Japanese, Mathematics, Geography/History, Civics, or Science.
	Individual Achievement Test Second Round	We evaluate broad foundational academic abilities. Additionally, in essay responses, we assess responsiveness, logical reasoning, and other aspects.
	Entrance Examination by School Recommendation	We evaluate whether applicants possess a certain level of academic ability, have a clear sense of purpose and motivation for studying education, and are adaptable to the education offered in the Department of Education. Alternatively, it assesses whether applicants possess a clear awareness of issues in education and have outstanding activity records related to those issues.
	Entrance Examination for IB Students	Applicants are evaluated based on achieving a certain level of performance in the International Baccalaureate examinations, possessing a clear sense of purpose regarding studies in the Department of Education, and demonstrating an aspiration for activities in the field of education based on an international perspective.
	Entrance Examination for Foreign School Students	Type 1) We comprehensively evaluate applicants who possess a strong interest in and critical awareness of educational phenomena, along with the comprehension, critical thinking, and Japanese language skills necessary to adapt to post-admission coursework. Type 2) We comprehensively evaluate applicants who possess a strong interest in and critical awareness of educational phenomena from a global perspective informed by their overseas living experience, along with the comprehension, critical thinking, and Japanese language skills necessary to adapt to post-admission coursework.

Learning Support Framework

<p>Academic Support</p>	<ul style="list-style-type: none"> - Learning Progress Review and Support: Students submit an “Achievement Self-Assessment and Comments” form once a year, detailing their self-evaluation of competence attainment and comments regarding future course plans. Based on this, the homeroom teacher reviews the student's enrolled courses, credit acquisition status, and competence attainment levels to confirm that learning is progressing appropriately toward advancement or graduation. Class advisors then provide individualized advice and guidance on course planning to help students deepen their learning effectively according to their interests and goals. - Confirmation and Support of Living Conditions: In addition to academic matters, we address difficulties and concerns in students' personal lives, establishing a support system to enable them to continue their studies with peace of mind. Class advisors and student support departments collaborate to provide appropriate support as needed.
<p>Opportunities for Peer Interaction</p>	<ul style="list-style-type: none"> - In “Educational Research Methods A & B,” students advance their studies in groups under faculty guidance. This course serves as a vital opportunity to learn educational research methodologies through reading materials and analyzing data, while also deepening peer interaction through presentations and discussions. - In “Educational Internship Practice,” students are divided into groups and visit schools or social education facilities. They not only participate in activities there but also deepen interactions among participating students. - As a department, we participate in the Dormitory Festival every year. Activities like mikoshi making and merchandise sales provide opportunities for students to deepen their interactions.
<p>Opportunities for Student-Faculty Interaction</p>	<ul style="list-style-type: none"> - Two teachers are assigned as homeroom teachers for every 35 students. Each homeroom teacher provides individual counseling, ongoing guidance and support to each student, giving consideration to each student's situation. - In the “Seminar for Practical Pedagogy,” which is offered in the third year of the program, students conduct seminars (research activities) under the supervision of their advisors in preparation for writing their graduation theses. In some seminars, not only faculty members but also graduate students discuss their research ideas with each other and advance their research through discussions. Through this process, students deepen their learning and are exposed to different perspectives and ideas, providing valuable opportunities for exchange. Through such cooperative learning, students develop the ability to work independently on their own research and an attitude toward pedagogical inquiry activities.

Approaches to Assuring and Enhancing Educational Quality

- The Curriculum Committee and Faculty Development Committee verify the status and validity of academic performance evaluations. This information is shared with all faculty members to implement measures for quality assurance and improvement in education.
- Twice-yearly lunchtime meetings within the academic clusters and departmental class liaison meetings provide opportunities for students and faculty to discuss classes and daily life. After sharing these insights with all faculty members, we work to improve the educational programs, events, and other aspects of education within the academic divisions.
- Following the “Introduction to Career Design” course, faculty members gather feedback from graduates on how the knowledge they acquired during their studies is being applied in their current professional lives. Additionally, we regularly conduct surveys asking graduates to reflect on their learning experiences during their time in the academic divisions. We share these insights with all faculty members, aiming to use them for the improvement and development of the educational curriculum.
- The Pestalozzi Festival, the alumni association for the Faculty of Education, provides opportunities to hear from graduates about their experiences in society. This generates valuable feedback that informs the review of curricula, educational content, and teaching methods.

