

Educational purpose

The School of Human Sciences fosters personnel who have a broad range of interests and concerns about human beings and human society and nature in which they live, who have an attitude of scientific analysis and understanding and specialized knowledge and skills of human development and support, and who can use these attitudes, knowledge and skills to independently and creatively deal with various human problems and make a broad contribution to human society.

College of Education

■ Bachelor of Arts in Education

■ Educational purpose ■

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, such as schools, municipalities, private institutions, international institutions, etc. and persons with research abilities.

■ Desired Students ■

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 their understanding. Such persons are also motivated by cultivating scientific, logical, and practical abilities for problem-solving through learning and thinking voluntarily.

Measures to ensure and improve the quality of education

In the Introduction to Education II, Foundation Subjects for Major, the Faculty Development (FD) Committee of the college conducts class questionnaire surveys every year. The results are reflected in the teaching contents and methods for the following year.

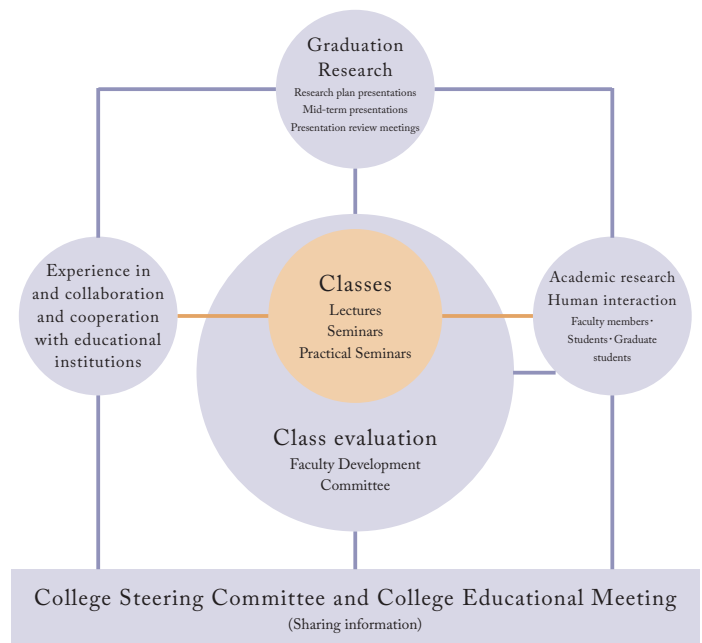
We collaborate and cooperate with educational institutions by inviting school teachers and experts from social education facilities and visiting their sites.

In order to provide regular graduation research guidance and rigorous evaluation, and ultimately to ensure the quality of graduation research, research plan presentations, mid-term presentations, and presentation review meetings are held throughout the year with the participation of all faculty members.

In every March, the Pestalozzi Festival is held in the International Conference Room of the University Hall, where faculty members, graduate students, and undergraduate students gather together. In Part I of the event, research presentations are made by faculty members and graduate students (and sometimes speakers invited from outside the university) followed by a social gathering in Part II. The event serves as an opportunity for students to receive answers to their questions and concerns on research, as well as an opportunity where many students and faculty members in the field of education study can build personal connection.

For continuous improvement of educational activities, information related to guidance for students in their learning and daily life is shared widely among faculty members, while the activities by the Faculty Development (FD) Committee are being enhanced.

Measures to improve educational abilities



Bachelor of Arts in Education

Diploma Policy

We grant diplomas for Bachelor of Arts in Education to persons who have acquired the knowledge and abilities (that is, Generic Competences) to become learned based on the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they will achieve the following goals based on the educational purpose of our school and college.

Students have acquired overall intelligence and cultured knowledge related to human beings as a basis for education.

Students have acquired an expanse of academic knowledge related to education and can engage in systematic perspectives and ways of thinking.

Students have acquired educational expertise competences at a level acceptable for professionals, such as teaching professions.

Students have acquired basic research abilities that allow them to enter graduate schools in relation to education-related theories and practices.

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.

General policy

Thinking about the connection among various research fields composed of education, we have established four systems (i.e., personality formation, educational planning and design, school education development, and regional and international education) corresponding to education comprehensiveness. Students study elective subjects using the aforementioned systems as their guidance. It is recommended that students choose a single system out of the aforementioned four systems in which they are particularly interested based on their future purposes and intensively study in classes of the system that they have chosen. 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.

Course sequence policy

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.

Implementation policy

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.

Policy for evaluation of learning outcomes

In class subjects, we strictly and fairly evaluate grades via the methods described in syllabuses based on the Curriculum Policy. In particular, we emphasize the graduation research as a compilation of four-year learning outcomes, which is examined by two appraisers. All relevant students are required to orally explain overviews and answer questions about graduation theses. Based on the comprehensive results described above, graduation theses are evaluated. Moreover, in order to verify whether or not the contents of education in line with Diploma Policy and Curriculum Policy is appropriately constructed and implemented via an effective educational method, in a majority of class subjects (excluding some subjects, such as the Practical Seminar in Educational Internship and Graduation Research), class evaluation questionnaires are implemented.

Course taking model in College of Education

