

The University of Tokyo Faculty of Education, Graduate School of Education

**Guide
book
2010**

The University of Tokyo

Faculty of Education, Graduate School of Education

Guidebook 2010

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Education is About Nurturing and Being Nurtured Together

Welcome to the Faculty of Education and the Graduate School of Education



Yoshiteru MUTOH

Dean, Faculty of Education/
Graduate School of Education,
The University of Tokyo

The University of Tokyo's Faculty of Education was established in May 1949 when the university was founded under the new system after the world war II. Having gone through a phase when the university's emphasis shifted to graduate schools, the faculty celebrated the 60th anniversary in May 2009. In November, we invited Junichi Hamada, the president of the university, and guests who shared our mission to a grand celebration with former faculty and staff members and alumni.

The mission of this faculty and graduate school is specialized research and training in education, to foster experts in education and train teachers for the secondary school education at the University of Tokyo. Therefore, our educational goals are to understand the nature of teaching, to understand the importance of education, development and learning, and to acknowledge the appeal of teaching and fostering.

The Latin origin of the word "education" is said to be educere (to draw out) and educare (to nurture). In other words, education aims to draw out the quality, ability and sensibility of the individual, to foster and develop, and to nurture individuals to live sound and fruitful lives.

To carry out this mission, it is important to provide opportunities and an environment where people can learn, play and live with others with diverse backgrounds. Just like the world that naturally enjoys sustainable development by maintaining diversity, human beings can grow and enhance their capabilities together only through diversity.

The Center for Barrier-Free Education was launched in April 2009 as an institution attached to the Graduate School of Education. The center focuses on this ideal and embodies the hope that we can develop an awareness for various kinds of barriers in our society and realize our educational ideals by nurturing and growing together through such diversity.

The University of Tokyo's Faculty of Education and Graduate School of Education, as well as the secondary school under the faculty, are proud to have teachers and researchers with diverse expertise in humanities and social and natural sciences. We also have staff members who offer thorough support for students. Although we are a relatively small faculty and graduate school within the university, we maintain an engaging and face-to-face atmosphere with earnest commitment and teamwork and view education as a broad and profound phenomenon with an extremely important role in society.

Human growth is based on the development of mind, body and sensibility. The major challenge in education and research for the Faculty of Education and Graduate School of Education is how to develop each of these abilities and use them to build the character of the individual.

In other words, it is about nurturing bodies, spirits and personalities. The study of education is a comprehensive, interdisciplinary and practical science to this end.

We ask you to join us to advance our basic philosophy of “nurture and be nurtured together.”

Welcome to the University of Tokyo’s Faculty of Education and Graduate School of Education.



History of the Graduate School of Education and the Faculty of Education

The University of Tokyo's Faculty of Education was established in May 1949 by separating the five courses of the Department of Education within the Faculty of Literature at the University of Tokyo under the old education system. The College of Arts and Sciences was also established in the new University of Tokyo. In 1947, the Fundamental Law of Education and the School Education Law were enacted and the "6-3-3" school system (six years at elementary school, three each at junior and senior high schools) was introduced. Universities nationwide also established faculties of education as well as arts and sciences in line with the objectives of the postwar education reform that recommended that old teachers' school systems be revised and faculties of education be established at national universities. In response to this request for reform, our faculty was formed to carry out three

tasks: (1) providing specialized research on education while training expert researchers and teachers; (2) fostering educational administrative officials, social education instructors and school administrators with insight and cultured minds; and (3) assuming the responsibility of training teachers for the secondary school attached to the new University of Tokyo. Basically the three tasks remain unchanged today, even after the universities' emphasis has shifted to graduate schools.

Although the Faculty of Education was to offer 18 courses in the final planning stage, it adopted the small-department system and started out with the departments of education, educational psychology, school education, educational administration and physical education. Changes from then on are listed below.

History

- 1887 • Emil Hausknecht arrives to teach German and the study of education
- 1893 • The study of education course is established when the course system is introduced
- 1919 • Five courses form the study of education course
- 1948 • Applications for first and second lower-year students of the former Tokyo Higher School are accepted in advance of the opening of a planned attached school. With third-year students already studying at the school, the new secondary school is formed (effective establishment of the attached school)
- 1949 • Faculty of Education set up along with the start of the University of Tokyo under the new system.
- 1951 • Secondary and Higher Schools Attached to the Faculty of Education of the University of Tokyo established
- 1956 • "Kyoiku-gakubu kiyo (Dai-1 go)" ("Bulletin of the Faculty of Education [First Issue]") published
- 1963 • Graduate School of Education established
- 1968/1969 • Student activism at the University of Tokyo
- 1970 • "Research guidance" is newly established in each department and course
- 1973 • Committee for teacher-training course established
- 1982 • "Kyoiku-gakubu 30-shunen kinen-shi" ("Publication commemorating the 30th anniversary of the Faculty of Education") issued
- 1983 • Center for Psychological Services opened
- 1987 • Launch of "general subject for the study of education" (One teacher from each course gives lectures. Offered annually in early April until 1991.)
- 1989 • Post of assistant set up (in-school measure) to manage the gymnastics facility of the Gotenshita Kinenkan, a sports facility of the University of Tokyo
- Academic exchange agreement with Universite Paris V concluded
- Symposium marking the 40th anniversary of the establishment of the Faculty of Education held
- 1991 • Post of instructor focusing on foreign students studying at the University of Tokyo newly created
- 1992 • "Year book on the Faculty of Education and the Graduate School of Education of the University of Tokyo" published (issued biennially since then)
- 1994 • "Division" system introduced (Educational sociology course and higher education course of the Department of Education, and the comparative education course of the Department of School Education are integrated to form the large course of comparative educational sociology. The faculty is reorganized into six large courses.)
- First open lecture held by the Faculty of Education (held annually until 1999 at the attached school)
- 1995 • Emphasis on graduate school begins (Existing five departments are reorganized into the Department of Integrated Educational Sciences consisting of six courses. The undergraduate course will have the Department of Integrated Educational Sciences, consisting of six divisions. At the same time, the official name of the organization is changed from "Faculty of Education/Graduate School of Education" to "Graduate School of Education / Faculty of Education")
- System of collaboration and concurrent posts in research introduced
- Student exchange agreement between Ochanomizu University and our Graduate School of Education concluded
- System of doctoral theses guidance committee launched (with the aim of enhancing the teaching system for doctoral theses)
- Faculty of Education given exclusive use of part of the third floor of the General Research Building newly built on the Faculty of Agriculture campus (Center for Psychological Sciences and other facilities move in)
- 1996 • Center for Research and Development of Higher Education, The University of Tokyo, established

	<ul style="list-style-type: none"> • Assistant for computers posted (in-school measure) • Academic exchange agreement between the Graduate School of Education, University of Pennsylvania, and our Graduate School of Education concluded
1997	<ul style="list-style-type: none"> • Center for Research and Development of School Education established • Teaching assistant system launched (with the aim of enhancing undergraduate education)
1998	<ul style="list-style-type: none"> • Event commemorating the 50th anniversary of the founding of the Secondary and Higher Schools Attached to the Faculty of Education held • Opening of “Hotto rumu” (counseling room), which serves as a detached office of the Center for Clinical Research on School • Development / Center for Research and Development of Education at the Secondary and Higher Schools Attached to the Faculty of Education
1999	<ul style="list-style-type: none"> • International symposium titled “Japan-U.S. conference on youth problems (violence, delinquency, bullying and others) in the changing society” organized by the Center for Research and Development of School Education • Projects commemorating the 50th anniversary of the founding of the Faculty of Education held (commemorative journal is published and commemorative symposium, event and party are held) • Post of professor on scholastic career established
2000	<ul style="list-style-type: none"> • Secondary and Higher Schools Attached to the Faculty of Education becomes the Secondary School Attached to the Faculty of Education of the University of Tokyo
2001	<ul style="list-style-type: none"> • External evaluation of the Graduate School of Education and Faculty of Education held for the first time • Introduction of fixed-term system of faculty members decided (becomes effective in April 2002) • General education building built at the Secondary School Attached to the Faculty of Education
2002	<ul style="list-style-type: none"> • 21st Century Center of Excellence project “Rebuilding Educational Systems to Nurture Core Academic Competences” is adopted and the Center for Research of Core Academic Competences established • International symposium on “Forming academic competence – Prospect of research and practice” held by the 21st Century COE Center for Research of Core Academic Competences
2003	<ul style="list-style-type: none"> • Faculty of Education given exclusive use of part of the second floor of the Akamon General Research Building
2004	<ul style="list-style-type: none"> • National universities transformed into national university corporations. The school becomes National University Corporation The University of Tokyo • Organization for Creating Educational Research established • Division of Clinical Psychology newly established
2005	<ul style="list-style-type: none"> • Division of University Management and Policy Studies newly established
2006	<ul style="list-style-type: none"> • Department of Excellence of School Education, consisting of the Divisions of Professional Development of Teachers, of Curriculum Development and of School Improvement and Policy Studies, established • Center for Research and Development of School Education is reorganized into Center for Excellence of School Education • Graduate School of Education is given exclusive use of part of the third and basement floors of the Faculty of Medicine’s 1st Building
2007	<ul style="list-style-type: none"> • Academic exchange agreement between Nanyang Technological University National Institute of Education (Singapore) and our Graduate School of Education • Projects commemorating the 50th anniversary of the founding of the Center for Psychological Services attached to the Graduate School of Education held (“50th anniversary issue” of the annual report is published, a commemorative open lecture, event and party are held) • Academic exchange memorandum signed between the Graduate School of Education of Peking University and our Graduate School of Education • Academic exchange memorandum signed between the College of Education of Seoul National University and our Graduate School of Education
2008	<ul style="list-style-type: none"> • Event commemorating the 60th anniversary of the founding of the Secondary School Attached to the Faculty of Education held • Academic exchange agreement signed between the School of Educational Sciences of the East China Normal University and our Graduate School of Education • External evaluation of the Graduate School of Education and Faculty of Education held for the second time
2009	<ul style="list-style-type: none"> • Department of Integrated Educational Sciences of the Graduate School of Education is reorganized into three divisions and seven courses • Center for Barrier-Free Education opened • Projects commemorating the 60th anniversary of the founding of the Faculty of Education held (commemorative journal is published and commemorative event and party are held)
2010	<ul style="list-style-type: none"> • Department of Integrated Educational Sciences of the Faculty of Education is reorganized into three divisions and five courses



Special lesson given by Yoshiteru Mutoh, dean of the Graduate School of Education at the Secondary School Attached to the Faculty of Education

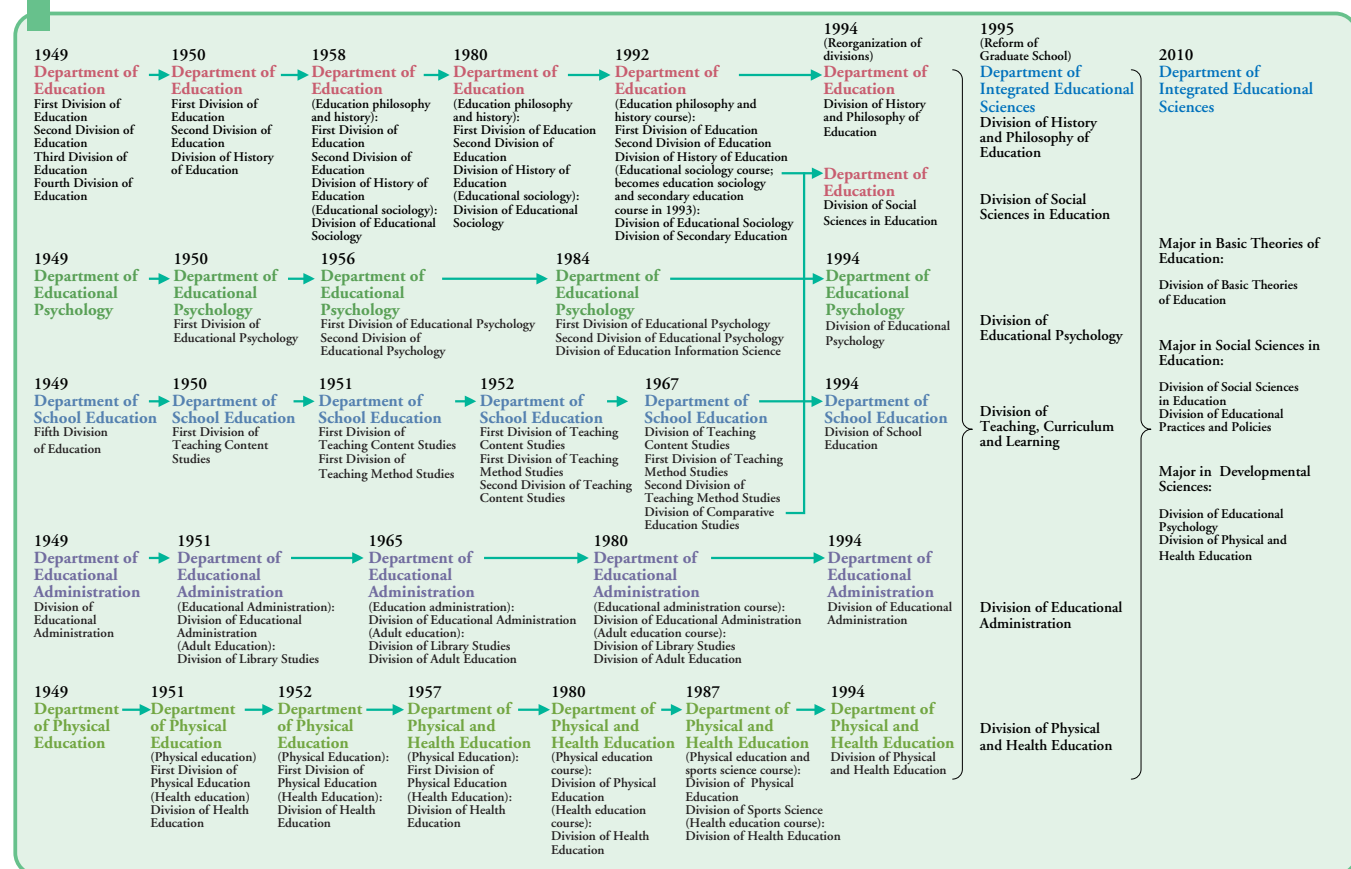
List of Deans and other Administrative Members of the Faculty (Graduate School) of Education

Year	Dean	Member of the Education and Research Council	General Manager	Principal of Attached Secondary School
1948				[5] Tokiomi Kaigo (Humanities Department Professor, Acting Principal)
1949	[5] Sadaji Takagi			[6] Tokiomi Kaigo (Acting Principal)
1950			[3] Masanao Kumagae	
1951		[4] Yoshiyuki Uemura;		[4] Sadaji Takagi (concurrent position in addition to Dean);
		Tokiomi Kaigo		[6] Tomizo Iwashita
1952	[3] Tokiomi Kaigo	[4] Sadaji Takagi;		
		[12] Yataro Okabe		
1953		[4] Seiya Munakata		
1954				
1955	[3] Seiya Munakata	[3] Shuhei Seta;		[10] Toshio Hosoya
		Tokiomi Kaigo		
1956				
1957	[3] Tokiomi Kaigo	[3] Seiya Munakata;		[10] Toshio Hosoya
		Shuichi Katsuta		
1958		[4] Seichi Miyahara		[10] Keisuke Sawada
1959	[3] Toshio Hosoya	[3] Seiya Munakata		
1960				
1961	[3] Seichi Miyahara	[3] Tokiomi Kaigo;		[10] Tetsufumi Miyasaka
		Arata Yoda		
1962	[3] Arata Yoda (administrative duties only)	[4] Seiya Munakata		
1963	[3] Arata Yoda	[3] Toshio Hosoya		
1964		[4] Yasumasa Miki	[11] Naotaka Shirakawa	[10] Yasumasa Miki
1965	[3] Shuichi Katsuta	[3] Michio Ikai		
1966	[10] Michio Ikai	[4] Yasumasa Miki;		
		[11] Toshio Hosoya		
1967		[3] Toshio Hosoya		[10] Yasumasa Miki
1968	[4] Yasumasa Miki;	[4] Takashi Ota;		[8] Takashi Ota
	[11] Takashi Ota	[11] Morihiko Okatsu;		
		Tadashi Hidano		
1969	[4] Morihiko Okatsu	[4] Tadafumi Mizuno		
1970		[4] Tadashi Hidano		
1971	[4] Tadafumi Mizuno (administrative duties only)	[4] Yoshihiro Shimizu;		[5] Hiroshi Azuma
	[7] Tadafumi Mizuno	[8] Taro Yamauchi		
1972		[4] Akira Igarashi	[4] Takeo Kawai	
1973	[7] Tadashi Hidano	[8] Masahisa Usui		
1974		[4] Taro Yamauchi		[4] Morio Saji
1975	[7] Masahisa Usui	[7] Morio Saji	[4] Hiroshi Kasama	
1976		[4] Shinshiro Ehashi		

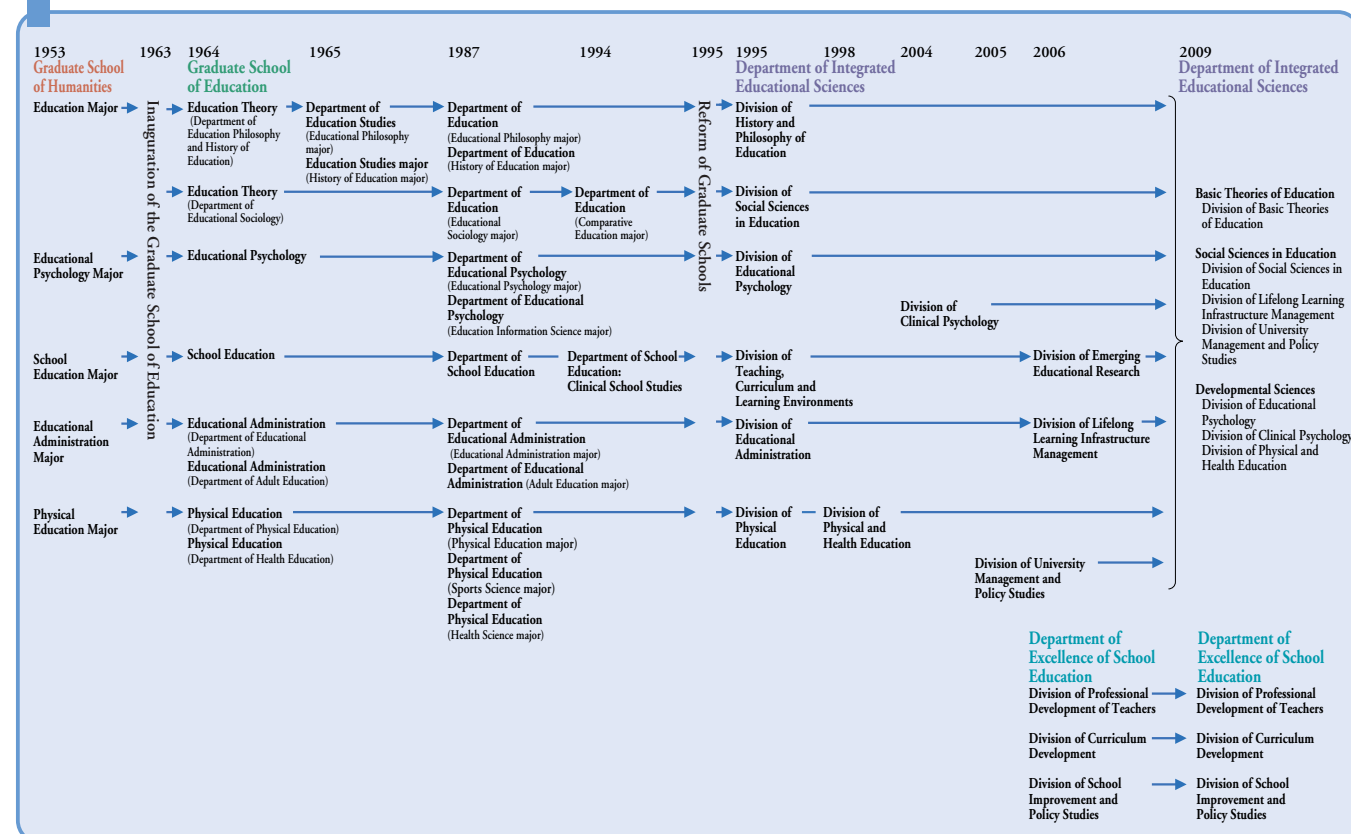
Year	Dean	Member of the Education and Research Council	General Manager	Principal of Attached Secondary School	Director of Center for Research and Development of Higher Education		
1977	[8] Taro Yamauchi	[8] Morio Saji		[4] Shinshiro Ehashi			
1978		[4] Hiroshi Azuma					
1979	[8] Morio Saji	[8] Haruo Matsubara		[4] Tokuhei Yoshioka			
1980		[4] Hiroshi Azuma		[4] Yoshimatsu Shibata			
1981	[8] Hiroshi Azuma	[8] Haruo Matsubara; Sukeyori Shiba					
1982	[8] Sukeyori Shiba	[8] Yoshimatsu Shibata					
1983		[8] Tadahiko Inagaki					
1984	[8] Hiroshi Azuma	[4] Teruhisa Horio	[4] Akimori Miura	[4] Masana Maki			
1985		[8] Masao Terasaki					
1986	[4] Tadahiko Inagaki	[4] Yoshimatsu Shibata					
1987		[8] Ikuo Amano	[4] Masayuki Komatsu	[4] Masao Terasaki			
1988	[4] Teruhisa Horio	[4] Kenji Inoue					
1989		[8] Mitsumasa Miyashita	[4] Yoshiro Ishizaka				
1990	[4] Masao Terasaki	[4] Masao Nagasawa		[4] Tadahiko Inagaki			
1991		[8] Akihiro Yoshida					
1992	[4] Mitsumasa Miyashita	[4] Ikuo Amano		[4] Toyokazu Urano			
1993		[8] Yutaka Saeki					
1994	[4] Ikuo Amano	[4] Hidenori Fujita	[4] Koji Suzuki				
Year	Dean	Member of the Education and Research Council	General Manager	Principal of Attached Secondary School	Director of Center for Clinical Research on School Development		
1995		[8] Toyokazu Urano		[4] Akimichi Omura			
1996	[4] Toyokazu Urano	[4] Yutaka Saeki; Hidenori Fujita					
1997		[8] Yutaka Saeki	[4] Isao Tsuwaki		[4] Kunio Kondo		
1998	[4] Yutaka Saeki	[4] Akimichi Omura; Hidenori Fujita		[4] Masahito Ogawa			
1999		[8] Hiroshi Watanabe			[4] Kunio Kondo		
2000	[4] Hidenori Fujita	[4] Manabu Sato	[4] Masashi Miyasaka	[4] Toyokazu Urano	[4] Katsuko Sato		
2001		[4] Yoshiteru Mutoh	[4] Tadahiro Fuku	[4] Itsuo Miura			
2002	[4] Hiroshi Watanabe	[4] Hidenori Fujita			[4] Toshiyuki Shiomi		
2003		[4] Manabu Sato; Yoshiteru Mutoh					
Year	Dean	Vice-Dean	Member of the Education and Research Council	General Manager	Principal of Attached Secondary School	Director of Center for Clinical Research on School Development	
2004	[4] Manabu Sato	[5]Yoshiteru Mutoh	[4] Motohisa Kaneko	[4] Tsutomu Ehara	[4] Toshiyuki Shiomi	[4] Takehiko Kariya	
2005		[4] Motohisa Kaneko	[4] Motohisa Kaneko			[10] Shin'ichi Ichikawa	
Year	Dean	Vice-Dean	Member of the Education and Research Council	General Manager	Principal	Director of Center for Excellence of School Education	
2006	[4] Motohisa Kaneko	[4] Manabu Sato	[4] Manabu Sato		[4] Takashi Eto	[4] Shin'ichi Ichikawa	
2007			[4] Yoshiteru Mutoh				
2008		[4] Yoshiteru Mutoh			[4] Tomokazu Haebara	[4] Kiyomi Akita	
Year	Dean	Vice-Dean	Member of the Education and Research Council	General Manager	Principal	Director of Center for Excellence of School Education	Director of Center for Barrier-Free Education
2009	[4] Yoshiteru Mutoh	[4] Shin'ichi Ichikawa	[4] Shin'ichi Ichikawa	[4] Kenji Chigira			[4] Takashi Eto
2010					[4] Yasuo Imai	[4] Akira Nemoto	[4] Saya Shiraishi

Changes in the Organization of Departments and Divisions in the Faculty of Education and Graduate School of Education

Chronology of Organization of Departments and Divisions in the Faculty of Education



Chronology of Organization of Departments and Divisions in the Graduate School of Education



Organization

The Graduate School of Education and the Faculty of Education have been reorganized as follows in 2009 and 2010, respectively.

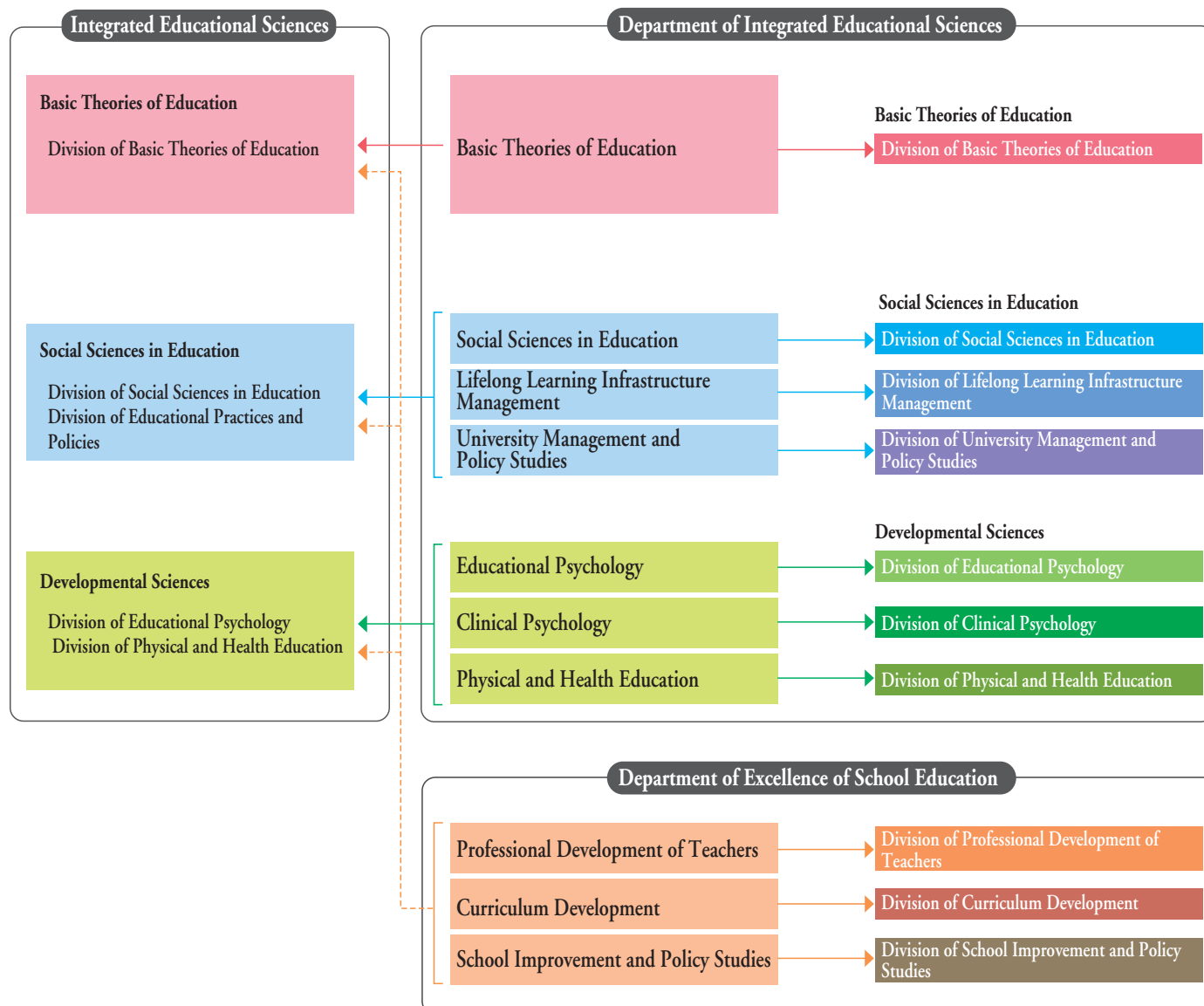
The courses that had been subdivided at the undergraduate level will be reorganized into three divisions – of Basic Theories of Education; of Social Sciences in Education and of Developmental Sciences – that will serve as

the basic unit of systematic learning. Accordingly, the Division of Teaching, Curriculum, and Learning Environments (undergraduate level) and the Division of Creative Development in Education (graduate level) will be dissolved and their essence will be incorporated in the other departments.

Organization which undergraduate students belong to







Organization which the faculty members belong to

Organization which the graduate students belong to





Department of Integrated Educational Sciences

-  **Division of Basic Theories of Education**
-  **Division of Social Sciences in Education**
-  **Division of Educational Practices and Policies /
Lifelong Learning Infrastructure Management**
-  **Division of University Management and Policy
Studies**
-  **Division of Educational Psychology**
-  **Division of Clinical Psychology**
-  **Division of Physical and Health Education**



Division of Basic Theories of Education

Characteristics and Description of the Course

The Division of Basic Theories of Education has been newly formed by the former faculty members of the Division of History and Philosophy of Education and former members of the Division of Teaching, Curriculum and Learning Environments. Unlike other divisions in the faculty, this division consists of one course. As the name suggests, it deals with the most basic parts of educational studies, and aims to address education through what is known broadly as the “humanities” method. Below is a brief introduction to our aims:

Perhaps you may wonder at times what education is all about.

You may ask yourself, have I really become a better person through education? Has education not remodeled us into persons with certain inclinations? Is education limited to the current method represented by schools and exams in the first place? How did education in Japan arrive at this confused state that we see today?

We can raise questions that are more familiar to us. Why is it that not all fine players can turn into fine coaches? Is there any essential difference between educating people and training animals? Why was I bullied at elementary school? Why are some good at studies while others are not...? Such questions may have crossed your minds.

All fields of learning start out from such simple questions. From there, we continue to contemplate and get closer to the essential problem. In that sense, asking such questions provides the very foothold that is vital when beginning to study about education.

Although we formulate the questions ourselves, they strongly reflect the times we live in. We see this recently in the changing concerns and questions of students. “I hope to connect education and environmental issues;” “Isn’t religion necessary for man to lead a profound life?” “I would like to think and get to the bottom of who I really am;” “Perhaps the Edo Period was more vibrant than expected” “How does education in the past appear from the standpoint of

feminism?” “What sort of advice can we offer people who are worried about how to educate children as parents and as teachers?”... and more. These questions are deeply connected to the issues of the contemporary world.

Our division perfectly suits students who wish to think carefully about education. It is also the right place for those who hope to consider topics related to education but are not yet able to narrow their study paths. All you need is the wish to contemplate education and human beings.

Our division will deepen these questions through four methods.

(1) The philosophical approach. The first step is to raise questions such as “what is so-and-so?” and “how does so-and-so work?” The world is obsessed with the question, “What should we do to improve and reform education?” Meanwhile, philosophical questions focus on what is “good education” and by what criteria should it be so judged? Since such questions require us to redefine our common sense, their pursuit is far from easy. Therefore, when we study thought and its history, it becomes necessary to take the indirect route and seek guidance from the thinkers of the past who explored these philosophical questions to the fullest.

(2) The historical approach. Everything is a product of its history. Shedding light on history allows us to take a deeper look at the contemporary. In some cases, things look quite different from their appearance. And this is the appeal of historical study. We will apply this approach to phenomena related to education.

(3) Human studies is a collective term for a multidisciplinary approach, bringing together psychoanalysis, developmental psychology, cognitive science, cultural anthropology, linguistics, psychiatry and other disciplines. In a broad sense, it is also the field of learning in general that focuses on man and the society he creates, such as environmental studies, science of religion, theory of life, genetics, law, economics, political science, and public philosophy. This research will study education and man

(provider and subject of education) by incorporating the findings of various human studies and focusing on the meaning and conditions of life, in particular of how humans change and form themselves.

(4) The clinical approach. While education is infused with the instructors' intent and wish, it is also about lively happenings that occur in specific scenes. Therefore, it generates a variety of problems such as things that do not go as planned or as one had hoped. The clinical approach aims to clarify how such problems arise, and pay attention to the

certain attitudes people have in common when facing "problematic" situations. To figure these problems out, it is essential for researchers to put themselves in the same situations and provide flexible responses that suit the moment. In the field of basic theories of education, the clinical approach comes closest to the forefront of education.

Our division aims to intertwine the four approaches to facilitate unique educational research. We value frankly telling each other what is not clear. If you share this attitude, please join our circle of learning.



From the cover of the 1993-edition of "The Book of Virtues" by W. J. Bennett

Our Faculty Members



Osamu KANAMORI
Professor
(Philosophy of Education)

I specialize in modern science studies & history of science. As a result of progress in scientific technology, we can no longer deny the possibility that this will greatly affect not only the material aspects of daily life but also culture and thought. For this reason, the achievements of scientific technology should not be evaluated on the sole criterion of science. We will focus mainly on the history of life science and use specific cases to demonstrate the impact of scientific technology on culture and thought.

● "Bachelard: Science and Poetry" (Kodansha)
● "Science Wars" (University of Tokyo Press)



Yasuo IMAI
Professor
(Philosophy of Education)

Recent and Running Research Projects (Grants-in-Aid for Scientific Research of JSPS):
1. Theoretical and Cultural-Comparative Survey on Educational Influences of the "Aesthetical" (2002-2004)
2. Theoretical and Empirical Investigations on the "Pedagogy of Media" (2005-2007)
3. Interdisciplinary Survey on the Concept of "Competence" in Education (2008-2010)

● Selected Publications:

Imai, Y. / Wulf, Ch. (eds.): Concepts of Aesthetic Education. Japanese and European Perspective, Münster: Waxmann 2007
Imai, Y.: From "Postwar Pedagogy" to "Post-Cold War Pedagogy": An Overview of the History of Educational Theory in Japan 1945-2007, in: Educational Studies in Japan: International Yearbook, No.2, 2007, pp.57-73.
Imai, Y.: Walter Benjamin and John Dewey: The Structure of Difference between Their Thoughts on Education, in: Journal of Philosophy of Education, Vol. 37, No. 1, 2003, pp. 109-125.



Takashi KAWAMOTO
Professor
(History of Western Ideas / Social Ethics)

Inspired by my encounter with John Rawls' "A Theory of Justice" during my graduate student years, I have been focusing on the study of social ethics centered on modern theories of justice and applied ethics. My motto is to "cross over to related fields and respond to the times." I hope to work on the basis of the history of social thought and social ethics in the West, to reconsider education and refine principles such as freedom, equality and welfare, to which education should aspire.

● "The Adventures of Contemporary Ethics: Towards Networking of Normative Social Theories" (Sobunsha)
● "Rawls: Two Principles of Justice" (Kodansha)



Shigeo KODAMA
Professor
(Educational Anthropology)

My research theme is to reexamine the relationship between man, politics and society in education through the study of Educational thought. My present project explores the nominally self-evident categories of "education" and the "school" and relativizes them from historical and structural perspectives. I then pursue the path of educational reform on that basis. Specifically, I am interested in ideas related to the public nature of education: citizenship education that fosters those who will bear this public nature; and problems of political literacy, among others.

● "Educational Reforms and the Public: From Bowles-Gintis to Hannah Arendt" (University of Tokyo Press)
● "Educational Thought of Citizenship" (Hakutakusha)



Satoshi TANAKA
Professor
(Educational Clinical Studies)

My specialty lies in the history of educational concepts and educational clinical studies. The former attempts to historically grasp the basic concept that forms the framework of educational activities. The latter aspires to ask what it means to live and seek better activities in education. As for the history of educational concepts, I have so far focused on the concepts of character formation and social nature. Currently I am working on the concept of completeness going back to pre-modern times. In educational clinical studies, my research centers on the relationship, ethical sense and the "life story."

● "Building the concept of social nature: History of the concept of liberal education in the United States" (Toshindo Publishing)
● "Foucault's educational thought: Relationships that support education" (Keiso Shobo)



Illustration from the first edition of "Adventures of Huckleberry Finn" (1884)

Lecture List

Undergraduate Course

The faculty of this division offers the following lectures and seminars:

Introduction to the Basic Theories of Education	Seminar on the Methodology of the Basic Theories of Education I & II
Introduction to Philosophy of Education	Introduction to Clinical Studies of Education
Introduction to Educational Anthropology	Seminar on Educational Anthropology
Introduction to the History of Japanese Education	Seminar on the History of Japanese Education
Introduction to the History of Western Education	Seminar on Clinical Studies of Education

In addition, part-time lecturers will offer the following special lectures:

Social History of Education	Linguistic Art and Curative Education (2007)
Theory on Character Formation	Morality of People and Gender (2008)
Historical Anthropology of Education and Discipline	Technique of Governance and Living (2009)
History of Japanese Education from the Perspective of Gender	Challenges of Ethics of Responsibility and Pedagogy (2010)

Graduate Course

The faculty of this division will offer the following classes during the 2010 school year:

Theory of Knowledge / Theory of Learning	(Study of Western Classical Literature on Theories of Knowledge and of Learning)
Basic Seminar on Philosophy of Education	(Philosophy of Learning / Study)
Study of Theories on Educational Ideas	(Redefining the Public Nature of Education)
Seminar on the History of Western Education	(Education and Care: Reading Gilligan)
Seminar on Clinical Studies of Education	(Recapturing Relationships in Education)



Themes of Graduation and Master's Theses

(Please note that except for the master's theses for 2009, the following information is that of the former Division of the History and Philosophy of Education.)

The format of the graduation and master's theses is the same as those of the other divisions. Some theses focus on specific thinkers while others are compilations of research on educational history or deal with current educational problems. The length of a typical graduation thesis is between 50 and 100 pages (converted to 400-character manuscript paper); a master's thesis is around 200 pages.

List of Titles of Recent Theses

Graduation Theses

2008 School Year

- "Education in an era of 'animalization' – Nerd-like lifestyles and public nature"
- "Self-awareness of teachers of Steiner education – Through interviews with the teachers"
- "History and present state of meritocracy in Japan – What has been considered as 'merit'"
- "Facing the education-conscious society – The era of doctors, attorneys and teachers"
- "Goal of English education at schools – On the social divide"
- "The background and framework behind the introduction of computers in global cooperation on education – Centering on primary and secondary school education"
- "Thoughts on 'ikiru chikara' (zest for living) – Taking a cue from the 'will to live' of the 'hoppo kyoiku' education movement"
- "Comparison of the theories on the rights of children in postwar Japan – As a cue to examine educational public nature"
- "When one stops attending school, when one ends school refusal – Loss and rediscovery of a place to fit in"
- "Problems concerning 'working' – Centering on how labor is viewed"
- "Initiative of participation in public nature in critical pedagogy – From the viewpoint of the learners' motives"
- "Acceptance process of the Herbart pedagogy – With a focus on management and training"
- "Change in the human relationship among the young – Centering on anonymous communication on the Internet"
- "On the diversity of sex"

2009 School Year

- "Position of 'education' in the argument on covering schoolyards with grass – In cases in Tokyo"
- "Form of intermediaries that enhance the educational role of children's literature – Focusing on the views of children and literature in primary school education"
- "Teaching about sorrow that accompanies bereavement – Rethinking 'death education'"
- "Career education in Japan – Comparison with overseas cases"
- "Ethics of Michel Foucault – How to live the postmodern era"
- "School song education as a way to modernize and popularize – Focusing on 'school song and dance' by Shuji Isawa"
- "Transition of educational outlook in corporate education – Centering on the association with school education"
- "International dialogue on the history textbook of junior high schools – Focusing on Japan and Korea"
- "New Public Management (NPM) and educational reform – On the evaluation system"

- "What it is to study about the media – Present state and prospect of media literacy"
- "Role of music education at Steiner schools – Musical experience they seek"
- "It's tough having to live on after becoming useless – Thoughts on nursing care and education in the future"

Master's Theses

2008 School Year

- "The body and toy in play – Generating meaning and the changes in play"
- "Association of Herbartian 'judgment of interest' and 'judgment of cognition' – In line with the spherical formation process of his ideas"
- "Kenjiro Haitani's view of children and education"
- "Structure of 'medicine' according to Kunihiko Hashida – From 'vice of medicine' to 'rank of medicine'"
- "Enlightenment and education in early Thomasius – Centering on 'Introduction to court philosophy'"
- "Freedom and education in Montessori – On autoeducazione"

2009 School Year

- "Problem of 'practice' in O. F. Bollnow's 'educational atmosphere' – Taking a cue from a scene in curative education (Heilpädagogik)"
- "Study of the 'framework of thought' of educational outlook for the intellectually impaired – Focusing on the problems concerning postwar segregated education"
- "What it means to 'be worth it' – From Rawls's criticism of meritocracy"
- "Suggestion based on character-building theory of Bataille's thoughts on time – Centering on the concept of 'moment'"
- "Character formation and politics according to Erikson – Reexamination of the concepts of 'turning into pseudo-species,' 'ritualization' and 'character of play'"
- "Significance of B. Bernstein's critique of 'compensatory education' in the context of the history of thought – On the dispute over the 'Black Papers' on education"
- "Theory of education through book-reading by Heinrich Wollgast – Seeking 'reading experience' in Germany at the turn of the century"
- "Ethics of care, listening attentively to the 'voice' – Centering on C. Gilligan's 'In a Different Voice'"
- "Fundamental nature of the other in dialogue – Phenomenology of the experience of the alien according to Waldenfels"

Career Choices of Graduates

While some choose to attend graduate school, and some become teachers or public employees, many students in recent years have been joining private companies. In some cases, students return to graduate school after working at schools. Among those who choose to go on to graduate school, some enter the field of education after completing their master's course but many enter the doctor's course and become scholars.

Career Paths of Graduates with Undergraduate Degree

(Type of fields and number of graduates)

2006 School Year

Graduate School	4
Manufacturing	2
Railway	1
Finance	1
Mass media	3
Service industry	1
Others	2

2007 School Year

Graduate School	1
Manufacturing	3
Mass media	2
Publishing	2
Educational service	2
Finance	1
Real estate	1
Transportation	1
Oil	1
Gas	1
Service industry	1
Others	3

2008 School Year

Graduate School	4
Public service	1
University staff	1
Manufacturing	2
Educational service	1
Telecommunications	1
Broadcasting	1
Service industry	1
Consulting	1
Others	1

Message from a Graduate

Kentaro Hayashi

(Graduate of the undergraduate course in 2006 /
Manufacturing company employee)

What type of person is suited to this division? Firstly, it is someone who has wondered, "What is the study of education in the first place?" Then it is someone who wants to join the faculty of education but is undecided on the field; as well as people who want to get to know various fields of study.

Why is this so? History and philosophy that are the pillars of this course form the fundamental part required by all fields of study. In this division, students are required to study them but are also encouraged to actively engage in the study of other fields. For this reason, this course is suited to the people described above. This probably accounts for the name "study of education," which seems unclear.

You will find a very homey atmosphere at the faculty of education. Students gather in the undergraduate common room after class and sometimes chat or engage in academic discussions until nighttime. The course allows individuals to gather and study freely. It is to be expected that the students will take classes in other departments and faculties, and some take an active part off-campus in the activities of non-governmental organizations, among others.

Lastly, my advice to you is that you should cherish the questions you had during your education. In the study of education, one needs to question familiar issues and delve into them academically. I believe this division offers the instruments to solve those questions.



Students talking in the common room

Division of Social Sciences in Education



Characteristics of the Course

The Division of Social Sciences in Education encourages students to examine education as a social and cultural phenomenon using the disciplinary tools of sociology, cultural anthropology, economics and history. The students examine education comprehensively from comparative, cross-cultural and other perspectives.

Today, the ways in which education and society work are being questioned from a new perspective. Education is built into modern society so deeply and intricately that understanding how one works without the other is impossible. Problems such as bullying and school non-attendance arise from the interaction between the two.

Meanwhile, globalization and international cooperation have also become important issues affecting education. Moreover, a clear line is drawn between higher education and secondary or primary education in terms of form, function and origin. Higher education is unique in that it touches on broad fields such as entrance examinations, academic records, scientific, technological and academic policies, and training of specialists. Under such circumstances, the social scientific study of education should start with facing the facts, then exploring the macro and the micro in theoretical and empirical ways. The Division of Social Sciences in Education is an interdisciplinary division that attempts to clarify, through various social scientific perspectives, the complex, diverse and increasingly global modern field of education.

Description of the Course

The Division of Social Sciences in Education aims to study the relationship between education, society and culture from various angles and fields of discipline. Under the new system, the Division of Social Sciences will strengthen ties with the Course of Educational Practices and Policies. Together, these divisions comprise the Division of Social Sciences in Education. This reorganization will further enable us to examine society and education from diversified and practical standpoints.

The division offers a variety of lectures and seminars such as “Introduction to the Sociology of Education,” “Introduction to Higher Education Studies,” “Introduction to Comparative Education,” “Modern Cultural Anthropology,” “Seminar on Economics of Education” and “Research Training of the Sociology of Education.” The lectures are planned so that the students may learn the basic knowledge and methodology of the sociology of education, comparative education, and higher education studies. In particular, all third-year students are expected to take part in “Research Training of the Sociology of Education.” They will gain hands-on experience of social research in its entirety by choosing a theme, collecting data, and performing computer analysis. Customarily, the findings are made public during the University of Tokyo’s May Festival. We also offer classes in which students receive training in fieldwork and in the methods of hypothesis generation, thereby enabling students to view society through various methods. Through such training, students acquire empirical knowledge of sociology, and learn how to analyze social reality.

In addition to the above annual lectures and seminars, in alternate years we offer lectures such as “Local Communities and Education,” “Sociology of Higher Education,” “Sociology of Schools,” “Gender and Education,” “Sociology of the Family,” “Sociology of Deviation,” “Culture and Education,” “Education Development,” “Historical Sociology of Education” and “Modern Education and Economics.” Students are able to carry out their research based on a broad range of interests.

Students are required to submit graduation theses; these serve as excellent opportunities for students to cultivate their original perspectives. Reflecting the diversity of the course, a wide variety of unique work is produced each year.

Our Faculty Members



Saya SHIRAISHI
Professor
(Comparative Education)

“Culture and Media” is my current focus of study, and “Anthropology of Education” is my discipline. The purpose of anthropology is to make the world safe for human differences through research using anthropological perspectives, theories, methods, and findings. Today, our everyday lives have become parts of global activities, extending beyond the national boundaries. Let us explore how to understand the globalizing world and its aspects.



Ryoko TSUNEYOSHI
Professor
(Comparative Education)

My research focus is cross-national comparison of socialization in the family and school, taking into consideration the social and cultural contexts within which the socialization takes place. My interest lies in comparatively exploring multicultural issues, globalization and other factors that cut across societies and national borders, and I analyze their relationship to the micro-aspects of daily life in the classroom. I also do fieldwork on Japanese schooling, educational policy and cultural diversity from a cross-national standpoint.



Yuki HONDA
Professor
(Sociology of Education)

My studies focus on the relationships between different social circles: family and education; education and work; work and family. In Japanese society from the 1990s onward, the discrepancies in the three relationships have become conspicuous. They include pressure on home study and widening educational disparities, dysfunctional “path from schools to jobs,” growing dependence on the family due to the destabilization of work; and difficulty in making families. I am studying solutions to these problems and the role of the government and grassroots movements.



Koichi HASHIMOTO
Associate Professor
(Higher Education Studies)

I approach higher education from the standpoint of historical sociology. My objects of analysis are wide-ranging and include the systemization of the fields and content of learning, academia as a profession, the degree system and educational program, the system of higher education and organizational differentiation, the policy process of training specialists. We need to make steady efforts to relativize the drastically changing system, organization and policies of contemporary higher education within the grand flow of history since the modern era.

Lecture List

Undergraduate Course

2009 School Year

Introduction to Sociology of Education (Kariya)	Summer
Higher Education Studies (Kaneko)	Summer
Sociology of Higher Education (Hashimoto)	Summer
Introduction to Comparative Education (Tsuneyoshi)	Summer
Research Training of the Sociology of Education I, III (Honda)	Summer
Research Training of the Sociology of Education II, IV (Honda)	Winter
General Seminar (Economics of Education) (Kobayashi)	Winter
Seminar (Study of Fieldwork in Education) (Tsuneyoshi)	Winter
Modern Cultural Anthropology II (Shiraishi)	Winter
Sociology of the University (Hashimoto)	Winter
Modern Cultural Anthropology I (Shiraishi)	Summer
Educational Development (Yonemura)	Summer
How Schools Can Be Depicted Through Data (Nishijima)	Summer
Cultural Anthropology Cultural Anthropology of Work and Gender (Nakatani)	Winter
Sociology of the School From the Perspective of Clinical Approach to Schools (Shimizu)	Winter
Method of Survey Analysis of Education (Hamanaka)	Summer
Education and Society (Sugimura, Kageura)	Winter
Research Guidance on Social Sciences in Education (all teachers)	All year
Guidance on Theses on Social Sciences in Education (all teachers)	All year
Education, Culture, Society (Hashimoto, Katsuno, Nemoto)	

Fourth semester at Komaba campus

Graduate Course

2009 School Year

Methodology of Sociology of Education (Kariya)	Summer
Sociology of Higher Education I (Hashimoto)	Summer
Educational Anthropology I (Shiraishi)	Summer
Study of Qualitative Methodology I (Tsuneyoshi)	Summer
Study of Qualitative Methodology II (Tsuneyoshi)	Summer
Reality and Theory Concerning the Family and Education (Honda)	Summer
Quantitative Analysis of Educational Sociology (Sato)	Summer
Quantitative Analysis of Educational Research (Kato)	Winter
Sociology of Higher Education II (Hashimoto)	Winter
Applied Analysis of Quantified Data in Social Sciences (Ishida)	Summer
Cultural Reproduction and Family and Gender (Kataoka)	Winter
Reality and Theory Concerning Young People and Work (Honda)	Winter
Networks of the Young That Suit Their Preferences (Asano)	Summer
Educational Anthropology II (Shiraishi)	Winter
Theory of International Educational Policies (Kuroda)	Summer

Breakdown of entrants who joined this division

Year	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	Total
Liberal arts-Type 3	9	14	14	7	15	16	15	12	13	12	13	15	17	14	15	16	13	14	244
Liberal arts-Type 1	0	0	0	0	0	0	0	2	0	0	0	1	0	0	0	0	1	0	4
Liberal arts-Type 2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	3
Physical science-Type 1	2	0	1	1	1	1	0	0	1	2	0	0	1	1	1	0	1	0	13
Physical science-Type 2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Bachelor's degree holders and others	2	0	2	3	2	0	1	1	1	0	1	0	0	1	1	0	0	1	16
Total	13	14	17	11	19	17	16	15	15	14	14	17	18	16	17	16	15	17	281

* Data up to 1992 applies to the Educational Sociology Course; Data for 1993 comes from the Educational Sociology/Higher Education Course. Data for 1994 onward applies to the current Division of Social Sciences in Education

Themes of Graduation and Master's Theses

Graduation Theses

2007 School Year

- “Case studies of “status reaching” process not depending on academic career-based track system – Through interviews of life stories”
- “Being individual-oriented or team-oriented during club activities – A study of socialization focusing on a university American football club”
- “Comparative study of Japan and the United States on acceptance and exclusion of sexual minorities”
- “Effects on the family when highly-educated women make career choices – Cases of the University of Tokyo’s Faculty of Law students”
- “How young people living on Yakushima Island choose their careers – Constraints on free choices due to regional characteristics”
- “Critical study of the notion of ‘creating safe and reassuring towns’ – What concern about crime and yearning for communities will bring forth”
- “Current status and challenges of girls’ education in Afghanistan”
- “Study of the meaning of single-gender schools in secondary education – Centering on the words of students and graduates of girls’ schools”
- “Super Science High School, Super English Language High School and educational reform”
- “Study of the social function of women’s colleges – Focusing on the awareness of female college students”
- “Reconsideration of the ‘Education for All’ movement”
- “Study of self-responsibility among senior high school students – Based on research conducted at private schools in Tokyo with unified lower and upper secondary school system”
- “On the introduction of the unified lower and upper secondary school system under one roof in depopulated areas”
- “Dreams on Parade – Formulating Disney’s appeal”
- “Website, administrator, coupling: Structure and dynamism of the world of fan fiction”
- “Comparison between Sanya and cities that are turning into yoseba (meeting place for day laborers and employees) – Focusing on the difference in meaning to the laborers”
- “What are graduation theses to university students?”
- “Analysis of social acceptance of marriage preceded by pregnancy – Centering on articles in mass magazines”

2008 School Year

- “Modern age in education and literature – Centering on the popularization of children’s literature”
- “When students begin job-hunting – Focusing on students of prestigious universities”
- “Study of the growth process of students through club activities and its conditions – Based on an ethnography of a senior high school’s chorus club”
- “Study of university-based human network – With a focus on the students’ job-hunting and role models”
- “Modern-day social person – On commitments to the organization and careers”
- “Time-series analysis of education continuance rate for senior high schools in postwar Japan – With a focus on the disparity among prefectures and policies”
- “Study of depopulated areas facing adjustment of school sizes”
- “Realistic self-awareness and future-mindedness of modern-day senior high school students – Based on interviews about their paths”
- “Case study of Japanese education at senior high schools – Based on an observation of classes on contemporary writing”
- “Case studies of support for foreign students studying in Japan – With a focus on the universities’ principle and system of accepting them”
- “Structure of the identity conflict of a young Korean man living in Japan

- Observation based on the analysis of his life story”
- “Current status of increasing young teachers at primary schools – Case of schools in Kanagawa Prefecture”
- “Efforts by ‘encourage schools’ and the awareness of students – Seeking the possibility of education targeting those not receiving education”
- “Study of the meaning of ‘volunteer activities’ to ‘college students’ – Focusing on the gap between the given ideal and expectation, and the reality surrounding the students”
- “Creating differentiation of the campus through lacrosse”

Master's Theses

2007 School Year

- “A ‘town’ created by a movement – Ethnography of an opposition campaign against urban redevelopment”
- “Participation of the honto-jin (Japanese national with registered domicile in Taiwan) elites in the all-out war structure in Taiwan – Centering on the discourse of Guo Ting Jun and the changes in his magnetism”
- “Spread of primary education in Nepal and the ‘function’ – Sociological study of ‘Education for All’”
- “Study of student attitudes in academic-track schools toward learning and entering the next stage of education – On ‘social self-realization’ within the motivation-forming mechanism”
- “Study of the structure of ‘collaboration between schools and the community’ through turning school buildings into complexes – Case analysis focusing on a community house utilizing idle classrooms at a public junior high school”
- “Support provided at post-compulsory education schools to students had previously refused to go to school, and its challenges – Cases of the ‘challenge school’ and higher vocational schools”
- “Role and potential of teachers in developing education in Laos”
- “Study of the relationship between education philosophy and corporate strategy of private preparatory schools – Through interviews with mothers and preparatory school operators”
- “Sociological study of the university organization through the pioneering practice of bachelor’s degree education reform – Case of Keio University Shonan Fujisawa Campus”
- “Effects of educational method on academic ability and difference of social class – Empirical study focusing on science class at junior high schools”
- “Rise in the expectation level of child-rearing owing to the burgeoning child-rearing industry – Through the analysis of articles in child-care magazines”
- “Current status and challenges of Japanese companies during the early period of making forays into China”

2008 School Year

- “Study of graduates of new provincial schools moving to further their studies – Higher education that supports the ambivalent choices and their background”
- “Sociological study of corporate social action programs – Current status depicted through the changes in how they are perceived and actual cases”
- “Study of the teachers’ awareness of their evaluation system; educational activities and working environment”
- “Quantitative analysis of regional disparities in the effects of investment in education and their changes – Focusing on the move to large cities to further education or to find jobs”
- Implementation of the Global Agenda: Child Participation”
- Intellectual sociology on the forum of discourse on the Japanese Society for History Textbook Reform – The dynamics of absolutizing and relativizing the content of education”

Career Choices of Graduates

1999 School Year

Kagome Co., Ltd.; Yasuda Fire & Marine Insurance Co., Ltd.; Fujitsu Ltd.; NTT Docomo Inc.; NTT Data Corporation; Adeco; Graduate School of Law of Waseda University; graduate school (1 person)

2000 School Year

Soka City Hall; Rengo Co., Ltd.; NHK; Koukousei Shimbun Company; CAC Corporation; Bandai Visual Co., Ltd.; Fujitsu Ltd.; Ministry of Education, Culture, Sports, Science and Technology; Kuraray Co., Ltd.; Gyosei Corporation; ASTEC Co., Ltd.; Nippon Paper Industries Co., Ltd.; Sendenkaigi Co., Ltd.; graduate school (1 person)

2001 School Year

Tokyo Seika Co., Ltd.; American Life Insurance Company; NHK; JTB Corporation; Recruit Co., Ltd.; Sourcnext Corporation; Kansai Electric Power Company, Inc.; NTT Facilities, Inc.; Sharp Corporation; graduate school (2 persons)

2002 School Year

NTT Data Corporation; Sapiens Kenkyujo; Secom Co., Ltd.; Poplar Publishing Co., Ltd.; IBM Business Consulting Services (2 persons); Recruit Media Communications Co., Ltd.; Ministry of Health, Labor and Welfare; Graduate School of International Development of Nagoya University; Graduate School of Agricultural and Life Sciences of the University of Tokyo; graduate school (4 persons)

2003 School Year

Asahi Shimbun; family court; Saitama Resona Bank, Limited.; Aeon Corporation; Dentsu Inc.; Akebono Fukushima-kai; International Graduate School of Social sciences of Yokohama National University; graduate school (2 persons)

2004 School Year

Tokyo Metropolitan Government (3 persons); Ministry of Health, Labor and Welfare; Nippon Television Network Corporation; Nippon Steel Corporation; Kanazawa City Office; Edogawa Institute of Education, Mitsui O.S.K. Lines, Ltd.; Sumitomo Warehouse Co., Ltd.; NTT Communications Corporation; Nippon Telegraph and Telephone East Corporation; Accenture; Graduate School of Social Sciences of Hitotsubashi University; Waseda Law School; Osaka University Law School; International Development Studies Program of the National Graduate Institute for Policy Studies; graduate school (5 persons)

2005 School Year

Ministry of Education, Culture, Sports, Science and Technology; Toyota Tsusho Corporation; Fujitsu System Solutions Limited; IMAGICA Corporation; Bain & Company; others; graduate school (7 persons)

2006 School Year

Ministry of Internal Affairs and Communications; Marubeni Corporation; Bungeishunju Ltd.; Yomiuri Shimbun; The Nikkei; Chunichi Shimbun; Tokyo Gas Company, Limited; Kansai Electric Power Company, Incorporated; Mizuho Research Institute Ltd.; National University Corporation, The University of Tokyo; Hamajima Shoten; others; graduate school (5 persons)

2007 School Year

Toyota Motor Corporation; Japan International Cooperation Agency; Chubu Electric Power Company, Incorporated; All Nippon Airways Co., Ltd.; Ministry of Education, Culture, Sports, Science and Technology; Recruit Co., Ltd.; ZKAI Co., Ltd.; Denso Corporation; Mitsubishi Estate Company, Limited; To-o Nippon Press Co., Ltd.; Kumon Educational Japan Co., Ltd.; Itochu Corporation; graduate school (1 person)

2008 School Year

Bank of Tokyo-Mitsubishi UFJ, Ltd.; Kenkyusha Co.; PricewaterhouseCoopers HRS; Kawasaki Heavy Industries, Ltd.; Mitsubishi Corporation; Chuo Mitsui Trust Group; Dai-ichi Mutual Life Insurance Company; RIKEN; Nissan Motor Co., Ltd.; Recruit Management Solutions; Mitsubishi UFJ Trust Systems Co., Ltd.; graduate school (2 persons)

Messages from the Graduates and Students

Naoto Yamaoka

(Senior student in 2008)

What is our division like? I do not think hearing a string of compliments about the division would help you form an image. So here I would like to give my account of the division in its true light.

When I made it into the division, I realized that the other students were terrifically bright and I fretted about being able to keep up with them over the next two years. Hearing how tough the course is from the senior students, I started to regret my choice.

I became keenly aware of how demanding the division's was at the Hongo Campus when I took lectures with Professor Kariya. For instance, for the class on research training, we were asked to form a hypothesis for the theme of our proposed study. Other students' themes simply looked wonderful. And sometimes we worked through the night. Our seminars may be incomparably more strenuous than others in the Faculty of Education.

But although I'm probably beginning to scare you off, an ordinary student like me is managing well. Granted I owe it to help from others, but everyone, whether ordinary or not, is sure to have a fulfilling time. (Never mind if things are too intense.) Everyone around is inspiring and interesting. Looking forward to seeing you at the Division of Social Sciences in Education.

Sachina Motofuji

(Graduate of the undergraduate course in 2004)

What can one learn and study at the Division of Social Sciences in Education? The answer is what you are probably looking for when deciding on your path.

My answer is: There is no one answer; every person is different. It depends on you how to examine education that is complex in nature and what to learn from it. This division will help you establish yourself in a free and demanding environment and offer you various dimensions to the study.

Lastly, let me offer you a task. Please look at educational phenomena and social trends around you and ask "Why?" and "Really?" Then try to explain logically their backgrounds and problems from all standpoints. Perhaps this is the "answer" to my first question.

Yuta Ohgusa

(Senior student in 2009)

As it says in the Yang Huo section of the Analects of Confucius, "If there is love of knowing but not love of

learning, it will lead to the mind being wasted.” At the University of Tokyo, even with the specialized courses offered, what you can do in two years is naturally limited. Even if you start the course with a strong desire to learn it would be a pity if you, upon completing the undergraduate course, know that you have received a taste of the enormous system of knowledge but wonder what you have learned.

Characteristically, the Division of Social Sciences in Education focuses not only on “knowing” but also on “learning.” It offers enough time for the students to learn through “training.”

The compulsory “research training” typifies the orientation of this division. Lasting more than a year, the training involves forming a hypothesis according to each student’s interest. You must then prepare questions, send out questionnaires, organize the returned data in analyzable form, analyze the data statistically using a computer, and report the findings during the university’s May Festival. You will realize that good research requires two factors: “individual work,” where each learns by trial and error while writing the report; and “teamwork” involving the mutual cooperation of all students participating in the training.

Needless to say, our division enables students to learn the information and skills necessary for practice through lectures on statistical analysis, fieldwork, on professional papers on sociology and cultural anthropology and more from our impressive array of teachers.

I sincerely wish that you will experience the dynamism of “knowing” and “learning” at the Division of Social Studies in Education.

Hideki Ito

(Doctoral student)

I believe the graduate course of our division has two major points of appeal.

One is the research environment, which is rich in opportunities. Every teacher in our division is known for offering thorough guidance. In addition to the regular group lessons in seminar-form, they readily fit personal guidance sessions into their busy schedule. The teachers and senior students often invite students to take part in research projects and study groups.

The other appeal is the presence of supportive fellow students. Senior, fellow and junior students who are unique and fun to be with have joined the division. We support each other, giving not only sharp advice but also heart-to-heart talk about problems. Communication is enhanced through drinking sessions, which the teachers also often join.

There is no denying that graduate students face worries

about finance, future paths, among other concerns. But I still believe I am determined to pursue my research because I belong to the Division of Social Sciences in Education.

Dai Gyoku

(Doctoral student)

The Division of Social Sciences in Education is a versatile and attractive place. I categorize its attractiveness into three “places.”

Firstly, it is a place of research that leads the world in this field thanks to the teachers and staff who stand on the frontline of the study of social sciences. Borrowing words from a Chinese poem, the high standard allows us to feel that we are standing on a peak and gazing at the surrounding mountains.

Secondly, it is a place of rebirth for me. What I have experienced here has led not only to me learning new approaches to research but also an approach to life itself. I have become a different person.

Thirdly, it is a place to encounter new worlds. As we pursue our studies and learning, we meet countless worlds previously unknown to us. We experience intellectual joy and happiness in the utmost form. It is possible to learn how to grasp a new, versatile and dynamic world while experiencing intellectual happiness through wide-ranging fields of study.

比较教育社会科学研究科，是一个多彩而且充满魅力的地方。对于我来说主要表现在以下三个方面。

第一，因为有站在社会科学研究第一线的老师和工作人员，使之成为在该领域具有先进的世界研究水平。有犹如站在高山之巅，一览众山晓之感。

第二，此处是重塑自我的地方。在此不只学习研究的方法，同时也掌握了认识人生的方法，从而形成一个崭新的自己。

第三，提供了与新的世界接触的平台。随着知识的增加，不断地认知无数未知的世界。从而产生了难以名状的幸福与快感。通过不同研究领域的学习，体会着前所未有的快感的同时，世界也变得更加的丰富，生动。





Division of Educational Practices and Policies / Lifelong Learning Infrastructure Management

Course

Description

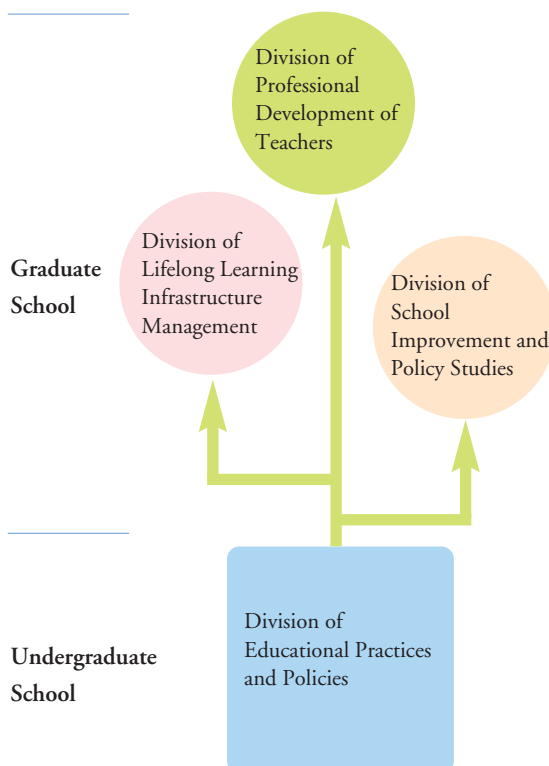
The Division of Educational Practices and Policies focuses on attempts to more deeply understand the essence of education through the relation between “actual places of education” and “systems and policies”. While other divisions stress the individual methods of social and natural sciences, we aim for a more realistic approach.

By “actual places of education”, we mean for example: (1) educational practices conducted at primary, junior and senior high schools; (2) cultural and social education activities in local communities, at community centers, libraries, museums, culture halls and other facilities; (3) the education law and educational system; (4) administrative and fiscal policies of the education boards and Ministry of Education, Culture, Sports, Science and Technology; (5) practice and places of voluntary and mutual learning by citizens within the community; (6) educational businesses in lifelong education and vocational training, remote education by the private sector; (7) indeterminate educational effects of the information environment presented by the media and the Internet.

The curriculum requires students to take the “Education, Culture and Society” class as an introduction, followed by four subjects – “Administrative and Fiscal Studies in Education,” “Lecture Development,” “Study of Adult and Community Education,” “Library and Information Studies”. In the basic seminar we emphasize hands-on experience and conduct visits, practical training, observation and research on a daily basis. We also create opportunities to hear people in education and administration talk about their experiences. Another feature of this Division is that we offer subjects linked to qualifications for curators, librarians and adult and community education organizers.

Graduates choose careers mainly in the fields of education, public service, private companies and graduate schools. Many of our graduates hope to work as public employees of central ministries, and in prefectural or city offices.

Also, as the upper-right figure suggests, the course is offered by teachers of two courses, namely “Division of Lifelong Learning Infrastructure Management” and “Department of Excellence of School Education”. Those going on to graduate schools mainly choose these courses.



Division of Lifelong Learning Infrastructure Management

We reexamine the diverse activities conducted by people after they leave school or outside school from the standpoints of learning and education; and we study the organizations, systems, environment and technology that support lifelong learning.

The division consists of two laboratories: “Adult and Community Education Study,” which also focuses on lifelong learning; and “Library and Information Studies”. The two collaborate in conducting theoretical, basic and practical studies such as the practice and service activities of education and learning in a broad sense, including NPO, NGO and community activities; platform and formation of information media as an environment that includes not only libraries but also the Web and the media; and the technology that supports them, such as information retrieval and linguistic information processing.

Our Faculty Members



Akira NEMOTO
Professor
(Library and Information Studies)

“Let’s take part in creating the infrastructure of knowledge.”

Many of you may not have heard of library and information studies. I was once like you. Subsequently, I realized that the library is an important institution in the intellectual tradition of the West and that it has been slighted in Japan. If you are interested in how a shared system of knowledge can be built in Japan, visit my Website at <http://plng.p.u-tokyo.ac.jp>.

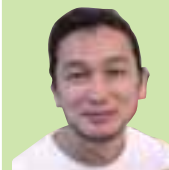
- “The library as a platform of information: A sequel” (Keiso Shobo, 2004)
- Translation of “Understanding Community Librarianship” (University of Tokyo Press, 2004)
- “Horizon of library and information studies” (Japan Library Association, 2005)
- “The library: What are archives?” (coauthored, Fujiwara Shoten, 2008)



Atsushi MAKINO
Professor
(Theory of Lifelong Learning)

“Examine man and society through the pursuits of education and learning.”
I am interested in examining the organization of society and what can be done to allow people to happily coexist. The study of adult and community education and lifelong learning is ambiguous since man and society are also ambiguous. But this ambiguity is appealing and the possible areas of studies are infinite, including the social meaning of children’s growth, learning in the ageing society with decline of birthrate, community education in East Asian regions and creating communities.

- “Lifelong learning in the modern world” (co-edited and written, University Education Press, 2002)
- “Restructuring ‘myself’ and social education and lifelong learning – Globalization, aging society with fewer children and the university” (University Education Press, 2005)
- “Education in China’s changing society – The mobile individual and response to market-based principles” (Keiso Shobo, 2006)
- “Elder people’s learning and the society –The circulation of knowledge promoted by the university” (Keiso Shobo, 2009)



Kyo KAGEURA
Professor
(Library and Information Studies)

By analyzing the structure of media and language, I focus on large issues such as the principles of modern libraries and how they are realized, the role of the media and languages to this end and future changes to both. I also study diverse topics ranging from theories of the media and language to the practice and technological application of literacy. We have also opened and operate an online support system for translators. Please visit <http://trans-aid.jp>.

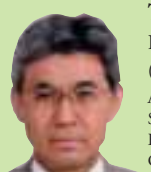
- “Quantitative information science” (Maruzen, 2000)
- “The Dynamics of Terminology” (John Benjamins Publishing Co., 2002)
- “Speaking with children – What are words?” (Gendaikikakushitsu, 2006)
- “Saussure’s lectures on general linguistics” (jointly translated with Kumiko Tanaka, University of Tokyo Press, 2007)



Manabu SATO
Professor
(Professional Development of Teachers)
Affiliated with the Division of Professional Development of Teachers of the Graduate School

I focus on the culture of the school and teachers, and the curriculum and education of teachers. What sort of culture are children exposed to at school? What kind of dilemmas are teachers facing in the classrooms, how are they solving them and maturing with their colleagues? I examine such issues through case studies of lessons actually held in the classrooms; comparative study of schools in Japan and the United States; and historical study of the curriculum in the U.S.

- “Aporia in the form of teachers” (Seorishobo)
- “Designing educational reform” (Iwanami Shoten)
- “Joy of learning” (Seorishobo)



Toshiyuki OMOMO
Professor
(Educational Administration)
Affiliated with the Division of School Improvement and Educational Policy Studies of the Graduate School

I have been working mainly on a comparative analysis of education policies in Japan and the United States, a historical study of U.S. education policies, and analysis of the current status of institutional reform at educational administrations. How should we regard the protection of equal educational opportunities? In regards to education, what should be the relationship between the national and local governments; between general and educational administration; between administrative agencies and private organizations? How should we understand the reform of schools, regarded as the core institution for securing educational opportunity? We study these issues historically and comparatively.

- “Specialization of educational administration and the freedom of participation and choice – Debate on educational reform on the federal level in the U.S. in late 19th century” (Kazamashobo, 2000)
- Translation of K. R. Howe’s “Understanding Equal Educational Opportunity: Social Justice, Democracy and Schooling” (jointly-translated, Toshindo, 2004)
- “International comparison of educational reform” (co-edited and written, Minerva Shobo, 2007)



Masaaki KATSUNO
Associate Professor
(Educational Administration)
Affiliated with the Division of School Improvement and Educational Policy Studies of the Graduate School

I conduct comparative international studies of the policies and systems concerning the administration of schools and faculty members. Recently I have become interested in the theory, or the practical possibility of “school-making,” a collaborative effort involving teachers, children, parents and local residents. To this end, I have begun researching at a number of municipalities and schools.

- “Curriculum reform and the specialist nature of teachers” (translation, Gakubunsha, 1998)
- “Principle and policies of the evaluation of teachers” (Eidell Institute, 2003)
- “Educational administration” (co-edited and written, Gakubunsha, 2005)
- “Creating open schools and evaluation of schools” (co-edited and written, Gakuji Shuppan, 2007)
- “Educational management” (co-written, Society for the Promotion of the University of the Air, 2008)

Lecture List



Students learn the basics through introductory classes offered in each area of study and then go on to the seminar classes to deepen their studies. In addition, they select special lectures to acquire more specialized knowledge. To cover diversified fields, the Division has invited a large number of external part-time lecturers to give these lectures.

In “Research Seminar on Educational Administration III, IV”, students go out and conduct research through questionnaires, interviews and observation, and compile their findings in a group report. This gives students hands-on learning opportunities based on exposure to various

experiences and skills.

Study is concluded by writing a graduation thesis, which starts at the end of the third school year when the students hear their seniors report on their theses. The students decide on their themes in the spring of the senior year, make a progress report in the summer, advance their research in the fall and hand in the theses in early January. The themes cover the four fields and are wide-ranging. We emphasize knowledge that is acquired at the frontline of educational administration, school education, social education and libraries.

Undergraduate Course 2010 School Year Curriculum for the Division of Educational Practices and Policies

	Introduction	Basic Seminar	Seminar	Special Lectures
Common Subjects (Including subjects related to social education director)	Education, Culture and Society (compulsory)	Research Seminar on Educational Material*	Research Seminar on Educational Administration IV	Comparative Educational Administration: Educational Reform in Modern Germany
	Administrative and Fiscal Studies in Education*	Research Seminar on Educational Administration III	Seminar on the Studies of Adult and Community Education II	Education Act
	Adult and Community Education I*	Seminar on the Studies of Adult and Community Education I	Seminar on Educational Administration and School Management	Education for Sustainable Development (ESD)
	Adult and Community Education II	Seminar on the Analysis of Information and Material	Research Seminar on Lifelong Education Infrastructure	Lifelong Learning Policies
	Information Material		Seminar on Professional Development of Teachers	Autonomy of Citizens and Regional Development: Challenge for Iida's Wish to Become an Independent Cultural and Economic City
	Professional Development of Teachers		Learning and the Body	Broadcasting and Media Literacy
Subjects linked to qualification (Museum curator)			Special Study of Museology	Design of the Learning Environment
				Museology I
				Museology II
Subjects linked to qualification (Librarian)			Seminar on Information Organization	Library and Information Studies Management
				Distribution of Academic Information
Subjects linked to qualification (Teacher-librarian)				Study Guidance and School Libraries
				Theory and Method of Book-Reading Education

Lectures marked with * are offered at the Komaba Campus during the fourth term.

Common subjects include those linked to the qualification of museum curators, librarians and teacher-librarians. Refer to the Faculty of Education manual for details.

Graduate Course 2010 School Year Curriculum for the Division of Lifelong Learning Infrastructure Management

	Fundamental Research	Special Research	Tutoring for Theses
Lifelong Learning and Study of Adult and Community Education	Fundamental Research on Lifelong Learning I, II	Qualitative Research in the Studies of Education Vocational Education	Tutoring for Theses in Lifelong Learning
Library and Information Studies	Methodology of Library and Information Studies Method and System of Information Access	Theory of Library and Information Studies Curriculum and Information Literacy Language Media	Tutoring for Theses in Library and Information Studies

Themes of Graduation and Master's Theses

List of graduation theses of the last school year

Theses related to the studies of educational administration

- “Revision of school curriculum guideline from the perspective of teaching fractions”
- “Present data analysis of the support system for voluntary and prior studies in the field of mathematical science”
- “Teachers from the perspective of the career choice criterion of university graduates – What must change to secure teachers?”
- “A view on the renewal of teaching licenses and quality as teachers – From nine case studies”
- “How parents’ awareness of gender affects the career choices of girls”
- “Comparative study of the seminar on the renewal of teaching licenses and the qualification seminar for the Teachers License Act during the postwar period of reform”
- “Study on the behavior of parents when selecting schools – the case of Bunkyo Ward”
- “Current status and future direction of career education at Japanese universities – based on interviews”
- “Potential of children from the cities studying in rural areas – From the perspective of fostering the ‘zest for living’”

Theses related to study of adult and community education, and library and information studies

- “A discussion on the various aspects of loneliness in modern Japan”
- “‘Finding it hard to live’ and ‘happiness’ in modern society – What school education has generated”
- “Current status and future outlook of male child minders”
- “Efficiency and fairness in employment”
- “Possibility of local revitalization through the J. League”
- “Suburbanization and social capital”
- “Current status and potential of ‘pilot training faculty’ at universities”
- “People sought by museums today – On the specialty of curators”
- “Life in rural farming villages and the residents’ reason for living”
- “Transformation of the local community and the role of community centers – Case studies of two municipalities in Wakayama Prefecture”
- “Japan’s ‘successful conclusion’ – From the three standpoints of the city, suburb and the rural area”
- “The baby-boom generation’s awareness of lifelong learning and

how to utilize it – The case of museums”

- “‘Regulation’ on home-use game software and the view of the young – Structure of ‘regulation’ and analysis of the background”
- “Diversifying modern schools and compulsory education”

List of master's theses from the last three years

Theses related to the study of adult and community education and lifelong learning

- “Research on the continuity of museum activities and how they should be secured – from the trend at museums in England from the 1980s onward”
- “A study on the PTA as a basis of social activities of women”
- “Changes and characteristics of remote education in Japan – From the perspective of support for adult learning”
- “A study on the challenges facing policies for the elderly from the standpoint of the changes in the portrayal of the elderly”
- “The principles and development of community colleges in Taiwan – from the standpoint of raising the citizens’ awareness”
- “Changes in the image of learning the stringed koto and shamisen through articles in women’s magazines launched in the Meiji Period – introductory study of entertainment-related skills turning into skills to be acquired for married life”

Theses related to library and information sciences

- “School libraries as teaching material centers in the new postwar education system”
- “Historical study through analyzing the collection structure of the library associated with the Tokyo Imperial University’s psychology laboratory”
- “The education division of the Japan Library Association seen from the framework of control theory – centering on the 1960s”
- “History of prison libraries in Japan – available books and book-reading activities by inmates”
- “Public libraries and the system to designate private companies and groups as administrators of public facilities – problems and potential of the system from the institutional perspective”
- “Traditional private libraries and the modern library in Chinese book culture – citing the cases of the Tianyi Chamber and others”
- “Service offering local administration data at the city government library room of the Hino City Library: centering on the 1970s through the 1990s”

Recent places of employment

1) Public service

Ministry of Education, Culture, Sports, Science and Technology; Ministry of Health, Labor and Welfare; Ministry of Internal Affairs and Communications; National Police Agency; Tokyo Metropolitan Government; Ibaraki Prefecture; Shizuoka Prefecture; Gifu Prefecture; Hyogo Prefecture; Shimane Prefecture; Ehime Prefecture; Tokushima Prefecture; Nagoya City; Yokohama City; Kawasaki City; Hitachinaka City; Secretariat of the House of Councilors; National Diet Library; National Printing Bureau

2) Private companies

[Media / Publishing] NHK; TV Asahi Corporation; Tokyo Broadcasting System Benesse Holdings, Inc.; Dentsu Inc.

[Finance / Trading] Bank of Tokyo-Mitsubishi, Ltd.; Sumitomo Mitsui Banking Corporation; Mizuho Financial Group, Inc.; Tokio Marine & Fire Insurance; Nippon Life Insurance Company; Meiji Life Insurance Company;

Mitsui & Co., Ltd.; Itochu Corporation; Mitsubishi Corporation
[Service Industry] East Japan Railway Company; West Japan Railway Company; Japan Tobacco Incorporated; NTT Data Corporation; Toyo Information Systems Co., Ltd.; ThreePro Group Inc.; Recruit Agent Co., Ltd.

[Consulting] Accenture; Nomura Research Institute, Ltd.; Link and Motivation Inc.;

[Manufacturing and others] NEC Corporation; IBM Japan, Ltd.; Fujitsu Limited; Mitsubishi Electric Corporation; Toyota Motor Corporation; Fujifilm Corporation; Mitsui Chemicals, Incorporated; Toppan Printing Co., Ltd.; Capcom Co., Ltd.; Comme des Garçons; JFE Steel Corporation; Matsushita Electric Works, Ltd.; Nintendo Co., Ltd.

[Others] University of Tokyo; Tokyo Medical University; Keio University Library; Rakunan High School; Japan Institute of Lifelong Learning; Japan International Corporation Agency

Messages from Graduates and Students

Motoki Sasaki

(Graduate of the undergraduate course)

When I joined this Division I was worried about whether I could really learn much during a specialized course that lasted just two years. But my concern was totally unfounded. I learned so much, way beyond what I had imagined while taking the first half of the course in Komaba. This division allows you to think about education from various aspects, not only through the studies on educational administration, which I focused on, but also training and lectures on fields related to education policies. Since the seminars are often in fieldwork style we can link the knowledge we have gained from the lectures with what is actually taking place in the world. I think we find ourselves in a valuable and lucky environment where there are opportunities to go out to where the action is instead of being preoccupied with discussions around the table.

Seiko Kurisu

(Graduate of the undergraduate course)

The term ‘educational administration’ conjures up vague images of the study of policy, school management and the relationship between administration and education. That was what I thought before joining the division. But my vague thinking about education was deepened here by a newfound awareness about ties between education and society, through research training at schools and museums. In fact I also took part in seminars and museum training during the two years I majored in educational practices and policies, and became aware of the thinking of different people I met on and off campus. The teachers are all charming in their own way and are very helpful during training, seminars and thesis guidance. I think the Division offers you a valuable environment where you learn about education through encounters with people from all walks of life.

“Encounter with diverse fields of study” Takuma Asaishi

(Master’s course student of the Library and Information Studies Laboratory, Graduate School)

I chose this Division hoping to study about education from the standpoint of the education system. I was originally interested in the curriculum of primary and junior high schools; and my interest grew to include the policymaking process and how the curriculum is put into effect. The three major fields of study in this division are educational



administration, theories on social education and lifelong learning, and library and information studies. Third-year study is wide and shallow without focusing on a specific field. Like me, you are bound to be strongly drawn to lectures you had not expected. I also think one of the great appeals of the Division lies in the opportunities given to hear the direct opinions of people when we visit schools, libraries, school boards and the Ministry of Education, Culture, Sports, Science and Technology as part of the seminars. Our career choices upon graduation vary, but I chose to go on to graduate school (Library and Information Studies Laboratory). I will further my studies under the guidance of the teachers, who are strict yet extremely dedicated.

“From ukiyo-e to volunteer activities” Takako Aoyama

(Doctoral course student of the Study of Adult and Community Education Laboratory, Graduate School)

The appeal of adult and community education and lifelong learning as fields of study is, in short, the breadth of the area they handle. Adult and community education and lifelong learning that focus on “education” and “learning” that occur outside the school are somewhat different from the study of education that mainly handles scenes at the school.

Before entering the graduate school, I majored in art history at the Faculty of Letters. I decided to turn to the Graduate School of Education and study adult and community education since I became interested in not only artworks but also the relationship between art and people and the workings that link the two.

If we take art, it will instantly become a research topic of adult and community education and lifelong learning only by focusing on its “relationship with people” and “change among people” in art. Naturally this logic applies to other aspects in society.

Our laboratory has become a gathering place for students who are interested in the colorful activities of people – from ukiyo-e to volunteer work – and the changes people undergo. I believe you will find our door wide open to your diverse interests and intellectual curiosity. Even if you are

studying at other faculties or universities, do visit us if you are interested in any way.

“Down-to-earth study of the media and information”

Shuntaro Kawamura

(Doctoral course student of Library and Information Studies, Graduate School)

As the name suggests, Library and Information Studies mainly focus on topics related to the library. Despite the limited image this may conjure, the field is extremely broad and includes not only the organization and facility which we now understand as the library, but also books, websites and other media that the library deals with, the information these media provide, and the library's functions of collecting, classifying and storing information. To these subjects, we also apply diverse techniques -- from such methods as critical review of literature and interviews from an arts standpoint to the application of mathematical models from a scientific standpoint. Thus we conduct various studies, such as book classification and specialist training, that are part of library management and analysis of the structure of theses and knowledge, the position of information education in school education, and the structure of language seen through translations.

The strongest point of Library and Information Studies is that they are tied to the library, an actual place with which we have direct contact. Consequently, we can conduct theoretically and practically down-to-earth studies without falling to either an extremely speculative and empty level or a narrow state concerned only with each isolated subject.

Since Library and Information Studies constitute a broad field of learning, a large number of graduate students with diverse interests gather in the laboratory. We also invite researchers from outside the university. Therefore, we have the opportunity to talk to and receive advice from those people and reexamine our studies that tend to fall into a state of restricted vision.

Moreover, while we conduct individual studies, we have opportunities to develop our interests through joint research and study meetings with the teachers, fellow graduate students, graduates and outside scholars.

“What I learned during my graduate school years”

Yun Gyionhun

(Holds PhD and bachelor's degrees, Study of Adult and Community Education, Graduate School)

Nowadays when falling academic ability is much talked about, students of the university I work at do not seem to like studying. Instead, they seem to prefer club activities, where they can feel more concrete improvements in their skills. So why did I choose to pursue these studies and what have I learned? When I was asked to write this message, I recalled my graduate school years. Actually, when I began my master's course, I hadn't given it much thought. Perhaps this was the reason that I had a hard time preparing for the seminars. On second thought, it is only natural that hard work is required if one is to study with great teachers. Anyhow, at that time while feeling uneasy about the future I held discussions with my fellow students in the institute and returned home late feeling satisfied, and as if I had studied hard. Also, although I am a city-loving person, going to regional research with other students gave me valuable experience to enjoy the fresh air in the countryside and the hospitality of the local residents. And to be honest, I felt happy when I held the publication carrying my paper or when my doctor's thesis was accepted, feeling that my research may be of use to society, even if only slightly. At the institute I learned something that has become important in my life – how to research while always keeping the problems of the socially vulnerable in mind.



About the schedule

Third Year

Summer Semester: Get to know the characteristics of each field through seminars and study camps

Winter Semester: See where the action is through study camps and research training and consult teachers and senior students

Fourth Year

Summer Semester: Start working on the graduation theses and prepare for the graduate school entrance exam

Winter Semester: Focus mainly on the theses

Division of University Management and Policy Studies

Course Description

The Division of University Management and Policy Studies is the most recent addition to the Graduate School of Education. We offer theoretical and practical education on university management and higher education policies to administrators and policy makers at universities and higher-education institutions, and try to foster scholars and future leaders in this new field. Taking into account the learning environment of those working people, our curriculum offers lectures and seminars mainly on Saturdays.

- In the Master's Course: In addition to studying basic theories, students take part in case studies of actual universities. Through writing a theses centering on these studies, we hope to train future executives and staff members with a broad view, specialized skills and practical judgment. We also offer fundamental education to those aiming to become scholars in this field.

- The Doctor's Course is open to those who have completed the master's course and who have experience as senior staff and administrative officials. In addition to fostering world-class executives and administrators, we hope to turn out scholars and leaders in university management and policy.

- In terms of research: We aim to explore and analyze the current status and reform of university management and researchers of higher education policies, in Japan and abroad. We will also create a network of university managers in Japan and become a hub of international exchange between similar educational study programs in the West and Asia.

Our Faculty Members



Kiyoshi YAMAMOTO
Professor
(Financial Management for
Higher Education)

Universities are being called on recently to become more financially accountable within the declining population and growing competition. Finance and accounting are the basis on which each university conducts primary educational and research activities. Functionally, university accounting is similar to corporate and government accounting in terms of improvement of decision-making and accountability, and the need to adjust interests. But it also needs to take into consideration the unique activities and characteristic of universities, namely the joint production of education and research, and the medium-term connection between faculty members and students. I study the finance and accounting of universities from the aspects of both function and activities. I also conduct international comparative studies of governance, management and accounting in the public sector.



Akiko MOROZUMI
Lecturer
(University Management)

With the developing knowledge society, the social role of universities is growing. At the same time, as the college-age population declines university management is becoming a major issue and many are pondering the need for change in university management and related policies. Researchers are not only required to conduct basic studies from a social scientific perspective and within a certain framework, but also present ideas with practitioners of university management with whom they will work closely. I conduct empirical case studies especially from the perspective of the decision-making patterns and accounting of universities, hoping to build a logical basis that can respond to practical problems.

**This division was newly formed in 2005 for the graduate school. Although we have two full-time faculty members at present, full-time teachers of comparative university studies and university policy studies are expected to join us soon. We will also focus on practical forms of education by asking noted scholars, college presidents and officials from the Ministry of Education, Culture, Sports, Science and Technology to give guest lectures and seminars.*

Lecture List

Basic Subjects

Subject	Teaching Staff	Main Content
Higher Education Studies (1)	Motohisa Kaneko, Visiting Professor	History of the university / Organization / Educational content / Social function
Higher Education Studie (2)	Motohisa Kaneko, Visiting Professor	Universities around the world / Trend of university reform / University reform in Japan
Higher Education Policies (1)	Kiyoshi Yamamoto, Professor	Legal basis of higher education / Higher education administration / Approval of establishment
Higher Education Policies (2)	Kiyoshi Yamamoto, Professor Shinichi Kobayashi, Part-time Lecturer (University of Tsukuba Professor)	Higher education accounting / University evaluation / Administrative reform and the university
Financial Management for Higher Education (1)	Kiyoshi Yamamoto, Professor	Characteristics of university organization and financial management / Theory and practice of financial management
Financial Management for Higher Education(2)	Kiyoshi Yamamoto, Professor	Financial management of universities in Japan / Cases abroad / Challenges

Theories of Management and Policies

Subject	Teaching Staff	Main Content
Theories of University Management Policies (1)	Akiko Morozumi, Lecturer	University system and the system of law / National University Corporation and its organizational structure / Private School Law and the organizational structure of educational corporations
Theories of University Management Policies (2)	Kiyoshi Yamamoto, Professor	Trend of higher education finance / Subsidy system to national and private universities / Trend of management structure of private universities
Theories of University Management Policies (3)	Kiyoshi Yamamoto, Professor	University management plan and evaluation / Job analysis and improvement plan, personnel management / Research management, operating affiliated hospitals
Theories of University Management Policies (4)	Akiko Morozumi, Lecturer	Trend of demand for education continuance, selection of enrollees / Change in the university graduate labor market, degree system, credit compatibility and cumulative addition / University information, university evaluation, accreditation

*Classes will be conducted in omnibus style by inviting experts depending on the topic

Case Analysis and Positive Analysis

Subject	Teaching Staff	Main Content
Case Study of University Management (1)	Akiko Morozumi, Lecturer	Case studies of specific universities Those in charge will be invited from each university
Case Study of University Management (2)	Akiko Morozumi, Lecturer	Case studies of specific universities Those in charge will be invited from each university
Comparative University Management Studies (1)	Kiyoshi Yamamoto, Professor Morozumi Akiko, Lecturer	University management in the United States Classes will be offered in collaboration with schools in the U.S.
Comparative University Management Studies (2)	Kiyoshi Yamamoto, Professor Morozumi Akiko, Lecturer	University management in Britain Classes will be offered in collaboration with schools in Britain
Economic Analysis of Higher Education Policies	Masayuki Kobayashi, Professor	Economic theories and measurement technique on career choices, educational investment, burden of expense
Quantitative Analysis of Higher Education	Masayuki Kobayashi, Professor	Economic analysis of tuition, scholarship and aid to private schools
Method and Analysis of Higher Education Research	Hiroaki Urata, Part-time Lecturer (Meijo University Professor)	Method and analysis of research on higher education
Higher Education in the United States	Fumihiro Maruyama, Part-time Lecturer (Center for National University Finance and Management Professor)	Reading literature on higher education in the U.S.
Learning Behavior of University Students	Naoyuki Ogata, Visiting Associate Professor (~2010.9), Associate Professor (2010.10~) (Hiroshima University Professor)	Theory and analysis on learning behavior of university students

Research Guidance

Subject	Teaching Staff	Main Content
University Management and Policy Studies Thesis Mentoring	Kiyoshi Yamamoto, Professor Akiko Morozumi, Lecturer Naoyuki Ogata, Associate Professor (prospective)	Guidance in research for Masters and Doctorate Theses

Division of Educational Psychology



About the Course

This division offers four areas of study: Psychology of Learning and Instructional Psychology, Developmental Psychology, Educational Cognitive Sciences, and Educational Information Sciences. In the first area, we examine how knowledge is gained and used at schools and kindergartens. In Developmental Psychology, we focus on children's emotional and cognitive development. Educational Cognitive Sciences deals with people's cognitive activities outside school. In Educational Information Sciences, we explore how to measure and analyze human behavior by using statistics. We aim to foster researchers who share these broad perspectives and specialized techniques.

Course Description

Educational psychology focuses on the areas of **development, learning, cognition, personality, clinical practice, social behavior, assessment, measurement and disorder**. The lectures and seminars are designed to cover these areas.

Other than those mentioned above, we offer "**Experiments in Educational Psychology**," which every student is required to take. In this seminar, students learn various methods for conducting research in educational psychology, such as experiments, tests, observation, interviews and data analysis. For this purpose, visits to correctional, welfare and medical facilities are also organized. After completing these basic studies, students choose their specialized fields according to their interests, and pursue specific research.

In addition to these lectures and seminars, the students receive guidance for their graduation theses during their fourth year. They are free to choose their own themes. In writing theses, students are encouraged to collect and analyze data through experiments, observations, tests and other techniques, as empirical evidence is emphasized in research on educational psychology. (Titles of recent theses can be found in the following pages.)

Since 2004, the graduate school has been divided into the divisions of Educational Psychology and Clinical Psychology, allowing students to delve further into specialized fields. Lectures for the undergraduate school's educational psychology course are taught by the faculty members of both divisions of the graduate school.

Our Faculty Members



Masato SASAKI
Professor
(Educational Cognitive
Sciences)

Among the educational cognitive sciences, I specialize in ecological psychology, dealing with the interaction between the behavior of the body and the affordance of the environment that restricts it. My method is to go out and watch closely the encounter of the body and the environment and study the results in the development of action. I also interact with the fields of the development of infants' actions, robotics, and architecture and design from the perspective of environmental design.



Shin'ichi ICHIKAWA
Professor
(Psychology of Learning,
Instructional Psychology)

My theme is to link cognitive theory and education practices by focusing on the problems of learning, understanding, reasoning and motivation as the core. Along with basic study involving experiments and research, I am directly involved in lesson improvement and the practice of social education. I advocate "educational psychology that examines education through creating it." We welcome students who hope to utilize their own learning or teaching experience in psychological studies.



Tomokazu HAEBARA
Professor (Educational
Information Sciences)

My interest lies in methodological problems such as the relation between psychological research and statistical methods. In other words, what is the meaning of statistical indexes derived from group data when we are trying to understand the individual? I am also interested in the statistical analysis of tests, and hope to focus on problems concerning practical measurements or assessments like school entrance exams.



Kiyomi AKITA
Professor
(Psychology of Learning,
Instructional Psychology)

My major is to research on children's learning and developmental processes embedded in the sociocultural environment of schools, kindergartens and nurseries. By focusing on classroom discourse and inscription systems in the classroom, I examine how children learn and study literacy, subject matter knowledge and reasoning skills, and how teachers design, carry out and reflect on their lessons.



Takeshi OKADA
Professor
(Educational Cognitive
Sciences)

I am interested in the process of how ideas are born and developed. Focusing on the creative activities of artists and scientists, I aim to answer such questions as: "How do artists create?" and "How are original ideas born?" To do so, I use a multi-method approach -- first, creating a hypothesis on cognitive activities in creative processes based on fieldwork, and then verifying the hypothesis through psychological experiments.



Toshihiko ENDO
Associate Professor
(Developmental Psychology)

I am concerned about the factors that influence the attachment relationships formed between children and their caregivers in early life, and investigate how individual differences of the quality of early attachment affect children's later socio-emotional development. I also study how a variety of emotions emerge and develop in early childhood and what impacts they have on children's physical and psychological functioning from evolutionary and cultural perspectives.



Etsuko HARYU
Associate Professor
(Developmental Psychology)

A child who seems truly powerless when born will eventually learn how to speak, behave compassionately, and cope with new problems. I hope to find out how this seemingly natural change occurs. I am particularly interested in how children acquire languages and how their view of the world is structured as they acquire languages.

Lecture List

Undergraduate Course

2010 School Year

Lecture title	Subject	Term (Period)
"Psychology and Environment of Learning"	(Introduction)	Summer (Fri. 4th)
"Introduction of Counseling"	(Introduction)	Summer (Tue. 4th)
"Developmental Psychology"	(Introduction)	Winter (Mon. 4th)
"Psychological Statistics I"	(Introduction)	General education 4 (Fri. 2nd)
"Experiments in Educational Psychology I"	(Basic seminar)	General education 4 (Thu. 3rd and 4th)
"Experiments in Educational Psychology II"	(Basic seminar)	Summer (Thu. 3rd and 4th)
"Experiments in Educational Psychology III"	(Basic seminar)	Winter (Thu. 3rd and 4th)
"Research Methods for Qualitative Psychology"	(Seminar)	Summer (Mon. 2nd)
"Seminar of Clinical Psychology"	(Seminar)	Summer (Fri. 3rd)
"Seminar in Psychology of Cognitive Development"	(Seminar)	Summer (Wed. 2nd)
"Counseling for Learning I"	(Seminar)	Winter (Fri. 3rd)
"Informatization and Education"	(Seminar)	Summer (Fri. 3rd)
"Psychological Statistics II"	(Special lecture)	Summer (Tue. 2nd)
"Psychological Statistics III"	(Special lecture)	Winter (Tue. 2nd)
"Educational and Psychology Measurement"	(Special lecture)	Summer (Fri. 2)
"Clinical Psychology in School"	(Special lecture)	Winter (Tue. 3rd)
"Psychology of Language Development"	(Special lecture)	Winter (Wed. 2nd)
"Educational Psychology I"	(Teacher-training)	General education 3 (Fri. 5th)
"School Counseling I"	(Teacher-training)	General education 4 (Fri. 5th)
"Educational Psychology II"	(Teacher-training)	Summer (Tue. 1st)
"School Counseling II"	(Teacher-training)	Winter (Fri. 1st)
"Guided Research in Educational Psychology"	(Research guidance)	Summer/ Winter (Tue. 5th)
"Graduation theses"	(Graduation theses)	

Graduate Course

2010 School Year

Lecture title	Subject
"Cognition and Education"	(Basic study in psychology of learning and instruction)
"Issues in Psychological Statistics I"	(Basic study of educational information sciences)
"Evolutionary and Cultural Psychology of Human Emotions"	(Basic study of developmental psychology)
"Language and Cognitive Development I"	(Basic study of developmental psychology)
"Ecological Psychology I"	(Basic study of educational cognitive sciences)
"Psychology of Teaching"	(Basic study in psychology of learning and instruction)
"Psychology of Creative Cognition I"	(Basic study of educational cognitive sciences)
"Studies on Early Childhood Education"	(Special study in psychology of learning and instruction)
"Research on Learning in Classroom"	(Special study in psychology of learning and instruction)
"Teaching-Learning Processes"	(Special study in psychology of learning and instruction)
"Issues in Psychological Statistics II"	(Special study of educational information sciences)
"Relationships and Children's Socio-Emotional Development"	(Special study of developmental psychology)
"Language and Cognitive Development II"	(Special study of developmental psychology)
"Ecological Psychology II"	(Special study of educational cognitive sciences)
"Psychology of Creative Cognition II"	(Special study of educational cognitive sciences)
"Bayesian Statistics"	(Special study of educational information sciences)
"Cognitive Science Studies on Higher Order Cognitive Processes"	(Special study of educational cognitive sciences)
"Evolutionary and Genetic Bases of Education"	(Special study of developmental psychology)
"Cognitive Emergentism in Learning and Thinking"	(Special study in psychology of learning and instruction)
"Research Design for Causal Inference and Related Statistical Analysis"	(Special study of educational information sciences)
"Dissertation Research in Educational Psychology"	(Thesis guidance for psychology of learning and instruction)
"Dissertation Research in Educational Psychology"	(Thesis guidance for developmental psychology)
"Dissertation Research in Educational Psychology"	(Thesis guidance for educational cognitive sciences)
"Dissertation Research in on Educational Psychology"	(Thesis guidance for educational information sciences)

Themes of Graduation and Master's Theses

Graduation Theses

2008 School Year (Subtitles are omitted)

- "Factors that explain why comedy is funny"
- "Effects of sound symbolism on semantic process of onomatopoeic words"
- "Qualitative study on individual differences in the self-presentation behavior of university students"
- "Effects of attachment on depressive process"
- "Relationship between cognition of experiences of setbacks and self-efficacy"
- "Effects of music-induced moods on creativity"
- "Study of the effects of mood variations on assertive words and actions, and irrational perceived notion"
- "Effects of color on anger and anxiety"
- "Relationship between attachment in adolescence and memory of facial expression"
- "Assuming that the local independence of tests are not locally independent and the effects of this assumption on the latent characteristic estimation"
- "Study of the effect of underlining strategy on sentence comprehension and preparing summaries"
- "Study of the process of finding employment"
- "Psychological maturation of university students who belong to varsity sports teams"
- "Qualitative research on the formation of positive self-image"
- "Analysis of rejection in the dictator game according to the certainty manipulation of the self-concept"
- "Study of the emotions and behavior of university students toward parental expectation"
- "Relation between non-accompanying high rating and willingness to learn"

2009 School Year (Subtitles are omitted)

- "Maternal stress when children with developmental disabilities enter elementary schools"
- "Relationship between attachment styles of university students and interpersonal cognition"
- "Effects of club activities on the mental health of senior high school students"
- "Qualitative study of the experience process when one's lover develops depressive symptoms"
- "Comparative study of "shame" in Japan and China"
- "Cognition process of words that are presented aurally and how it is affected by the way these words are written"
- "Conditions of stress-coping methods reducing the stress of studying"
- "Evaluation of test equalization method using item response theory for common item design"

- "Effects of self-oriented perfectionism on clarifying the occupational ideal self"
- "Effects of conflict between married couples on the style of interpersonal conflict strategy during adolescence"
- "Will producing explanations enhance monitoring when understanding sentences?"
- "How the different attachment-styles depending on the subjects affect the adaptability of the individual"
- "Effects of friendship among university students on relationship satisfaction, self-respect and loneliness"

Master's Theses

2008 School Year (Subtitles are omitted)

- "Relation between the reader's epistemological belief toward comprehension and the quality of the summary of papers"
- "Components and tier structure of 'experiencing the real thing' in regional education"
- "Study of psychological metrology features of evaluation data of short-essay exam"
- "Assessment of 'reading comprehension' during social studies (geographical field) in junior high school"
- "Relation between flow experience and performance"
- "Guidance to solve word problems using problems already solved"
- "How to utilize feedback when reviewing studies"
- "How the self-explanation prompt that focuses on structure and function affects the acquisition of conceptual knowledge"
- "Study on jealousy and strategies to handle it"
- "Development of understanding argument structure in children whose first language is Chinese"

2009 School Year (Subtitles are omitted)

- "Analysis of formulating sitting posture"
- "Development of understanding facial expression of infants"
- "How tests relate to motivation and strategy of learning"
- "Impact of intervention based on the developmental process of interests on the recognition of value"
- "Effects of setting targets and goals on the predicted time period of execution"
- "Role of pitch accent information in children's cognition of single words"
- "Analysis of coordinated problem settlement process at advertising agencies"
- "Developmental changes in conversations among 2 to 3-year-olds in childcare groups"

Student Life

Students are required to take “Seminar for Experiments in Educational Psychology”. In order to fill the requirement of this course, students must submit a report every week. Classes in statistical analysis and information processing are semi-compulsory.

There is a common room for undergraduate students. It serves as the base for interaction and information exchange as well as voluntary seminars and reading groups.

Twice a year in spring (around June) and fall (around

November), undergraduate students (including those who have been notified of their admittance to the divisions), graduate students and faculty members travel together in the Kanto region also to promote ties. Participation is optional.

In addition, a welcome party for the new entrants and ballgame events (participation is optional) are held each year, part of our divisional tradition of enhancing interaction among undergraduates, graduate students and faculty members.



The students and faculty, after the graduation ceremony in the spring of 2009

Career Choices of Graduates

(2005-2008 School Year)

Choices of job and academic field		Male Students	Female Students	Total
Number of graduates		39	40	79
To graduate schools		12	13	25
University of Tokyo	Graduate School of Education	11	12	23
	Other graduate schools	1		1
	Graduate schools of other universities	1		1
Public service		4	8	12
	National public service	1	4	5
	Local public service	1	1	2
	Family court	2	3	5
Teachers of junior and senior high schools				
Private companies		20	18	38
	Information, Telecommunication, Software	3	2	5
	Manufacturing	3	1	4
	Finance	4	3	7
	Media, Publishing	3	4	7
	Others	7	8	15
Research students/Others		3	1	4

*Companies include Toyota Motor Corporation; Nomura Research Institute, Ltd.; Fujitsu Limited; Central Japan Railway Company; Nomura Securities Co., Ltd.; Mizuho Bank, Ltd.; The Bank of Tokyo-Mitsubishi UFJ, Ltd.; Benesse Corporation; Tokyo Shoseki Co., Ltd.; Yomiuri Shimbun

Division of Clinical Psychology



Characteristics of the Course

This division offers an intellectual foundation in clinical psychology, needed to build a social system befitting the 21st century when the significance of the mental health is drawing attention. We also aim to train professionals such as clinical psychologists and school counselors as well as researchers.

More specifically, we deal with psychological problems such as school refusal and withdrawal not only individually, but also in the social system. We use clinical psychology to clarify and solve psychological problems and to make preventive efforts. In doing so we carry on the tradition of clinical psychology studies at this university and also focus on theoretical and practical education, while stressing the need for global and multi-cultural perspectives.

Description of the Course

The basic framework and specific contents of our study are as follows.

In System Theory and Practice of Clinical Psychology, we lay the foundation of an integrated theory that serves to develop clinical psychology into specialized activities within such social systems as the school, family and workplace. We advance appropriate studies of clinical practice, and form an intellectual foundation that supports education and training of experts in the field. In addition, we develop, study and enlarge psychological education to support children beset with various psychological problems, as well as their parents, teachers and schools.

In Curriculum Development of Clinical Psychology, we develop a curriculum where education and training of clinical psychology can be carried out with effect. We also aim to develop an approach that enhances the effectiveness of clinical psychology practice and then present the results to society. We train instructors and researchers who assume the task of developing the education and research of this field.

In Developmental Clinical Psychology, we call the point where clinical psychology and developmental psychology (development of emotions in particular) meet, the "region of developmental clinical practice." We study disorders generated by the development of relationships and their restoration; and train specialists and instructors. This area of study incorporates the perspective of developmental support. In addition to the psychological treatment that is the core of existing clinical psychology, our subjects are wide-ranging and include problems in childcare and medical childcare, child-support measures and support for children and the parents of children with disorders.

Our Faculty Members



Haruhiko SHIMOYAMA
Professor
(Curriculum Development of
Clinical Psychology)

I aim to comprehensively develop the skills and educational method of clinical psychology, beyond specific schools of thought or techniques of psychotherapy. I have been practicing, studying and teaching in the following four fields: (1) developing support methods appropriate for each formative stage (recent focus is cognitive behavior therapy for children); (2) developing a “connect model” that will integrate individual and system-based therapies; (3) developing teaching and training methods that suit the culture and social system of Japan based on international comparison; (4) systematization of clinical psychology from the perspective of narratology.



Chihoko TANAKA
Professor
(Developmental Clinical
Psychology)

My main focus is to grasp the psychological problems and pathology that is occurring at the forefront where clinical psychology-based support is provided; and to examine the type of support needed for the growth and development of the people concerned. To do so, I have been conducting psychological therapies and studying clinical psychology based on two main perspectives: relationships based on the infant stage, and grasping the problems of individuals by examining their long-term lifecycle as a whole.



Hiroko NAKAGAMA
Professor
(System Theory and Practice
of Clinical Psychology)

My aim is to contribute to the theoretical integration for psychological therapies. I have been focusing on clinical problems that beset children and their families in puberty and adolescence, such as school refusal, voluntary social withdrawal and eating disorders. I regard these problems as indications of mismatch and incompatibility between social systems that surround them, such as the family and the school. I have carried out clinical practice in cooperation with people who work within these systems. I have built a more effective therapeutic system by combining individual interviews and conjoint interviews with family members, and continue to study and offer educational training to this end.



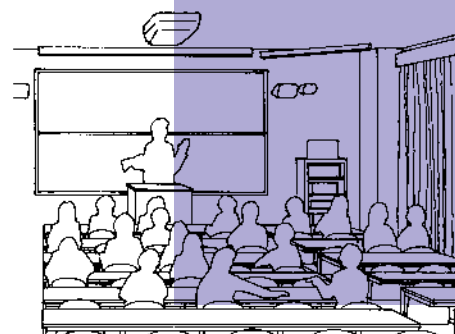
Masahiro NOUCHI
Associate Professor
(Curriculum Development
of Clinical Psychology)

One of my primary goals is to establish knowledge rooted in actual field experiences from an interdisciplinary perspective centering on clinical psychology. More specifically, I analyze the narratives of adults with disabilities to clarify characteristics of their experiences and their needs in the rehabilitation process. At the same time, I offer assistance and consultation for the community based on the knowledge. I am also interested in qualitative research methodology in psychology. Collaborating with researchers from other universities, I am trying to form its theoretical basis, organize methods of analysis, and develop educational methods.



Miho TAKAHASHI
Lecturer
(System Theory and Practice
of Clinical Psychology)

When understanding and supporting psychological problems, I consider important not only the inner world of an individual but also the wider social system. More specifically, my work focuses on the unemployed and examines the psychology of the jobless in modern Japan, as well as what sort of assistance they should be provided. I am also interested in culture of clinical psychology and exploring the possibility of psychological treatment based on the culture of Japan.



Lecture List

Graduate Course

2010 School Year

Subject

Clinical Psychology System Basic Studies
 Clinical Psychology System Basic Studies
 Clinical Psychology System Basic Studies
 Clinical Psychology System Basic Studies
 Clinical Psychology Curriculum Basic Studies
 Clinical Psychology Curriculum Basic Studies
 Clinical Psychology Curriculum Basic Studies
 Basic Studies in Developmental Clinical Psychology
 Basic studies in Developmental Clinical Psychology
 Basic Studies in Developmental Clinical Psychology
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 Issues in Clinical Psychology Curriculum Study
 Issues in Clinical Psychology Curriculum Study
 Issues in Clinical Developmental Psychology
 Issues in Clinical Developmental Psychology
 Issues in Clinical Developmental Psychology
 Issues in Clinical Developmental Psychology
 Dissertation in Clinical Psychology System Study
 Dissertation in Clinical Psychology Curriculum Study
 Dissertation in Developmental Clinical Psychology

*Limited to students who belong to the Division of Clinical Psychology

Lecture title

Practicum in Clinical Psychology I*
 Practicum in Clinical Psychology II*
 Clinical Psychology II*
 Interview Methods for Clinical Psychology II*
 Clinical Psychology I*
 Seminar on Assessment of Clinical Psychology I*
 Basic Practicum in Clinical Psychology I*
 Interview Methods for Clinical Psychology I*
 Seminar on Assessment of Clinical Psychology II*
 Basic Practicum in Clinical Psychology II*
 Family Psychology
 Industrial Clinical Psychology
 Family Counseling I*
 Family Counseling II*
 Administration of Clinical Psychology *
 Community Approach I*
 Community Approach II*
 Community Psychology
 Psychological Disorders and Helping I*
 Psychological Disorders and Helping II*
 Research Methods in Clinical Psychology *
 Psychiatry
 Developmental Clinical Psychology *
 Psychotherapy *
 Clinical Supervision I*
 Clinical Supervision II*
 Dissertation Research in Clinical Psychology *
 Dissertation Research in Clinical Psychology *
 Dissertation Research in Clinical Psychology *

Themes of Master's Theses

2008 School Year

- “Deviating from and avoiding friends – Starting from discussions with people who once refused to attend schools”
- “What kind of psychological resources does faith bring to mental health? – From a qualitative analysis of talks by Japanese protestants”
- “Study on the current situation and beneficial use of Websites focusing on suicide”
- “Subjective experience of clients during short-term trial counseling – Process research focusing on the deepening of talks”
- “What it means for former patients to support those afflicted with the same illness – Focusing on the self-help activities of former breast cancer patients”
- “Study on the complementarity of ‘vulnerability’ and ‘mental resilience’ – From an attempt to categorize the qualification and acquirement factors for resilience”
- “Cognition of marital relationships and mental health in midlife – Study from the perspective of system theory of positive illusion”
- “How can homeroom teachers cooperate with school counselors? – Understanding the difficulty behind the need for coordination and the psychological process of cooperation”
- “Informing families about the life expectancy of their cancer-stricken loved-ones – A basic study to explore the direction of assistance”

2009 School Year

- College life for individuals with developmental disorders – as the transitional period to a social life –
- How do depressed patients realize their illness before seeking professional help? Constructing a process model of insight development in depression
- Experience and the change of the new elementary school teacher – through interviews of the vertical section in a half-year –
- A study on depression prevention program for adolescents: development and evaluation
- Living as a sibling of a person with disability: a qualitative study through in-depth talking
- The interaction of deaf and hard-of-hearing persons – from three cases using sign-language
- Feelings of inferiority in learning among junior high school students
- The meaning of “having children leave home” for parents of adults with mental retardation – focusing on parents’ attitude toward residential institutions –
- Psychological adjustment process of foreigners working in Japanese offices – focusing on Korean white-collars –

Messages from the Graduates and Students

Hatsuho Ayashiro

(Doctoral course student of the Division of Clinical Psychology)

A major feature of this division is the requirement to strike a balance between research work and clinical practice. Consequently, student life is demanding. In addition – although it may well vary between individuals – you will often suffer from a sense of frustration and inferiority since you face your poor abilities on a daily basis. Sometimes you get discouraged.

Yet the process of studying clinical psychology is very stimulating. Through lectures, discussions, role-playing and training, you can strengthen your basic stance toward the study. Also, through writing the master's thesis and other papers, you get insights into research in clinical psychology. Individual guidance is available and your fellow students will provide the support that is essential to endure the strenuous student life.

Although it is tough to study research and clinical practice simultaneously, the experience will teach you to look at practice from the perspective of research and to conduct research from the standpoint of clinical practice. Given that important environment, it is worth feeling discouraged at times.

Incidentally, since the Faculty of Education and the psychological education consultation room are some distance apart, you get to walk on campus all the time so “moderate exercise” is another appeal of this division.

Kazuko Ishizu

(Left the doctor's course of the Division of Clinical Psychology, Graduate School of Education in 2008. Currently full-time lecturer at the Faculty of Humanity and Science, Komazawa Women's University)

After working at a company for a few years, I entered

the Graduate School and spent six years pursuing a master's degree, then doctorate at the Division of Clinical Psychology until I left when my period of study expired. Currently I work as a faculty member of a university.

Presently my job involves teaching graduate and undergraduate students, offering psychological interviews and supervisions at the consultation center and student consultation room, as well as my own research. I also visit junior high schools where graduate students get practice and work with the teachers there. Organizing lectures for the local residents in the hope of contributing to the community is another task I do.

When I think of my present job, I find I owe it to my studies at the University of Tokyo. At the Division of Clinical Psychology, I was consistently exposed to the latest research and practice of the field together with the other graduate students, with their diverse interests. Guidance from the professors was strict but warm.

It was really stimulating to see the sincere efforts toward research and clinical practice of the professors who are active in Japan and abroad, and the work of my fellow students, who pushed forward under their guidance. I was able to gain clinical experience at the university hospital, clinics not associated with the university, and the student consultation room. With professors working at the frontline and with my fellow students, I took part in joint studies conducted at other institutions. There were many opportunities to hear the latest developments in research and practice as well as the current situation from professors in Japan and abroad. All these experiences were very important to me.

Even since leaving the school, I still receive kind guidance from the professors, and maintain friendly competition with my former classmates. I will continue with clinical practice, education and research while focusing on what is required of clinical psychology and clinical psychotherapist so that I may repay the great debt I owe the Division of Clinical Psychology.



A scene from an international symposium organized by the division



Lesson in the consultation room



Division of Physical and Health Education

Course Description

What is physical and health education...?

Schools are beset with serious problems, such as bullying, school refusal by students, physical attacks on students and teachers and even killings, mistreatment of small animals kept there. The need for “education of the heart” and “health of the heart” is called for. Meanwhile, there are other problems related to children’s mental and physical health, such as obesity, slimming obsession, chronic fatigue, sleepiness, injuries from over-use in sports, drug abuse and smoking. In addition, Japan’s aging society and the development of science and technology are the background to rising social problems that need to be addressed from the perspectives of the body, society and the environment. They include insufficient exercise and increasing lifestyle-related illnesses among the middle-aged and the elderly, the sequence of the elderly falling, suffering fractures and becoming bed-ridden, the effects of environments on human development, and the method to organize sports activities safely for middle-aged and older.

The study of physical and health education focuses on diverse phenomena related to the body and health that occur at schools, homes and society. The focus is on education and research from a broad and practical standpoint. The aim is to cultivate awareness of the need to be physically and mentally healthy, to cultivate healthy views of the body and sports, and foster the ability to face and achieve the goal of nurturing the body.

Established in April 1998, the Division of Physical and Health Education is the first of its kind in Japan focusing on “education about the body and health.”

Our education principles can be summed up as follows:

Understand the nature of the body

See the significance of the body, health and life

Appreciate the fun and joy of physical activities

Breakdown of Entrants to the Undergraduate and Graduate Courses

Because of our diverse curriculum, we welcome both liberal arts and physical science students. The breakdown of junior students who joined the division in 2008 and 2009 is as follows:

2008 School Year	Total	2009 School Year	Total
Liberal arts-Type 1	0	Liberal arts-Type 1	0
Liberal arts-Type 2	1	Liberal arts-Type 2	6
Liberal arts-Type 3	8 9	Liberal arts-Type 3	4 10
Physical science-Type 1	2	Physical science-Type 1	3
Physical science-Type 2	6	Physical science-Type 2	4
Physical science-Type 3	0 8	Physical science-Type 3	0 7
17 (6)		17 (1)	

*Figures in brackets indicate the number of female students

Also an increasing number of students are joining our division by transferring faculties, via graduate schools or after earning a bachelor’s degree.

Entrants to the Graduate School

2008 School Year	Total	2009 School Year	Total
Master’s course	4	Master’s course	6
Doctor’s course	1	Doctor’s course	4
5 (2)		10 (2)	

*Figures in brackets indicate the number of female students

Our Faculty Members



Yoshiteru MUTOH
Professor
(Physical Education)

Based on an understanding of the form, system and nature of the human body, I study the educational content and method of how to foster the bodies of children, women, the middle-aged and the elderly, children and adults with special needs, and top athletes. I also focus on how each may spend a healthy and rewarding life. Currently my major themes include prevention of falls and fractures and the care needs of the elderly, cause and prevention of sports-related disorders, exercise through play, and preventing sports-related disorders among children. I am also interested in the view of the body, bodily expression, and the relationship between the body and society, history, culture and art.



Yoshiharu YAMAMOTO
Professor
(Educational Physiology)

Educational physiology first looks at the physical and mental functions of the person being educated and focuses on the conditions that allow him to accept education. The study takes these conditions as well as such factors as educational content, methods and environment and tries to clarify how they influence educational effects, on the basis of mind-body correlation. In modern societies, it is especially important to further our studies by taking into consideration the individual and the surrounding environment: lifestyles, environment and heredity, stress and chronic fatigue, and the plasticity of bodily functions including the brain's functions. To do so, we deal with biological information that can be acquired through fieldwork such as heart rate variability that is closely linked to stress and emotions, and behavioral time series that reflect the clinical state of mental disorders. Hoping to apply the findings to the fields of education and medicine, I have been analyzing and interpreting these kinds of field-based biological information and studying the risk evaluation based on them.



Tsukasa SASAKI
Professor
(Health Education)

A major focus of my study is to investigate and elucidate genetic and environmental factors that might affect physical and mental development in children and adolescents. Biological and psychological factors play a significant role in such development, which I would like all students in the research areas of education to understand well when they conduct their studies. Specific studies include the effects of the sleep-wake rhythm in 24-hour society, genome variations and environmental factors, especially during the embryonic stage, on growth, development, mental health and disorders. Other studies are on the effects of lifestyles and environmental factors on students' and teachers' mental health in high schools and universities. Longitudinal comparisons of co-twins in their physical and mental development are also a focus of these studies.



Gentaro TAGA
Professor (Developmental
Brain Sciences)

I explore the principle of how locomotion, perception and cognition of man are generated through dynamic interaction between the brain, body and the environment. In particular, I focus on the developmental process of newborns and infants and hope to shed light on nativism; rule of the development of complex systems; adaptability to the environment; voluntary information-generating mechanism. I also work on behavior measure; psychological experiments; imaging of the brain; nonlinear dynamics modeling and computer simulation.



Daichi NOZAKI
Associate Professor
(Physical Education)

The neural and musculoskeletal systems that support bodily motions have extremely redundant characteristics. For instance, the motion of flexing and extending a single joint involves an enormous number of neurons of the brain and spinal cord and a large number of muscles. Through such methods as motion analysis, (evoked) electromyogram, brain waves, magnetic stimulation of the brain, fMRI and motor learning paradigm using the robot arm, I hope to clarify how sophisticated movements are performed and acquired based on this redundancy.

Lecture List

Lecture title and content for the undergraduate course

Lecture title	Subject	Teaching staff	No. of credit	Term
Introduction to Physical and Health Education I	Introduction to Physical and Health Education I	Yoshiharu Yamamoto	2	Summer
Introduction to Physical and Health Education II	Introduction to Physical and Health Education II	Gentaro Taga	2	Winter
Laboratory in Physical and Health Education I	Basic Seminar on Physical and Health Education I	Daichi Nozaki	2	Summer
Laboratory in Physical and Health Education II	Basic Seminar on Physical and Health Education II	Daichi Nozaki	2	Winter
Anatomy I	Basic Seminar on Physical and Health Education III	Yoshiteru Mutoh Tsukasa Sasaki Motohiro Kawauchi	2	Summer
Anatomy II	Basic Seminar on Physical and Health Education III	Yosuke Takei	2	Winter
Seminar in Teaching Methodology of Human Movement (Outdoor activity in summer)	Basic Seminar on Physical and Health Education III	Daichi Nozaki	1	Summer
Methodology of Physical and Health Education	Seminar on Developmental Sciences	Hiroharu Kamioka	2	Winter
Biodynamics	Seminar on Developmental Sciences	Daichi Nozaki/Yoshiharu Yamamoto	2	Winter
Study of Health-Care and Promotion Research	Seminar on Developmental Sciences	Tsukasa Sasaki	2	Summer
Educational Physiology	Seminar on Developmental Sciences	Yoshiharu Yamamoto/Yoshiteru Mutoh	2	Summer
Development of Mind and Brain	Seminar on Developmental Sciences	Gentaro Taga	2	Summer
Basic Sport Sociology	Special Lecture on Developmental Sciences	Osamu Ebihara	2	Summer
Applied Sport Sociology	Special Lecture on Developmental Sciences	Osamu Ebihara	2	Winter
Introduction to Human Nutrition	Special Lecture on Developmental Sciences	Yukari Takemi	2	Summer
Tutorial in Physical and Health Education	Tutorial in Physical and Health Education	Entire faculty	2	All year

Lecture title and content for the graduate course

Lecture title	Subject	Teaching staff	No. of credit	Term
Topics in Physical Education I	Fundamental Research in Physical Education	Yoshiteru Mutoh Daichi Nozaki	2	Summer
System Analysis of Human Activity I	Fundamental Research in Educational Physiology	Yoshiharu Yamamoto	2	Summer
Developmental Brain Sciences I	Fundamental Research in Developmental Brain Sciences	Gentaro Taga	2	Summer
Topics in Health Education I	Fundamental Research in Health Education	Tsukasa Sasaki	2	Summer
Topics in Physical Education II	Special Research in Physical Education	Yoshiteru Mutoh Daichi Nozaki	2	Winter
Sport Anthropology I	Special Research in Physical Education	Tsuneco Sougawa	2	Summer
Sport Anthropology II	Special Research in Physical Education	Tsuneco Sougawa	2	Winter
System Analysis in Human Activity II	Special Research in Educational Physiology	Yoshiharu Yamamoto	2	Winter
Developmental Brain Sciences II	Special Research in Developmental Brain Sciences	Gentaro Taga	2	Winter
Topics in Health Education II	Special Research in Health Education	Tsukasa Sasaki	2	Winter
Dissertation Research in Physical Education	Dissertation Research in Physical Education	Yoshiteru Mutoh Ryoji Hoshika	2	All year
Dissertation Research in Physical Education	Dissertation Research in Physical Education	Daichi Nozaki	2	All year
Dissertation Research in Educational Physiology	Dissertation Research in Educational Physiology	Yoshiharu Yamamoto	2	All year
Dissertation Research in Developmental Brain Sciences	Dissertation Research in Developmental Brain Sciences	Gentaro Taga	2	All year
Dissertation Research in Health Education	Dissertation Research in Health Education	Tsukasa Sasaki	2	All year
Seminar in Neuroscience	Special Research in Physical Education	Atsushi Iriki	2	All year
Neuroscience of Mental Disorders	Special Research in Physical Education	Tadafumi Kato	2	All year

Studies are conducted in small groups of 10 to 30 students and mainly through lectures, seminars, experiments and training. The students are to actively participate in the classes through presentations, among others.



Hiroyuki Kato (Second-year student of the master's course)

Our division is where people interested in the human body and mind gather. In a lively and free environment, students are able to take the initiative in pursuing their interests. The human body is most familiar yet full of wonders. Why don't you explore these mysteries?



Atsushi Yokoi (First-year student of the doctor's course)

When speaking of a broad perception of human beings and education, we need to have a proper balance of knowledge of humanities and sciences. We find ourselves in an extremely fortunate environment where we may learn from researchers who lead their respective areas of study. We await students with avid intellectual curiosity transcending the border between humanities and sciences. Let's study together at the Division of Physical and Health Education!

Student Life in the Undergraduate and Graduate Courses

■ “Introduction to physical and health education I” (undergraduate course)

The classes center on presentations given by the students, and discussions among the teachers and students.

The main themes, for example, are:

(1) Alcoholic drinks, (2) To get drunk, (3) Games children play now and in the past, (4) The body and natural sciences, (5) People's walk and the walking stick, (6) Physical posture and movement in paintings and sculptures, (7) Right handedness and left handedness, (8) Being left-handed, (9) Gender difference of the body; (10) Discussion on women's sportswear, (11) Bed-ridden elderly, (12) The elderly falling and suffering fractures, (13) Supplements, (14) Doping, (15) Incorrect training, (16) Prevention of heat stroke, (17) What are children with physical disorders like? (18) Exercise guidance for disabled children, (19) Development of babies, (20) Interaction between the brain and the body



Classes are conducted in small groups and have a cozy atmosphere to them.



The comic book for children was created by the undergraduate students of the Division of Physical and Health Education, among others.



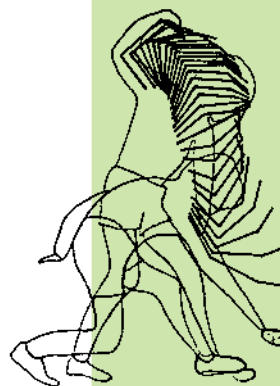
A camp training was held at Takowan Park on the island of Kozushima for the “Seminar in teaching methodology of human movement (Outdoor activity in summer)” class.

■ “Special research in developmental brain sciences II” (graduate course)

The subject deals with the characteristics of the human system by focusing on the rule of “development” where the complex human system is formed and evolves; dynamic working principle of the brain; and behaviors such as action and perception. We aim to cultivate the basic capacity to get an overview of broad studies including developmental psychology, pediatrics, neuroscience, cognitive science, kinesiology, behavioristics, nonlinear physics, and system engineering. We also aspire to hold practical discussions that will assist the participants conduct new research.



A student measures his brain function through optical topography and an MRI image of the brain. (From “Taking a look at my brain” compiled for the all-school free research seminar)



This is a movement of a figure playing menko, a Japanese card game. The player is using the entire body, swinging the arm so that the elbow and wrist move at precise timing. The arm is bowing like a whip. It is similar to the movement of throwing a ball downward.

Themes of Graduation and Master's Theses

Graduation Theses

2009 School Year

- "Study of lower-leg muscle activity during chudan-tsuki (punch to the chest and abdominal areas) in karate"
- "Evaluation of muscle activity and direction of motion caused by transcranial magnetic stimulation"
- "Prediction and recognition process of the direction and track of the batted ball in baseball – Focusing on the eye movement"
- "Spontaneous movement and development of sleep-wake rhythm of infants"
- "Study of the direction of policies for sports promotion in Japan and future challenges – In particular from the perspective of realizing lifelong sports society"
- "Advanced age of parents and pervasive developmental disorders"
- "Effects of auditory information on spatial mapping"
- "On the parents' choice of facilities during the transformation period of early-childhood education facilities"
- "Study of the mechanism of reduction in reaction time through preparatory muscle contraction"
- "Study on the role of general-affairs managers of the baseball teams of member schools of the Tokyo Big6 Baseball League"
- "Physical education and gymnastics"
- "The university students' awareness of the influenza and preventive education – At the time of the H1N1-type influenza epidemic"
- "Effects of the difference between central and peripheral visions on the processing time for motor preparation information"
- "Effects of static stretching on ability to exert and adjust muscle power"
- "A study on the relation between sports and personality"
- "Evaluation of upper-arm muscle activity during the tsuki (punching) movement in karate"
- "Verification of transfer of learning to visuomotor transformation between unimanual and bimanual reaching movements"
- "Effect of sleep on newly-acquired declarative memory"
- "Transfer of learning between two similar movements – From the perspective of motion analysis of shooting motion in lacrosse and batting motion in baseball"
- "Relation between self esteem and target orientation"

Master's Theses

2009 School Year

- "Color and cognition – From an association between the senses of the season and soothing"
- "Dynamic state of brain waves around the time of saccadic eye movement"
- "Switching of the control process with the kinematics of the other arm movement during bimanual reaching movement"
- "Interaction between the sense of hearing and movement under musical rhythm using vestibular electrical stimulation"

Career Choices of Graduates

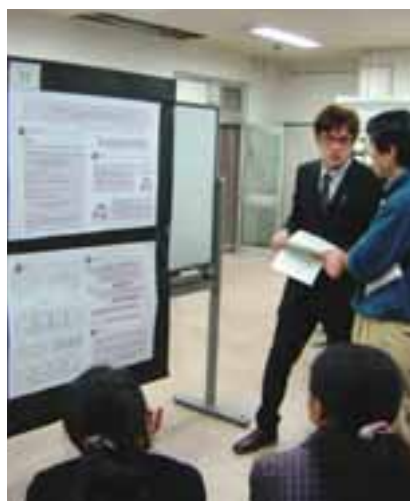
(Undergraduate students of 2007 and 2008 School Years)

Choice of employment (17 people)

Hakuhodo Inc.
Mainichi Broadcasting System, Inc.
Mizuho Bank, Ltd.
Toyota Motor Corporation; Kowa Company, Limited
DeNA Co., Ltd.
Nomura Securities Co., Ltd.
Credit Suisse; Japan Post Service Company, Limited
Mitsui & Co., Ltd.
Sumitomo Life Insurance Company; Simplex Technology, Inc.
Kirin Brewery Company, Limited
Starbucks Coffee Japan, Ltd.
Pias Corporation
Education Bureau of Hokkaido
Nagase Brothers Inc.

Choice of graduate schools (9 people)

Division of Physical and Health Education, Graduate School of Education, The University of Tokyo (6 people)
Graduate School of Frontier Sciences, The University of Tokyo (1 person)
Graduate School of Arts and Sciences, The University of Tokyo (1 person)
Graduate School of Engineering, The University of Tokyo (1 person)



Presentation of graduation theses in 2008

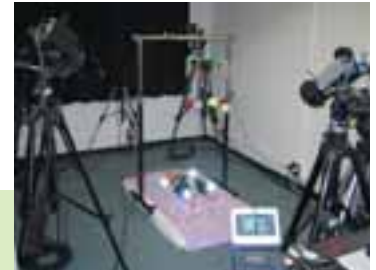
A look at the research of the faculty members



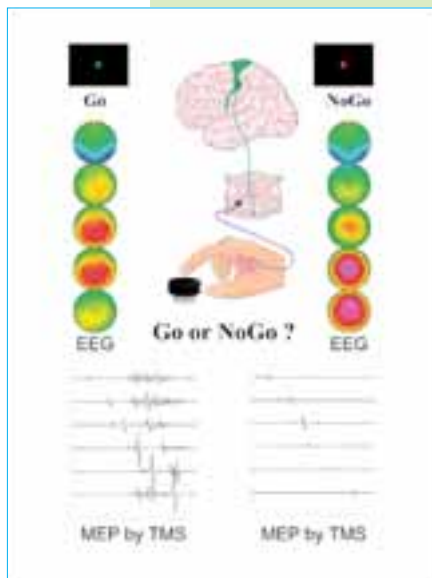
Development of a data logger for ecological neurobehavior
The study aims to use the logger to assess a person's moods, behavior, amount of physical activity, among others to explore the relation between the brain, mind and the body.



Measurement of the brain activities of babies through optical topography

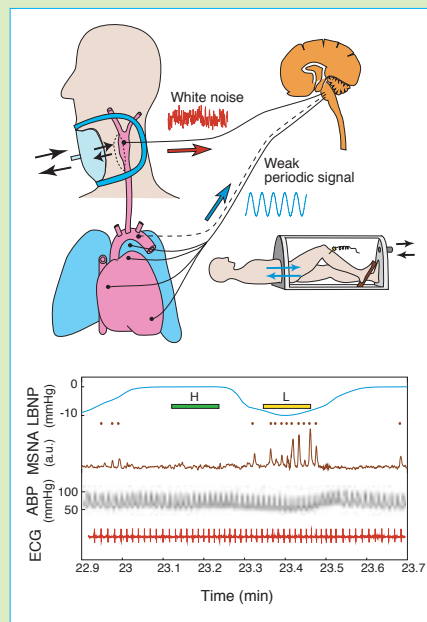


Study of motor development and memory of babies using three-dimensional motion analyzer



Analysis of the mechanism within the brain concerning suppression of response

Using the task of whether or not to press a button, the study focuses on an important mechanism to human beings: "to restrain what one is trying to do."



Analysis of human cardiovascular system

A device that stimulates the blood pressure is used in conjunction with the computer. The study aims to clarify the mechanism of the so-called lightheadedness and develop preventive measures.



Development of an assessment and measuring system to prevent the elderly from falling and suffering fractures, as well as a program for exercise and education



Study of the adaptation (learning) process in new environments using robotic arms and others (A, B)

The study demonstrated that the neural processes in the brain to acquire a novel motor skill of the same left arm movement are partially different according to whether the right arm is at rest or moving together (C, D).





Department of Excellence of School Education

 **Division of Professional Development of Teachers**

 **Division of Curriculum Development**

 **Division of School Improvement and
Policy Studies**

The Department of Excellence of School Education was created in 2006 as a university-wide concern. It aims to advance the profession of teaching, improve educational content, and train experts who will promote progress in school administration policies and in field research. The Department has a selection of three courses: the Division of Professional Development of Teachers, The Division of Curriculum Development, and the Division of School Improvement and Educational Policy Studies. We are committed to educating teachers and researchers who will improve the quality of school education both in Japan and in other countries, utilizing the University of Tokyo's academic research resources, which are among the best in the world.

The Division of Curriculum Development can also be chosen as a minor subject.

Division of Professional Development of Teachers

Course

Description

Our goal is the advancement of professional teaching quality and skills, essential in improving school education. We encourage cutting-edge research into the design of lessons and curriculum content, teachers' professional development, and action research, to train teacher leaders in pre-school, elementary, junior high and high school, as well as university researchers of education (including those who are already working as teachers).

Our Faculty

Members



Manabu SATO

Professor
(Professional Development of Teachers)

I focus on the culture of the school and teachers, and the curriculum and education of teachers. What sort of culture are children exposed to at school? What kind of dilemmas are teachers facing in the classrooms, how are they solving them and maturing with their colleagues? I examine such issues through case studies of lessons actually held in the classrooms; comparative study of schools in Japan and the United States; and historical study of the curriculum in the U.S.

- "Aporia in the form of teachers" (Seorishobo)
- "Designing educational reform" (Iwanami Shoten)
- "Joy of learning" (Seorishobo)



Kiyomi AKITA

Professor
(Research on Classroom Lessons);
Faculty member of Educational Psychology

My major is to research on children's learning and developmental processes embedded in the sociocultural environment of schools, kindergartens and nurseries. By focusing on classroom discourse and inscription systems in the classroom, I examine how children learn and study literacy, subject matter knowledge and reasoning skills, and how teachers design, carry out and reflect on their lessons.

- "Study of Classroom Instruction and the Learning Process" (Society for Promotion of the Open University of Japan)
- "Designing Lessons that Encourage Children's Development" (Iwanami Shoten)
- "Lesson Study, Teachers' Learning process" (Akashi Shoten)



Nahomi MIYAKE

Professor
(Learning Science and Cognitive Science)
(Consortium of Renovating Education for the Future)

I am interested in how people learn, and my work concerns the social context of intellectual development, and connecting theory and practice in this topic. I am also researching the verification and analysis of theories through their application in the field using cognitive science.

People are social beings and create their own models based on interaction with the outer world and other people right from birth. At an early stage in life, an individual will create a simple world model based on experience, and this worldview will become more abstract as the person grows up and accumulates experience, interacting with other people and the environment. My objective is to close the distance between theory and practice by applying methods to encourage intellectual development and to analyze the responses to such methods.

- "Learning Mechanisms and Technology" (Society for the Promotion of the Open University of Japan)

Graduate School Lecture Subject and Content (curriculum for 2009)

Subject	Course Title	Lecturer	Term
Teaching Development / Theoretical Study (Lesson Study / Basic Seminar)	Qualitative Methods for School Studies	Takashi Muto	Summer
Teaching Development / Theoretical Study (Curriculum Study / Advanced Seminar)	Study in Specialization of Teaching	Manabu Sato	Winter
Teaching Development / Theoretical Study (Lesson Study / Basic Seminar)	Lesson Study of Learning Science	Hajime Shirouzu	Winter
Teaching Development / Theoretical Study (Teaching Development / Advanced Seminar)	Study of Learning Science	Nahomi Miyake	Summer/ Winter
Teaching Development / Theoretical Study (Lesson Study / Advanced Seminar)	Methodology of Analysis of Teaching	Masami Matoba	Summer
Teaching Development / Theoretical Study (Lesson Study / Basic Seminar)	Lesson Psychology	Kiyomi Akita	Summer
Teaching Development / Theoretical Study (Lesson Study / Advanced Seminar)	Study of the Learning Process in Lessons	Kiyomi Akita	Winter
Teaching Development / Practical Seminar (Lesson Study / Case Study)	Case Study of Teaching	Kiyomi Akita	Winter
Teaching Development/ Practical Seminar (Teaching Development/ Case Study)	Case Study of Teaching Development	Manabu Sato	Winter
Teaching Development/ Practical Seminar (Curriculum Study / Case Study)	Case Study of Curriculum Development	Manabu Sato	Summer
Teaching Development / Practical Seminar (Curriculum Study / Fieldwork)	Fieldwork of Curriculum	Manabu Sato	Summer
Teaching Development / Practical Seminar (Lesson Study / Fieldwork)	Fieldwork of Lessons	Manabu Sato	Winter
Teaching Development / Thesis Mentoring (Curriculum Study / Thesis Mentoring)	Dissertation Research on Curriculum	Manabu Sato	Summer/ Winter
Teaching Development / Thesis Mentoring (Lesson Study / Thesis Mentoring)	Dissertation Research on Lesson Study	Kiyomi Akita	Summer/ Winter

*Faculty member in joint capacity with other research divisions: Professor Kiyomi Akita

*Faculty member in joint capacity with other departments in the university: Professor Nahomi Miyake

*Part-time lecturers: Professor Masami Matoba (Nagoya University); Professor Hajime Shirouzu (Chukyo University); Professor Takashi Muto (Shiraume Gakuen University)

Themes of Masters Theses

2009 School Year

- “The development of New Zealand’s Whole Language Curriculum”
- “The Teacher Reform Plan of the Institute for Educational Leadership (IFEL) in the postwar period”
- learning materials on English generative grammar”
- “Study of Physical Education models of different groups: application of the CLS Model on apparatus-assisted exercise”
- “Peer coaching between children during lessons”
- “Changes in acts of mutual assistance between children during joint activities”
- “Problems in curriculum continuity in Taiwan’s Nine-year School Program”

2008 School Year

- “The evolution of discourse in junior high school Lesson Study Conferences: application of Bernstein’s Theory of Pedagogic Discourse”
- “Field study on critical reading in high school English classes: application of Catherine Wallace’s theory”
- “Progressive Education in the United States during and after the 1960s: The practices and discourse of Lillian Weber”
- “Case study on scientific inquisitiveness in cooperative activities during junior high school science classes: based on the conceptions of Joseph Schwab”
- “Mutual understanding of multiple interpretations in literature classes: based on Subjective Criticism Theory”
- “The significance of community studies in international education: one teacher’s actions”
- “The acquisition of knowledge in creating teaching materials: the professional growth of a Japanese teacher”
- “Descriptive models for lessons taken from Dewey’s Experiential Education Concept: based on two of his works: Logic: The Theory of Inquiry; and Art as Experience”

2007 School Year

- “The origins of correctional facilities: mainly on the ‘ninsoku-yoseba’, institutions which housed vagrants in late 18th century Japan”
- “The learning process of children in ethics lessons: discussion using

a socio-cultural approach”

- “The development process in present-day mathematics curriculum planning in the United States: activities of the University of Illinois Committee on School Mathematics”
- “Political education in Great Britain in the 1970s: with regard to Bernard Crick and his cohorts”
- “The development of Teacher’s Colleges in the United States: an integration of theory and practice in teacher training”
- “Entrepreneurship education and regionalism in the context of a global society: educational transitions in the interest of community welfare”
- “Developing educational aids based on the teaching method of Astrid Kaiser”
- “Restructuring collegiality in designing teaching materials: An elementary school case study”
- “Critical assessment of “peace education study material” in Japanese textbooks”
- “Issues concerning in-school training programs in South Korea: evaluation of teachers and possibility of reforms”

2006 School Year

- “The attempt to establish teachers as education specialists in the United States: focus on certification by the National Board for Professional Teaching Standards (NBPTS)”
- “The recognition of the need for scientific literacy in the United States: especially with respect to the “golden age of science education”
- “Collaborative research and learning in educational practice by teachers: the school as an organization with learning ability”
- “Discussion of the theory of the Vocal Pedagogy of Frederick Fussler: The concept of voice training”
- “Normalization policy and practice in Denmark’s education: The philosophy of N.E.Bank-Mikkelsen and the endeavors by the Education Ministry”
- “The creation of the Kyoryu Gakko as a junior high school education institution in the early Meiji period: Kyoryu Gakko, Takashima Gakko and Nagaoka Yo-gakko”
- “Competence-oriented education in Shanghai: On curriculum changes”

Division of Curriculum Development

Course Description

The Division promotes research in education content theory and development in the interests of improving the quality of school education. We are also committed to training skilled teacher leaders in elementary, junior high, and high schools with a high level of knowledge in their subject matter; and training experts in the field and in basic research, as well as instructors of teacher training programs (including in-service teacher training). A special concern is the integration of academic research and fieldwork in science, mathematics, language, humanities and social sciences education, as well as in art education (visiting faculty) and physical education (visiting faculty).

Our Faculty Members



Osamu KANAMORI

Professor
(Science Technology Education)
Faculty member of the Division of Basic Theories of Education

I specialize in modern science studies & history of science. As a result of progress in scientific technology, we can no longer deny the possibility that this will greatly affect not only the material aspects of daily life but also culture and thought. For this reason, the achievements of scientific technology should not be evaluated on the sole criterion of science. We will focus mainly on the history of life science and use specific cases to demonstrate the impact of scientific technology on culture and thought.

● “Bachelard: Science and Poetry” (Kodansha)
● “Science Wars” (University of Tokyo Press)



Takashi KAWAMOTO

Professor
(Humanities and Social Science Education)
Faculty member of the Division of Basic Theories of Education

Inspired by my encounter with John Rawls’ “A Theory of Justice” during my graduate student years, I have been focusing on the study of social ethics centered on modern theories of justice and applied ethics. My motto is to “cross over to related fields and respond to the times.” I hope to work on the basis of the history of social thought and social ethics in the West, to reconsider education and refine principles such as freedom, equality and welfare, to which education should aspire.

● “The Adventures of Contemporary Ethics: Towards Networking of Normative Social Theories” (Sobunsha)
● “Rawls: Two Principles of Justice” (Kodansha)



Nobuyuki FUJIMURA

Associate Professor
(Mathematics Education)
Faculty member of Division of Educational Psychology

I am interested in the process by which children understand mathematical and (natural and social) scientific concepts, and also in planning lessons that encourage that process. I use an educational psychology approach to conduct research in collaboration with elementary, junior high and high school teachers using individual experiments, interviews, written questionnaires, and analysis of remarks made by students during lessons and of worksheets. I plan to integrate psychological research such as, cognitive development research, and curriculum research from the viewpoint of the changes that occur in children through the learning process.

● “Developmental Research on Children’s Understanding of Mathematical Concepts—Proportions, Intensive quantities, and the Concepts of Multiplication and Division—” (Kazama Shobo)
● “Developmental Psychology—How individuals grow up through interaction with other people—”(ed.) (Minerva Shobo)
● “Introduction to Qualitative Study: Education and Learning” (contributing author) (Tokyo Toshō)

Graduate School Lecture Subjects and Contents

Subject	Course Title	Lecturer	Term
Curriculum Development/ Theoretical Study (Mathematics Education/ Basic Seminar)	Development of Mathematical Thinking and Learning Process	Nobuyuki Fujimura	Summer
Curriculum Development/ Theoretical Study (Mathematics Education/ Advanced Seminar)	Development of Mathematical Thinking and Instruction Process	Nobuyuki Fujimura	Winter
Curriculum Development/ Theoretical Study (Language Education/ Basic Seminar)	Basic Seminar on English Education	Kazuhisa Takahashi	Summer
Curriculum Development/ Theoretical Study (Language Education/ Advanced Seminar)	Advanced Seminar on English Education	Kazuhisa Takahashi	Winter
Curriculum Development/ Theoretical Study (Language Education/ Basic Seminar)	English Education for Phonetics	Hiroshi Matsuzaka	Winter
Curriculum Development/ Theoretical Study (Language Education/ Basic Seminar)	Language Education in School Lessons	Nobuo Takagi	Summer
Curriculum Development/ Theoretical Study (Education in Humanities and Social Sciences/ Basic Seminar)	Theory of Citizenship Education	Takashi Kawamoto	Summer
Curriculum Development/ Theoretical Study (Education in Humanities and Social Sciences/ Advanced Seminar)	Research and Development in Social Sciences Education	Seiji Waida	Winter
Curriculum Development/ Theoretical Study (Art Education/ Advanced Seminar)	Practical Research on Art Education	Takuya Kaneda	Summer
Curriculum Development/ Thesis Mentoring (Language Education)	Dissertation Research on Lesson Studies	Kiyomi Akita	Summer/Winter
Curriculum Development/ Thesis Mentoring (Science Technology Education/ Thesis Mentoring)	Dissertation Research on Science Technology	Osamu Kanamori	Winter
Curriculum Development/ Thesis Mentoring (Humanities and Social Science Education/ Thesis Mentoring)	Dissertation Research on Humanities and Social Science Education	Takashi Kawamoto	Summer
Curriculum Development/ Thesis Mentoring	Dissertation Research on Curriculum Development	Nobuyuki Fujimura	Summer/Winter

*Faculty members in joint capacity with other research divisions: Professor Osamu Kanamori, Professor Takashi Kawamoto

*University Lecturer: Professor Kazuhisa Takahashi (Humanities and Sociology Graduate School)

*Visiting Professor: Professor Takuya Kaneda

*Part-time Lecturers: Professor Nobuo Takagi (Yokohama National University); Professor Hiroshi Matsuzaka (Waseda University); Professor Seiji Waida (Musashi University)

Themes of Masters Theses

2009 School Year

- “The role of literary criticism (in a passage where a literature lesson is being given) in Natsume Soseki’s novel Kokoro”
- “A study of the joint reading activities of editorial articles in high schools: case studies in representation recognition using multiple texts”
- “Theories on the learning of problem-solving skills in elementary school science education: issues and history of problem-solving education”
- “Fostering citizenship in schools: from the viewpoint of politics, race, and peace education”
- “Questions concerning the What-If-Not strategy and its role in a curriculum: a long-range study in a high school mathematics department”
- “On the possibility of introducing standardized achievement tests for admission into colleges for high school students: based on an analysis of mathematics exams”
- “The process by which students formulate mathematical concepts: through the learning of mathematical functions”
- “Development of different methods in the instruction of sprint form”
- “The Domestic Arts Philosophy of Kon Wajiro: from World War II to the postwar years”

2008 School Year

- “The socio-cultural viewpoint of science education research: from R. Driver to P. Scott”
- “The teachers’ influence on literary translations: analysis of class procedure at a university”
- “A regression analysis assessment method: self-evaluation as an extension of statistical education”

- “Overcoming the asymmetry of relationship and distribution in (nursing) care: Eva Kittay’s concept of Dependency Work and the Principle of Doulia as footholds”
- “The Spiral Education Method in junior high school mathematics: the use of this method in lessons on integers and vectors”
- “Listening activities in English language lessons: analysis of high school lessons”

2007 School Year

- “The role of the native language in junior high school English lessons”
- “An analysis of mutual interaction in junior high school brass bands: the transmission of skills”
- “The possibilities and necessity of theoretical grounding in mathematics education: the philosophical debate between Logicism and Psychologism in the 19th century”
- “Analysis of three approaches in “Nihonshi A” (“Japanese History A”) high school textbooks: controversial issues, citizenship, nuclear energy”
- “English language lessons in junior high schools based on content-based instruction: in accordance with Paputin’s “dialogue” approach”
- “Yanagida’s sociological approach for “citizenship education”: reconsideration from the viewpoint of “coexistence”
- “Teacher responses in reading comprehension lessons: focus on the participatory nature of class discussions in Japanese classrooms”

Division of School Improvement and Policy Studies



Course Description

Our concerns are research and development of education policy, educational administration, educational finance, and school management. We also aim to train researchers who can conduct policy planning and evaluation, administration and finance system reform, and management, and supervision, as well as public officials in leader positions (education administration officials, school administrators,

teacher consultants, and others). The Division was created in 2006 after reorganization of the former Division of Education Administration. The interdisciplinary nature of the field has resulted in much active collaboration and cooperation with other research fields and institutions.

Our Faculty Members



Toshiyuki OMOMO
Professor
(Education Administration)

My subjects of interest are the comparative analysis of education administration in Japan and the United States, research into the history of education administration in the United States, and the analysis of the condition of education administration reforms. As decentralization and deregulation proceed, public education concepts and organizations are also facing major changes. There are a variety of issues to be addressed: the protection of equality, freedom, and individuality in education; defining relationships between national policy and local government with respect to educational rights, general administration and education administration, and government institutions and the private sector; and how to reorganize and reform school administration under the new policies and implementing new training programs and qualifications for personnel in the field. I hope to contribute to solving these issues through comparative and historical studies.

● “Specialization in Education Administration and Freedom of Participation and Choice—Debate Over Education Reform in the United States in the Late 19th Century—” (Kazama shobo, 2000)
● “Equality and Justice in Education” (Kenneth Howe; co-translator; Toshindo, 2004)
● “International Comparisons in Education Reform” (co-editor; Minerva shobo, 2007)



Masaaki KATSUNO
Associate Professor
(School Management)

With ongoing decentralization and the introduction of market principles into education, changes have also begun in school governance. School management issues should begin with knowledge and analysis of the present state of school governance, which has long been controlled by various government policies and regulations and at the same has developed close ties with the local community. My aim is to construct a new set of principles for school management as educational institutions, in collaboration and cooperation with teaching personnel and school administrators. My present research areas are as follows:

- Creating schools based on the principles of democracy and cooperation
- Acceptance of achievement-based systems and changes in school governance
- Teachers’ collegiality and development of Professionalism in the educational field

● “Principles and Policies of Teacher Evaluation: Japan and Great Britain” (Eidell Institute Co., 2003)
● “Public Administration in Education” (co-authored and edited; Gakubunsha, 2005)
● “Education Management Theory” (co-author, Society for Promotion of the Open University of the Air, 2008)

Graduate School Lecture Subjects and Contents: Curriculum for 2010

Subject	Course Title	Lecturer	Term
School Improvement Policy/ Theoretical Study (Basic Seminar in Education Policy)	Foundation of Education Policy	Toshiyuki Omomo	Summer
School Improvement Policy/ Theoretical Study (Basic Seminar in School Management)	School Organization and Management	Masaaki Katsuno	Summer
School Improvement Policy/ Theoretical Study (Advanced Seminar in Education Policy)	Policies and Organization of Municipal Governments (collecting the testimony of local government officials)	Toshiyuki Kanai	Summer
School Improvement Policy/ Theoretical Study (Advanced Seminar in Education Policy)	Toward a New Personnel Management Theory III	Keisuke Nakamura	Summer
School Improvement Policy/ Theoretical Study (Advanced Seminar in Education Policy)	Toward a New Personnel Management Theory IV	Keisuke Nakamura	Winter
School Improvement Policy/ Theoretical Study (Advanced Seminar in School Management)	Study of School Law	Hiroshi Nishihara	Summer
School Improvement Policy/ Theoretical Study (Advanced Seminar in School Management)	The School as an Organization	Hideki Fujita	Summer
School Improvement Policy/ Practical Seminar (Case Study in Education Policy)	Case Study in Education Policy III	Toshiyuki Omomo	Summer
School Improvement Policy/ Practical Seminar (Case Study in Education Policy)	Case Study in Education Policy IV	Toshiyuki Omomo	Winter
School Improvement Policy/ Practical Seminar (Case Study in School Management)	Developmental Study of School Management III	Masaaki Katsuno	Summer
School Improvement Policy/ Practical Seminar (Case Study in School Management)	Developmental Study of School Management IV	Masaaki Katsuno	Winter
School Improvement Policy/ Practical Seminar (Fieldwork in Education Policy)	Fieldwork in Education Policy	Toshiyuki Omomo	Winter
School Improvement Policy/ Practical Seminar (Fieldwork in School Management)	Fieldwork in School Management	Masaaki Katsuno	Winter
School Improvement Policy/ Thesis Mentoring	Dissertation Research on Education Policy	Toshiyuki Omomo	Summer/Winter
School Improvement Policy: Thesis Mentoring	Dissertation Research on School Management	Masaaki Katsuno	Summer/Winter

*Faculty members in joint capacity with other departments within the university:
Professor Kanai Toshiyuki (Graduate School for Law and Politics); Professor Keisuke Nakamura (Institute of Social Science)

*Visiting Professor: Professor Hiroshi Nishihara

*Part-time Lecturer: Professor Hideki Fujita, Associate Professor (Toyo University)

Themes of Masters Theses

2009 School Year

- “Study on Yasuo Tsujimura’s philosophy of special education schools reform: the arguments which led to the establishment of compulsory schooling for the handicapped and of the role of integrated education policy”
- “Policy process study on the teaching license renewal policy”
- “Study of dynamics in school organizational activities: decision-making and implementation, supervision, and self-governance of teachers”
- “Student participation in school evaluation systems: case study on the Saitama prefecture school evaluation forum”
- “Study of cooperation between government agencies in education administration: focus on the “adjustments between government agencies” made in career education policies”
- “The introduction of integrated education programs in Mongolia”

2008 School Year

- “Study on the restructuring of high schools In Nagano prefecture”
- “Study on middle leaders in school faculty”
- “Increasing participation in school activities by parents and residents: with attention to recognition structure”
- “Analysis of discourse in educational issues: using the report of the Central Council for Education as subject matter”
- “France’s resurgence of civic education (Education civique) in the 1980s”

- “Study on student norms and the role of the school: ethnography of a junior high school in Australia”
- “Fostering democracy and community spirit through student participation in school activities: a case study at Tatsuno High School in Nagano Prefecture on their ‘Forum’ and ‘Bilateral Conference’”
- “Receptivity toward regulations within the school organization: the response of school principles in Shinagawa Ward (in Tokyo)”

2007 School Year

- “Study of the implementation of the school expenses subsidies system: actual operative conditions and issues in local municipalities”
- “Study of principles behind the equalization policy for Korea’s high schools: focus on the process of policy planning”
- “Study of incentive models in the payroll system of teachers in China: the case of teachers in elementary and middle schools in Shanghai”
- “Case studies in school evaluation and the creation of “open” schools: participation and cooperation in the Council for School Evaluation”
- “Study in policy changes in local government under ongoing decentralization: on the issue of integration of kindergartens and day-care centers”
- “Study of teachers’ responses in “open” schools”

Secondary Education School

History of the School

The forerunner to the University of Tokyo's Secondary School, the seven-year-basis Tokyo High School was founded in 1921 and became a junior high school after education reform in 1948. The following year, it was affiliated to the university as a co-educational junior high school, to which a high school was later added, making it a continuous six-year-basis secondary school. The school was attached to the university's Department of Education in 1951 as Junior and Senior High School Attached to the Faculty of Education of the University of Tokyo, and in 2000, changed its name to the Secondary Education School. In 2004 the national universities of Japan were given corporate status, and the school took its present name.

The school, located in the Nakano campus in Tokyo, is an important center of education research which links education theory and practice. And it also serves as a base for joint studies between members of the university's Faculty of Education and teachers of the School. Of special interest are our long-term studies of twins, the six-year curriculum, and "general education" activities.

Students in the undergraduate Faculty of Education and the Graduate School of Education conduct their teaching practice at the school and observe lessons.

In addition, the school has accepted twin students since

1954 as an ongoing research operation. The twins are placed in different classes.

From 2000 to 2005, the school was commissioned by the Ministry of Education, Science and Culture "to conduct flexible research and development in educational curriculum content in both junior and senior high school education, with attention to individual student concerns".

In 2008, a ceremony to mark the school's 60th anniversary took place at the university's Yasuda Auditorium. The school aims to be a better model for secondary education in Japan.



Special Lesson given by Junichi Hamada, President of the University of Tokyo



Cooperative lessons which aid the learning experience

Characteristics

1. Curriculum

The school is different from other national university-affiliated schools in that the students have varying levels of scholastic ability. The curriculum is unique and teachers conduct original lessons using teaching aids of their own creation. One of the particular note are the “general education” studies (such as the “introduction to general education” lesson which teaches students how to study and acquire study skills, thematic study projects, and senior-year individual research projects).

2. Cooperation with the University

Special lessons are taught by the president and vice-presidents of the University of Tokyo, as well as professors of the Faculty of Education. Students, parents, and teachers are all able to learn of the latest academic achievements through these lectures. The entire school is also involved in the “community of learning” and “learning to think through teaching” lesson projects with the help of Faculty of Education professors Manabu Sato and Shin’ichi Ichikawa. It is also the designated school for fieldwork studies of students majoring in Excellence for School Education in the Graduate School of Education. In addition, lessons and fieldwork trips are conducted at the Tanashi Field Production Science Center of the Graduate School of Agriculture and Life Sciences in Nishitokyo city, and in the University Forests in Hokkaido and Chiba prefectures.



The student general assembly meeting

3. Faculty and Students

There are 42 full-time faculty teachers, the school principal being a professor of the Faculty of Education of the University of Tokyo. The total number of students in the co-educational six-year school is about 720 (120 in each grade).

Publications

“Tracing the growth of 500 pairs of twins”, Japan Broadcast Publishing, Co., Ltd., 1978.

“Classroom scenes”, Tokyo Shoseki Co., Ltd., 1993

“Viva! Twins~ a message to the parents of twins~”, Tokyo Shoseki Co., Ltd., 1995

“A half century of six-year secondary school education~ education challenges”, Tokyo Shoseki Co., Ltd., 1998

“Graduation research topics that benefit students~ integrated education programs which contribute to individual growth~”, Tokyo Shoseki Co., Ltd., 2005

“Academic improvement through mutual learning activities~ a new plan for six-year schools”, Akashi Shoten, 2008.



The senior research project presentation



Entrance

Center for Excellence of School Education

The Center for Excellence of School Education (referred to here as “the Center”) was established in 2006 as the successor to the Center for Research and Development of School Education (established 1997). The previous center carried out two-to-three-year projects geared to actual school issues such as bullying, school refusing, teacher training, teacher stress, decline in scholastic levels, and learning support to improve academic achievement, based on the strategies of practicality, integration and collaboration. The present center continues to use these three rules in its research programs.

The Center has a cooperative relationship with the Department of Excellence of School Education of the Graduate School, created in 2006. Together, they work with universities, teacher training institutions, municipal boards of education, and schools throughout Japan towards the goals of raising the quality of teacher specialization, improving the content of teaching materials, and bettering school development policies.

Worthy of special mention is the Organization for Creating Educational Research, established in 2004. It oversees and integrates various large-scale interdisciplinary research projects of the Graduate School, and facilitates exchanges between cutting-edge research results and interdisciplinary studies of each project to encourage new areas of study. The institute is currently supporting research projects by the Center.

In 2008, the Center initiated a project that promotes research by young scholars in different courses while at the same time addressing current educational issues. In 2009, under the theme of “improvement of school education”, we recruited researchers for a large-scale joint project among doctoral and post-doc students of various fields and courses; the project has greatly benefitted from the resulting diversity of viewpoints and approaches.

(Director of Center for Excellence of School Education, Akira Nemoto)



Organization for Creating Educational Research

The Organization for Creating Educational Research was established in 2004. Finding solutions for increasingly complex and diverse contemporary educational issues demands research beyond the boundaries of existing academic disciplines. This new type of research institution, which stimulates and promotes new approaches to education studies unfettered by the framework of traditional research fields, is a response to those demands.

The Organization is comprised of three centers: the “Center for Excellence of School Education (the former Center for Research and Development of School Education”, the Center for Advances in Development Studies, established in 2004, and the Center for Barrier-free Education, created in 2009. Its activities link studies in various academic fields, and incubate and network diverse research operations. In particular, our first priority is to serve as an agency of academic discourse for graduate students and young researchers across the borders of the different departments and academic fields. We feel that an important function of the Organization is promoting new education research using alternative approaches by younger generations of scholars. To this end, we plan and host research seminars that are open to the public.

(Organization Director: Shin’ichi Ichikawa)

Center for Barrier-Free Education

The Center for Barrier-Free Education is committed to finding solutions, not only to the physical barriers that impede the handicapped and the elderly from leading active lives but also for ways to overcome mental and cultural barriers. Overcoming these invisible barriers against certain diseases, physical characteristics, parentage, native country or region, language, race, ethnic group, religion, culture, and nationality, will make society an easier place to live and more dynamic of the diversity of human beings.

Too many people face with difficulties in their everyday life either because of their disabilities or because of social and cultural barriers. Those who are thus “disabled” reflects the way society defines and responds to certain types of “difference”.

The Center for Barrier-Free Education aims at exploring models and theories that examine social, political, cultural, and educational factors that define disability, and creating curriculum that invites students to understand the issue and actively engage in the making of barrier free society.

Center Objectives

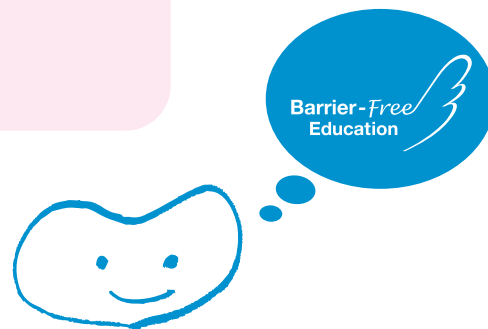
The center has two major objectives: rethinking education from a barrier-free perspective, and promoting the importance of a barrier-free society through education.

First, we propose that it be widely recognized that the removal of barriers of all kinds is essential, not only in the areas of welfare, medicine, architecture, and social security benefits, but also as something that all people in society, especially children, students, teachers, and education administration officials, should be educated in.

Next, we aim to train, not only those involved in the education of children and students with disabilities, but also active and engaged educators with a deep understanding of global barrier-free ideals and philosophy, with the willingness to conduct research on educational curriculums that will make our goals possible. At the same time, we serve as the base of operations from which we can offer assistance in educational research to make the University of Tokyo a barrier-free campus.

Organization

1. The Center for Barrier-Free Education of the Graduate School of Education of the University of Tokyo was established in April 1, 2009, and was formally recognized as an affiliated institution on April 1 of 2010.
2. The organization is staffed by eight members: the center director, one vice-director, one full-time instructor, and five part-time faculty members, some of whom come from outside of the Graduate School faculty staff.
3. The center has established a steering committee for its administration, with the director as its chairman.
4. The center will select a few research members from among faculty of the university (including teachers at the affiliated secondary school), and a few collaborative research members from teachers and researchers in universities, research facilities and educational institutions (including officials of boards of education, faculty of public and private schools, and other institutions of education, welfare, and sports) or of persons of equal ability, from both within and outside Japan.
5. Engage in active communication and cooperation with students in the undergraduate and graduate schools.
6. The center is located in rooms 324 and 326 of the Akamon General Research Building (annex (support offices))



Mascot character for Barrier-Free Education: FRED

Ryouji HOSHIKA

Lecturer

(Sociology, Disability Studies)

I was appointed to the Center for Barrier-free Education in October of 2009, six months after it was established. My research field is sociology and here I am involved in studies of theoretical models of analysis on disabilities as a social phenomenon, the social effects and normative validity of affirmative action, and study of the meaning and possibilities of “self” in disability research.

From the standpoint of disability as a social phenomenon, many of the disadvantages and difficulties experienced by the handicapped can be seen as the result of a society that labels deviations from the norm as abnormal, and therefore anti-social, and of a social structure that amplifies unfair treatment to certain individuals, depriving them of chances in life.

By addressing these issues, we can learn about the numerous options available for the realization of a world in which the disabled and other minorities can lead more comfortable lives.

This approach makes clear that previous disability research and practices, which searched for ways for all people to conform to existing social values and rules, and which did not question whether the social values rules themselves were valid or fair, were distorted.

Because there was no awareness of this problem, barrier-free research and practices have sometimes led to paradoxical situations in which more barriers were raised.

Therefore, I intend to continue my research on the removal of barriers from multiple perspectives, and continue to question established theories and “common knowledge” in this field.



Open Forum held on June 20, 2009 to commemorate the opening of the center

Barrier-Free
Education

Logo of Barrier-Free Education

Center for Psychological Services

The Center for Psychological Services is a counseling facility of the Graduate School which provides clinical field experience to graduate students. The center was established in 1957, and was officially recognized as a public counseling and training facility by the former Ministry of Culture in 1983. A wide range of instruction is supplied by faculty members in the Department of Clinical Psychology.

This facility is open to graduate students aspiring to become clinical psychologists in educational counseling facilities, mental health counseling facilities, and hospitals, and also to graduate students who wish to become researchers in clinical psychology. Here, people of all ages receive counseling for developmental disabilities, refusal to attend school, misconduct, relationship issues and neuroses, through psychotherapy, counseling, play therapy, and family therapy.

Graduate School of Education students who have acquired professional training in clinical psychology see clients as counselors under faculty supervision. Psychological tests, as well as seminars and case study presentations in psychology treatments are also given here every week. The counseling experience encourages some students to work as counselors after they have completed their masters degree course, while others go on to the doctorate course, as well as additional clinical experience in external counseling centers, hospitals, and schools, improving their skills as professional helpers.



Consortium of Renovating Education for the Future (CoREF)

The Consortium of Renovating Education for the Future, CoREF, was created within the University of Tokyo in November 2008, with the aim of improving the quality of education by transmitting new knowledge and education methods found through research in the university to the teachers of elementary, junior high, and high schools, and of promoting these operations between the member universities. CoREF is attached to the Graduate School of Education, whose dean, Yoshiteru Mutoh, is its Director. The CoREF office supports the consortium's activities of cooperation and collaboration in education research of universities throughout the country and between universities and the private sector, and also serves as the base for efforts by the University of Tokyo to promote and assist these activities (Fig.1).

Initiative of the Consortium of Renovating Education for the Future

1. Provide mechanisms for teacher training and continuous, high-quality in-service training programs for teachers.
2. Take the lead in improving education content through the knowledge acquired through university studies, and link theory and practice in curriculum content.
3. Share with and transmit results of universities studies as a "network of networks".

July 12, 2008

*Details are available on our website: <http://coref.u-tokyo.ac.jp/about>

Initiatives

The consortium was created upon the suggestion of former University of Tokyo president Hiroshi Komiyama to the government's Education Rebuilding Council. CoREF began operations in the 2008 school year with a kick-off symposium where the resolution, outlined below, was declared. Five institutions have agreed with the terms of the resolution and have since participated in the consortium: Kyoto University, the Kyoto Board of Education, Nagoya University, Ochanomizu University, and Waseda University. In the one and a half years of activity since then, the Saitama Prefecture Board of Education and other organizations have since joined and there are now over 1000 schools participating in the consortium.

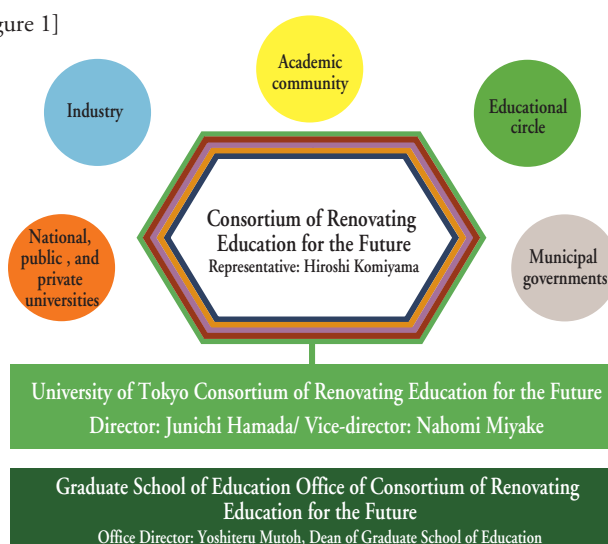
The Consortium Office

The consortium office serves as a headquarters for activities for improving educational quality through extensive interchanges with the public.

One such undertaking is the creation of a central depot for the body of academic accomplishments of the university (Fig. 2).

The "University of Tokyo Resource" webpage allows the public to look at the intellectual resources, general lectures, UT OpenCourseWare, Todai TV, and Friday Lectures for High School Students. For the first time we have also enabled the searching of lecture subjects and lecturers in

[Figure 1]



alphabetical order and the viewing of lecture videos and handout material. The content of our activities is introduced on our website <http://coref.u-tokyo.ac.jp/>.

This undertaking is just one of the many activities we plan to offer on our portal web page. In the future we will add contents intended to inspire better teaching practices through making available an extensive array of educational materials, a wide range of study accounts, and commentaries on cognitive science and learning science from a variety of viewpoints. Feel free to contact us at info@coref.u-tokyo.ac.jp with your requests. We are also open to requests concerning joint activities.



Nahomi MIYAKE

Professor

(Learning Science and Cognitive Science)

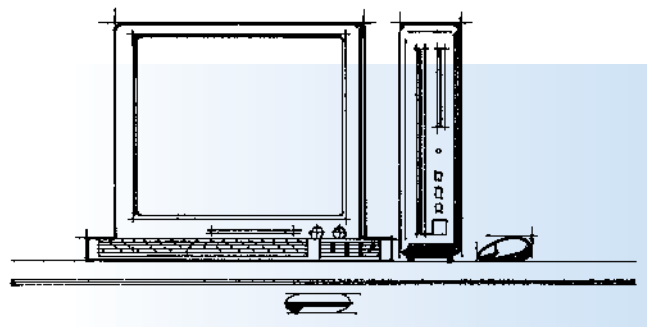
I am interested in how people learn, and my work concerns the social context of intellectual development, and connecting theory and practice in this topic. I am also researching the verification and analysis of theories through their application in the field using cognitive science.

People are social beings and create their own models based on interaction with the outer world and other people right from birth. At an early stage in life, an individual will create a simple world model based on experience, and this worldview will become more abstract as the person grows up and accumulates experience, interacting with other people and the environment. My objective is to close the distance between theory and practice by applying methods to encourage intellectual development and to analyze the responses to such methods.

“Learning Mechanisms and Technology” (Society for the Promotion of the Open University of Japan)

[Figure 2]

The CoREF Portal Website





*Child Rearing Support Room Open
Please consult the student support team
Graduate School of Education, Faculty of Education; April 1, 2009*



Student Enrollment in Faculty of Education for the 2009 School Year

Division	Human Sciences I	Human Sciences II	Human Sciences III	Natural Sciences I	Natural Sciences II	Natural Sciences III	Total	Transfer	Students with Undergraduate degrees	Re-entry	Total
History and Philosophy of Education	1 (1)	2 (2)	9 (9)				12 (12)				12
Social Sciences in Education			16 (16)		1 (1)		17 (17)				17
Educational Psychology	1 (1)		14 (15)	1 (1)	3 (3)		19 (20)		1	1	21
Teaching, Curriculum, and Learning Environments		1 (1)	12 (14)	2 (2)			15 (17)	1			16
Educational Administration		2 (2)	18 (18)				20 (20)				20
Physical and Health Education		6 (6)	4 (4)	3 (3)	4 (4)		17 (17)				17
Total	2 (2)	11 (11)	73 (76)	6 (6)	8 (8)		100 (103)	1	1	1	103
			<2>				<2>				<2>

*Numbers in () indicate students from within the University of Tokyo, numbers in < > are foreign students

Student Enrollment in the Graduate School of Education for the 2009 School Year

Division		Masters Course			Doctorate Course		
		Graduates of the University of Tokyo	Graduates from other universities or equivalent	Total	Students who completed Masters course in the University of Tokyo	Students with degrees from other universities	Total
Integrated Educational Sciences	Basic Theories of Education	2	10	12	5	1	6
	Social Sciences in Education	2	9	11	2	1	3
	Lifelong Learning Infrastructure Management	1	2	3	3	1	4
	University Management and Policy Studies	0	16	16	5	1	6
	Educational Psychology	4	7	11	9	1	10
	Clinical Psychology	4	8	12	8	1	9
	Physical and Health Education	4	2	6	4	0	4
Excellence for School Education	Professional Development of Teachers	0	6	6	3	2	5
	Curriculum Development	1	5	6	3	3	6
	School Improvement and Educational Policy Studies	2	7	9	6	0	6
Total		20	72	92	48	11	59



The "Faculty of Education Concert" is held annually to promote communication between members of the Faculty of Education through music.

Faculty of Education Telephone Numbers

For more information on the Faculty of Education, please contact use at the following numbers (in Japanese). All are direct connections. If you are using the university's internal telephone line, add 2 to the last four digits. For example, 03(5841) 3909 would be 23909.

Student Support Team	03 (5841) 3907 ~ 3909
Basic Theories of Education Office	03 (5841) 3931
Social Sciences in Education Office	03 (5841) 3943
Educational Practices and Policies Office	03 (5841) 3976
University Management and Policy Studies Office (for graduates)	03 (5841) 3993
Educational Psychology Office	03 (5841) 3951
Clinical Psychology Office	03 (5841) 1397
Physical and Health Education Office	03 (5841) 3986
Excellence of School Education Office	03 (5841) 1738
website: http://www.p.u-tokyo.ac.jp/index-j.html	

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