

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

2024

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Message from the Dean



Masaaki Katsuno,
Ph. D.
Dean

In contemporary societies, the expectations and demands for education are increasing. Since the establishment of modern education systems, education has always been asked to address social issues. The more serious the issue, the more education has been tasked with fundamental solutions. Today, we are facing a host of serious issues regarding peace, human rights, health, environment, sustainable development, and new technology. It is noticeable that these issues have much to do with education if we attach the word “education” to themes as the suffix.

Education studies are situated in the same circumstances as education. The studies are being asked to provide “prescriptions” regarding local as well as global issues. Thus, the studies are strengthening the collaboration with different disciplines. The education studies, in themselves, have been developing as a comprehensive area of study with extended perspectives on the nature and society that human beings work on, and that work on human beings, with the inquiry into human development and learning as a core interest. The studies are also inexplicably embedded in the practices of nurturing and teaching. This field of inquiry is characterized by its reflexive nature mediated through practice. Contemporary education studies are strenuously required more than ever to bridge different fields of study on one hand, and scientific knowledge and the solutions to social issues on the other. It is also a significant task for the studies to re-examine the social issues as they are constructed, and even create new values, although this is applicable to all scholarly inquiries.

Under such circumstances, we, the Faculty of Education, and the Graduate School of Education, are striving to build the center of research and teaching for “Bridging Education” that addresses the issues of social disparities and divisions. Thus, we seek to realize a convivial society both at the global and local levels. With regard to teaching, we are aiming to provide those citizens and professionals who have “inclusive intellect” by extending barrier-free education and a program for psychological professions, as well as improving

the conventional programs in education studies. The educational programs are contributing much to the across-the-board education at the University of Tokyo that upholds the promotion of D& I (Diversity and Inclusion).

Research at the Faculty of Education, and the Graduate School of Education are being conducted by the researchers leading their fields. Furthermore, we have four centers of excellence in research attached to the Graduate School of Education that are developing cutting-edge, cross-disciplinary research and applying the findings to societal issues: the Center for the Advanced School Education and Evidence-based Research (CASEER), the Center for Barrier-Free Education, the Center for Early Childhood Development, Education and Policy Research (CEDEP), and the Center for Ocean Literacy and Education. We also have an attached secondary school that has long been practicing and researching collaborative, inquiry-based learning. Since 2017, the attached school and CASEER have been collaboratively developing longitudinal research into the effects of learning.

The research and teaching at the Faculty of Education, and the Graduate School of Education have been developed in close collaborations not only with other faculties and schools within the university, but also with different universities and research institutes both at home and abroad, nurseries, kindergartens, institutes for early childhood centers, schools, municipalities, NPOs and the civil society. As we strive to realize a convivial society that respects diversity and inclusion, we are fully aware that the Faculty of Education, and the Graduate School of Education should be vibrant communities in which all the students and staff can feel safe studying, researching, teaching, and working. As a step forward, in 2021, we established the Faculty of Education's Safer Space (KYOSS).

I sincerely hope that you will be interested in the Faculty of Education, and the Graduate School of Education and that you will join us in carrying forward the rewarding challenges.

History of the Faculty of Education / Graduate School of Education

The Faculty of Education at the University of Tokyo was established in May 1949, when the university was reorganized under the new system and five courses offered by the Department of Education of Faculty of Literature under the old system were established as an independent faculty. The College of Arts and Sciences was also established during this time. In 1947, the Basic Education Law and School Education Act were enacted and the “6-3-3” school system was introduced. Universities throughout Japan established faculties of education and liberal arts, in line with the policy for postwar education reform, which advocated that the former “normal” school system of teacher training schools be revised and that faculties of education be established at national universities. In response to the call for reform, the Faculty was established to perform the following three tasks: (1) pursue specialized research in the field

of education while training expert researchers and teachers; (2) train educational administration officials, directors, and instructors of social education, and school administrators with insight and a grounding in education; and (3) assume responsibility for training teachers for the secondary school attached to the new University of Tokyo. The three tasks remain essentially unchanged today, despite the university’s shift in emphasis toward graduate education.

Although, at the planning stage, the Faculty of Education was set to offer 18 courses, it adopted the small department system and began its journey as a five department faculty containing departments of Education, Educational Psychology, School Education, Educational Administration, and Physical Education. Changes that have occurred since then are included in the chronology below:

Chronology

1887	• Emil Hausknecht appointed as the lecturer in German Language Studies and Education
1893	• Education Course established as the course system is introduced
1919	• Education Course expanded to five courses
1948	• First and second grade students from the regular course at the former Tokyo High School recruited and amalgamated with current third grade students as the school is reorganized as a junior high school under the new system with the plan to establish an affiliated school (marking the beginnings of the attached school)
1949	• Faculty of Education established as the University of Tokyo is reorganized under the new system
1951	• Secondary School attached to the Faculty of Education established
1956	• <i>Bulletin of the Faculty of Education (No.1)</i> published
1963	• Graduate School of Education established
1968-69	• University of Tokyo dispute
1970	• Research Guidance classes established in each course
1973	• Teacher Training Course Committee established
1982	• <i>Commemorative Publication of the 30th Anniversary of the Faculty of Education</i> published
1983	• Center for Psychological Services established
1987	• General Course in Education offered (lectures held by one instructor from each course at the beginning of April each year until 1991)
1989	• Post of Administrative Manager of the University of Tokyo Gotenshita Memorial and Sports Facilities established (independently)
	• Academic exchange agreement concluded with Paris Descartes University
	• Symposium held to mark the 40th anniversary of the Faculty of Education
1991	• Post of International Student Coordinator established
1992	• <i>Annual Report of the Faculty of Education and Graduate School of Education at the University of Tokyo</i> published (published biannually thereafter)
1994	• Courses organized into divisions (The Social Sciences in Education Course and Higher Education Course in the Department of Education and the Comparative Education course in the Department of School Education are combined as the Division of Social Sciences in Education.)
	• Faculty of Education Extension Course held for the first time (at the attached school; held annually until 1999)
1995	• Priority transferred to the Graduate School (The existing five departments are reorganized into the Department of Integrated Educational Sciences, in which six courses are established. Faculty courses are organized in one department, the Department of Integrated Educational Sciences, in which six courses are established. The name of the division is changed from “Faculty of Education and Graduate School of Education” to “Graduate School of Education and Faculty of Education.”)
	• Joint appointment system introduced
	• Student exchange agreement concluded between Ochanomizu University and the Graduate School
	• Doctoral Dissertation Advisory Committee system introduced (advisory system for doctoral dissertations improved)
	• Part of the third floor of the newly constructed General Research Building at the Agricultural Department Campus annexed by the Faculty of Education (Center for Psychological Services is transferred)
1996	• Center for Research and Development of Higher Education established
	• Post of Computer Assistant established (independently by the Faculty)
	• Academic exchange agreement concluded between the Graduate School of Education at the University of Pennsylvania and Graduate School
1997	• Center for Clinical Research on School Development established
	• Teaching Assistant System introduced (Faculty education is improved)
1998	• Commemorative function held to mark the 50th anniversary of the Secondary School attached to the Faculty of Education
	• Counseling Room established at the attached secondary school as a satellite office of the Center for Clinical Research on School Development
1999	• International symposium <i>U.S.-Japan Conference on Juvenile Problems in a Changing Society (violence, delinquency, bullying, etc.)</i> held by the Center for Clinical Research on School Development

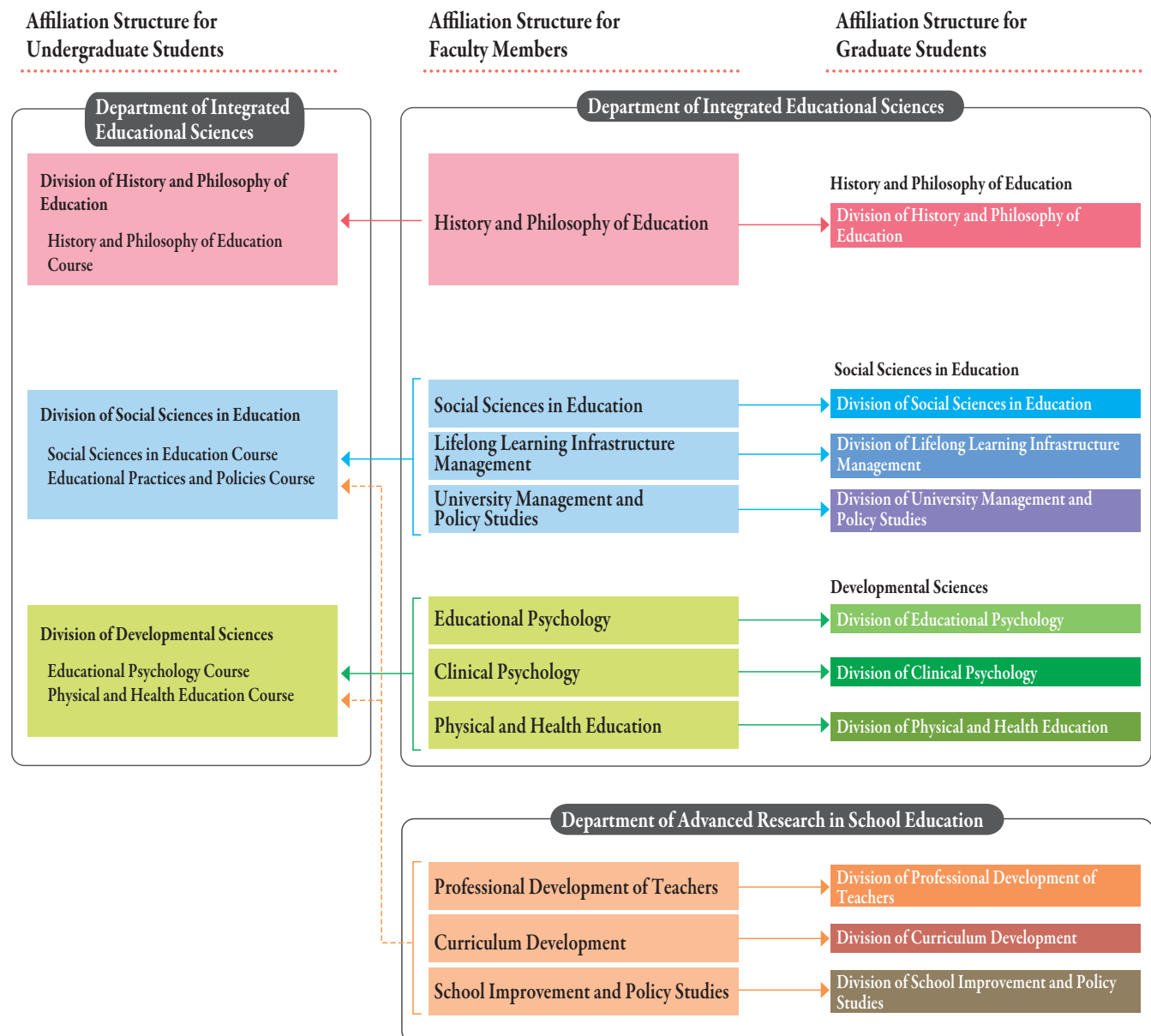
	<ul style="list-style-type: none"> Commemorative project to mark the 50th anniversary of the Faculty of Education (<i>Commemorative Publication of the 50th Anniversary</i> published and 50th Anniversary Commemorative Symposium, Ceremony, and Celebration held) Post of Teacher Training Coordinator established
2000	<ul style="list-style-type: none"> Name of the Junior and Senior High School Attached to the Faculty of Education changed to the "Secondary School attached to the Faculty of Education at the University of Tokyo"
2001	<ul style="list-style-type: none"> First external evaluation of the Graduate School of Education and Faculty of Education conducted Introduction of a fixed-term system confirmed (implemented from April 2002) General Education Building constructed at the Secondary School attached to the Faculty of Education
2002	<ul style="list-style-type: none"> "Reconstructing Systems for Fostering Core Academic Competencies" adopted as a 21st Century Center of Excellence Program and Center for Research of Core Academic Competencies established International symposium <i>Core Academic Competencies: Building Agenda for Research and Action</i> held by the 21st Century Center for Research of Core Academic Competencies
2003	<ul style="list-style-type: none"> Part of the second floor of the Akamon General Research Building annexed by the Faculty of Education
2004	<ul style="list-style-type: none"> University of Tokyo becomes a "National University Corporation" Organization for Creating Educational Research established Clinical Psychology Course established
2005	<ul style="list-style-type: none"> University Management and Policy Studies Course established
2006	<ul style="list-style-type: none"> Department of School Improvement and Policy Studies established Three courses, Professional Development of Teachers, Curriculum Development, and School Improvement and Policy Studies, established Center for Clinical Research on School Development reorganized as the Center for Excellence in School Education Parts of the basement and third floors of Building No.1 of the Faculty of Medicine annexed by the Graduate School of Education and Faculty of Medicine
2007	<ul style="list-style-type: none"> Academic exchange agreement concluded between the National Institute of Education at Nanyang Technological University (Singapore) and the Graduate School Commemorative project to mark the 50th anniversary of the Center for Psychological Services attached to the Graduate School of Education (<i>Commemorative 50th Anniversary Issue</i> of the annual report is published and 50th anniversary commemorative lectures, ceremony, and celebration held) Academic exchange agreement concluded between the Graduate School of Education at Peking University and the Graduate School Academic exchange agreement concluded between Seoul National University of Education and the Graduate School
2008	<ul style="list-style-type: none"> Commemorative function held to mark the 60th anniversary of the Secondary School attached to the Faculty of Education Academic exchange agreement concluded between the Graduate School of Education at East China Normal University and the Graduate School Second external evaluation of the Graduate School of Education and Faculty of Education conducted Consortium for Renovating Education of the Future established
2009	<ul style="list-style-type: none"> Department of Integrated Educational Sciences at the Graduate School of Education reorganized into three divisions and seven courses Center for Barrier-Free Education established Commemorative project to mark the 60th anniversary of the Faculty of Education (Commemorative Publication of the 60th Anniversary published and 50th Anniversary Commemorative Ceremony and Celebration held)
2010	<ul style="list-style-type: none"> Department of Integrated Educational Sciences at the Faculty of Education reorganized into three divisions and five courses Academic exchange agreement concluded between the Department of Psychology at the University of Sheffield and the Graduate School <i>Sixty Years History of the Faculty of Education</i> published Academic exchange agreement concluded between the Nissan Institute of Japanese Studies and the Institute of Social and Cultural Anthropology at the University of Oxford and the Graduate School
2012	<ul style="list-style-type: none"> Academic exchange agreement renewed between the National Institute of Education at Nanyang Technological University (Singapore) and the Graduate School Academic exchange agreement renewed with the Graduate School of Education at Peking University Academic exchange agreement renewed with Seoul National University of Education
2013	<ul style="list-style-type: none"> Academic exchange agreement concluded with the College of Life and Environmental Sciences at the University of Exeter Physical education facility constructed at the Secondary School attached to the Faculty of Education Consortium for Renovating Education of the Future discontinued Office of Research Center for Marine Education established
2014	<ul style="list-style-type: none"> Memorandum regarding collaboration in research on school administration signed with Saitama Prefectural Board of Education Academic exchange agreement concluded with the UNESCO Office in Bangkok/Asia-Pacific Regional Bureau for Education Academic exchange agreement concluded with the Department of Education at Stockholm University Agreement regarding education and research collaboration and exchange projects concluded with Kijimadaira Village in Nagano Prefecture
2015	<ul style="list-style-type: none"> Center for Early Childhood Development, Education, and Policy Research established Academic exchange agreement concluded with East China Normal University Teacher Training commenced under the agreement for education and research collaboration and exchange projects with Kijimadaira Village in Nagano Prefecture
2016	<ul style="list-style-type: none"> Agreement regarding education and research collaboration and exchange projects concluded with Bunkyo Ward in Tokyo
2017	<ul style="list-style-type: none"> Center for Advanced School Education reorganized as Center for Advanced School Education and Evidence-Based Research (CASEER) Academic exchange agreement renewed with the National Institute of Education at Nanyang Technological University (Singapore) Academic exchange agreement renewed with the Graduate School of Education at Peking University Academic exchange agreement renewed with Seoul National University of Education Agreement regarding education and research collaboration and exchange projects concluded with Jiyunomori Gakuen Agreement regarding education and research collaboration and exchange projects concluded with Ozora Elementary school, Osaka City Agreement regarding early childhood education and care and education and research collaboration and exchange projects concluded with Machi-no-Hoikuen/Kodomoen Community School
2018	<ul style="list-style-type: none"> Commemorative function held to mark the 70th anniversary of the Secondary School attached to the Faculty of Education Agreement regarding early childhood education and care and education and research collaboration and exchange projects concluded with Shibuya City Agreement regarding early childhood education and care and education and research collaboration and exchange projects concluded with Machi-no-Hoikuen/Kodomoen Community School (Natural Smile Japan Corporation) and Panasonic Corporation Agreement regarding early childhood education and research collaboration and exchange projects concluded with Kanazawa City
2019	<ul style="list-style-type: none"> Center for Ocean Literacy and Education established Agreement regarding early childhood education and research collaboration and exchange projects concluded with Sano City Internship Programme agreement concluded with UNESCO Office in Bangkok Commemorative project to mark the 70th anniversary of the Faculty of Education (Commemorative Publication of the 70th Anniversary published and Commemorative Ceremony and Celebration held)
2021	<ul style="list-style-type: none"> Cooperation and Exchange of Undergraduate Students agreement concluded with Yuanpei College, Peking University for the EAA East Asian Liberal Arts Program Agreement regarding education and research collaboration and exchange projects concluded with the NPO corporation "Learning for All" Agreement regarding education and research collaboration and exchange projects concluded with Suita City Center for International Exchange established
2022	<ul style="list-style-type: none"> Academic exchange agreement renewed with the Graduate School of Education at Peking University Academic exchange agreement renewed with Seoul National University of Education Agreement regarding early childhood education and care concluded with Tokyo Metropolitan Government Agreement regarding early childhood education and care concluded with Ishikawa Prefecture
2023	<ul style="list-style-type: none"> Cooperative agreement with Minato City in Tokyo on improving the quality of early childhood education and care Agreement regarding full inclusive education projects concluded with Kunitachi City Board of Education Agreement regarding full inclusive education projects concluded with Japan National Assembly of Disabled Peoples' International Agreement on academic exchange concluded with the University of Potsdam, the Faculty of Human Sciences

Organization

The new organizational structure of the Graduate School of Education (reorganized in 2009) and Faculty of Education (reorganized in 2010) is shown in the figure below.

The courses, which were fragmented under the previous system, were organized into three divisions,

History and Philosophy of Education, Social Sciences in Education, and Developmental Sciences, and the education at the Faculty and Graduate School began to be administered systematically with these three divisions as the basic unit.



Department of Integrated Educational Sciences

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Division of History and Philosophy of Education



Division of Social Sciences in Education




Division of Lifelong Learning Infrastructure Management /
Educational Practices and Policies




Division of University Management and Policy Studies



Division of Educational Psychology



Division of Clinical Psychology



Division of Physical and Health Education

Division of History and Philosophy of Education

Characteristics and Description of the Course

The Division of History and Philosophy of Education 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-andso 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.

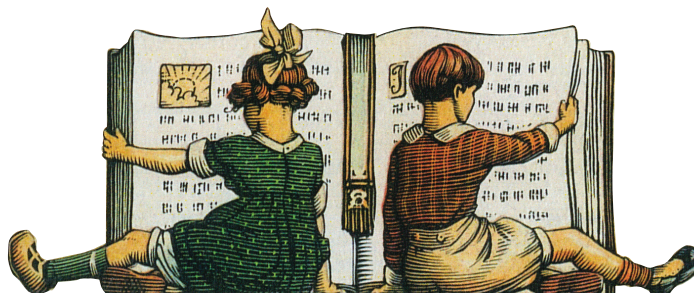
(2) The historical approach. Everything is a product of its history. Shedding light on history allows us to take a deeper look at the contemporary. In some cases, things look quite different from their appearance. And this is the appeal of historical study. We will apply this approach to phenomena related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

Staff



Jun YAMANA

Professor (Philosophy of Education)

My specialty is the philosophy of education and the history of educational ideas. I am particularly interested in the possibilities of interpretation of key educational concepts, in the midst of which the dynamics between human and cultures can be imaged on the basis of “Bildung”. I have been primarily concerned with research of “New Education”-movement that flourished in the first three decades of the 20th century, particularly how it changed perspectives on space. My most recent research interest is in connecting educational science and memory studies through the theory of “Bildung” and “cultural memory studies”.

Publications

- Hiroshima als architektonischer Raum der Erinnerung: Zur Problematik der Pädagogisierung eines geschichtlichen Ortes, *Jahrbuch für Historische Bildungsforschung*, Vol. 22, 2017, S. 61 – 79.
- Catastrophe, commemoration and education: On the concept of memory pedagogy, *Educational Philosophy and Theory*, Vol. 52, Issue 13, 2020, pp.1375-1387.



Yoshihiro KOKUNI

Professor (History of Japanese education)

The purpose of my research is to study the educational history of Japan by examining the theory, the system, and the practice of school education. I especially focus on the relation between nationalism and the method of education after World War II. At a transition period of school education, I want to establish the possibility of new pedagogy by critically investigating pedagogy which has been theoretically applied since the end of WW II.



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



Sayaka OKI

Professor (Western Educational History)

My research focuses mainly on the social and intellectual history of higher education and research, with a special focus on the Europe from the 18th to 20th century. In my recent works, I have traced the development of philosophical discourse on the ‘utility’ of sciences and arts, and tried to describe the diversity in attitudes and cultures between disciplines, including the humanities and sciences. I am currently interested in the socio-economic history of the institutions of higher education and research, such as academies and universities, especially on their emerging process.

Publications

- « Le tâtonnement de l’expertise scientifique moderne : les éloges de Condorcet comme lieux de réflexion sur le rôle social des savants », *Dix-huitième siècle*, numéro 51 (2019), pp. 489-506.
- *Why Letters and Science Diverged into Two Cultures* (Seikaisha, 2018) (in Japanese)
- « L’utilité des sciences d’après les discours des secrétaires perpétuels de l’Académie royale des sciences de Paris au XVIII^e siècle », in *Entre belles-lettres et disciplines. Les savoirs au XVIII^e siècle*, Fernay-Voltaire: Centre international d’étude du XVIII^e siècle, 2011, pp. 77-87

Lecture List



Katsushige KATAYAMA

Associate Professor (Educational Anthropology)

My current research interests lie in the educational implications of political and moral philosophy. More specifically, my research explores the possibilities and limits of citizenship and moral education in a liberal, democratic, and plural society. From this educational perspective, I approach what John Rawls calls the problem of political liberalism: How is it possible that there may exist over time a stable and just society of free and equal citizens profoundly divided by reasonable though incompatible religious, philosophical, and moral doctrines?

Publications

- Katayama, K. (2003) Is the Virtue Approach to Moral Education Viable in a Plural Society?, *Journal of Philosophy of Education*, 37.2, pp. 325-338. Reprinted in: J. Dunne and P. Hogan (eds.) (2004) *Education and Practice: Upholding the Integrity of Teaching and Learning* (Oxford: Blackwell Publishing).



Rui OTSUKA

Associate Professor (Educational Clinical Studies)

My field of research is clinical phenomenology (phenomenology in practice). My research is conducted through fieldwork and interview surveys which focus on people who are experiencing difficulties in their lives such as the victims of child abuse, children who refuse to go to school, children with developmental disabilities, and people of any age suffering from chronic illness. Through case-study research based on my knowledge of phenomenology I aim to illustrate the essential truth of human beings and to explore the topic of education from the sense that perceptions change over time.

Publications

- Shisetsu de Kurasu Kodomotachi no Seicho ("The Development of Children Living in a Children's home") (The University of Tokyo Press)
- Sarani Atarimae wo Utagae! ("Question the Obvious again!") (Shin-yo-sha, Co-authored)
- Sukima no kodomo Sukima no shien ("Children in places where support does not reach") (Akashishoten, Co-authored and edited)

Graduate Course

Seminar in Educational Philosophy I/II
Seminar in Japanese Educational History I/II
Seminar in Educational Thought
Seminar in Politics of Education
History of Higher Education and Research I/II
Basic Seminar in Educational Anthropology
Seminar in Educational Anthropology
Basic Seminar in Clinical Approach to Education
Seminar in Clinical Approach to Education
Seminar in Clinical Phenomenology I/II
History of Educational Thought
Dissertation Tutorial

Undergraduate Course

Introduction to Japanese Educational History
Introduction to Educational Thought and Anthropology
Introduction to Western Educational History
Introduction to Clinical Phenomenology of Education
Introduction to Philosophy of Education
Seminar in Philosophy of Education
Seminar in Japanese Educational History after the World War II
Seminar in Values and Education IV
Seminar in Politics of Education
Seminar in Clinical Phenomenology of Education
History of Higher Education
Morality and Education
Analytic Philosophy of Education
Tutorial in Basic Theories of Education

Division of Social Sciences in Education

Characteristics of the Course

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

Currently, the ways in which education and society work are being questioned from a new perspective. Education has been thoroughly and intricately integrated into modern society, making it impossible to understand how one works without the other. Problems such as educational inequality, entrance examinations, educational careers, education and welfare, and gender and education arise from the interactions between the two.

As the world becomes more diverse, issues relating to the multicultural aspects of society, globalization, and international cooperation are becoming increasingly important in understanding education in the contemporary context. Moreover, a clear distinction is made between higher, secondary, and primary education regarding form, function, and origin. Higher education is unique in that it incorporates broad fields, such as entrance examinations, academic records, scientific, technological, and academic policies, and the training of specialists. School education also has distinct qualities and provides a lens through which to understand a wide range of issues, including the formation of citizens, national policies, and social issues.

The Division of Social Sciences in Education is an interdisciplinary division that attempts to clarify, through various social scientific perspectives, the complex modern field of education which is more diverse and global than before. The Division now strengthens ties with other courses of the graduate

school and other institutes in the University of Tokyo. These collaborations 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,” “Research Training in the Sociology of Education,” “Theory and Practice of Fieldwork,” “Methods and Approaches in Comparative Sociology,” and “International Education Development.” The lectures are planned so that students can acquire 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 in the Sociology of Education.” Through this, they will gain hands-on experience in social research in its entirety by choosing a theme, collecting data, and performing computer analyses. Customarily, the findings are made public during the May Festival at the University of Tokyo. We also offer classes in which students engage in fieldwork and receive qualitative training. Students will acquire the ability to qualitatively analyze educational issues through direct contact with educational sites. The variety of courses on methods expands the students’ abilities to view society from different perspectives. Through this training, students acquire empirical knowledge of sociology and learn to think critically. In addition, students can qualify as social researchers through these courses.

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,” “Minority and Education,” and “Historical Sociology of Education.” Students can conduct research on a

broad range of interests.

Students are required to submit graduation theses, which serve as excellent opportunities for cultivating their original perspectives. Reflecting on the diversity of the course, a wide variety of unique works are produced each year.

Many graduates find employment in various industries, including government offices, think tanks, mass media, and consultations. Some graduates attend graduate school and work on research.

Staff



Yuki HONDA

Professor (Sociology of Education)

My study focuses on relations between education, work and family. Since early 1990s, Japanese society has witnessed a conspicuous growth of discrepancies in relations between these three social systems, which include dysfunctions of 'transition from school to work', escalation of pressures on responsibilities of parents to educate their children, widening inequality in educational opportunities, and expansion of poverty among families with children. I explore causes and solutions to these problems, especially necessary reforms of education and new roles of the government and civil movements.



Takayasu NAKAMURA

Professor (Comparative Education Systems Theory)

My main area of study is sociological research regarding educational and social selection using quantitative and comparative perspectives. More specifically, I have studied entrance examination systems and social change, conducted quantitative research on the career choices of high school students, and performed a comparative survey of Japan and South Korea. Recently, social stratification and the educational system along with the problem of students' localism, and the theory of meritocracy have captured my interest. I also believe that it is very important to mix qualitative and quantitative methods (mixed methods research).



Norihiro NIHEI

Professor (Sociology of Education)

I have been conducting a sociological study of how the existing livelihood security system will change as a result of neoliberal restructuring, focusing on the following two movements. One is the movement toward privatization of public services. In this movement, NPOs and civic activities have been praised and utilized as bearers of a new society, and I am studying the benefits and risks of this change. The other is the “educationalization” of social security. I am interested in how this will change the borders of social inclusion/exclusion.



Misako NUKAGA

Professor (Comparative Education)

My research explores how globalization affects everyday lives of family, school, and children’s identities and competencies, with a special focus on families that transcend national borders. I have been conducting ethnographic studies of Japanese families abroad and immigrant families in Japan, looking particularly at how gender, ethnicity, social class, and academic achievement intersect within school contexts and family strategies. I am also interested in cross-national comparative studies of multicultural education, searching for ways to make education policies and practices more equitable and inclusive for minority students.



Hirofumi TAKI

Associate Professor (Higher Education)

My research interest is to explore the generating mechanisms of educational inequality in Japan. I have published cross-national comparative studies using quantitative data such as PISA, focusing on institutional differences among Japan, Germany, and the United States. From a comparative perspective, I am also interested in East Asian societies, which share an emphasis on high-stakes entrance examinations at the societal level. In recent years, I am conducting research focusing on the role of short-term higher education and its change in Japan.



Takayo OGISU

Associate Professor (Comparative Education)

My research explores on what it means to develop education, drawing on the case of educational development in Cambodia. I have been trying to understand better how the global convergence of education policies and practices transforms (or does not transform) sociocultural meanings of teaching and learning in the local classroom settings. In recent years, I have been working on longitudinal research that traces the impacts of Cambodian teacher education reform on professionalism among current and future teachers.

Lecture List

Graduate Course
Education, Work and Family in the Present Japanese Society
Civil Society, State, and Education
Comparative Education Theories and Methodologies
Sociological Perspectives on Education and Inequality I
Reading Classics in Sociology of Education
Research Methods in Sociology of Education
Research Issues in the Sociology of Education
Sociology of Discourse on Education
Sociological Perspectives on Education and Inequality II
Social Theories of Disability
Quantitative Survey Design in Educational Research
Social Embeddedness for Inequality Studies
Ethnicity, Nationalism and Education
Research on International Education Development
Issues in Education and Selection
Qualitative Research Methods
Globalization and Education
Gender inequality, labor markets and employment in contemporary Japan
Dissertation Research in Social Systems
Dissertation Research in Sociology of Education
Dissertation Research in Higher Education
Dissertation Research in Sociology of Education
Dissertation Research in Mathematical Sociology of Education
Dissertation Research in Quantitative Sociology of Education
Dissertation Research in Higher Education
Dissertation Research in Educational Systems
Dissertation Research in Comparative Education

Undergraduate Course
Quantitative Social Sciences in Education
Change and Problems of Japanese Society
Seminar on Theories of the Sociology of Education
Gender and Education
Quantitative Educational Research Methodology
Theory and Practice of Fieldwork
Methods and Approaches in Comparative Sociology
International Education Development
Introduction to the Sociology of Education
Introduction to Higher Education Studies
Introduction to Comparative Education
Training in Research Methods for the Sociology of Education I
Training in Research Methods for the Sociology of Education III
Training in Research Methods for the Sociology of Education II
Training in Research Methods for the Sociology of Education IV
International Education Development
Dissertation Research in Sociology of Education, Comparative Education and Higher Education
Tutorial in Sociology of Education, Comparative Education and Higher Education
How to Describe Schools: Research Methodology on Schooling
Student Guidance and Career Guidance
Education and Society
Career Guidance and Pupil Guidance

Division of Lifelong Learning Infrastructure Management / Educational Practices and Policies

Course Description

Division of Educational Practices and Policies

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 consists of the four subjects – “Administrative and Fiscal Studies in Education,” “School Education,” “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.

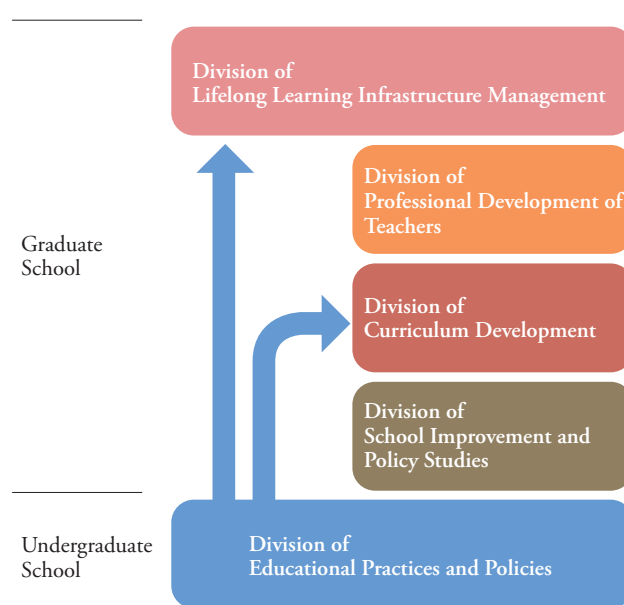
Another feature of this Division is that we offer subjects linked to qualifications for curators, librarians and adult and community education organizers.

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.

Staff



Atsushi MAKINO

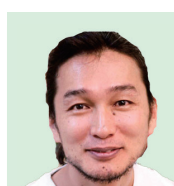
Professor (Theory of Lifelong Learning)

“Considering Human Beings and Society through Education and Learning”

I am interested in considering the state of society and what we can do to help people live happily through the various phenomena that appear in the process of people’s lives and growth. The ambiguity of social education and lifelong learning, which are ambiguous disciplines because they focus on ambiguous people and society, is appealing. From there, the field can expand infinitely to include the social meaning of children’s growth, learning in an aging society with low fertility, community education in East Asia, and community development.

Publications

- *Development and Self as Fiction: Reconsidering the Concepts that enable Education* (Tokyo, University of Tokyo Press, 2021)
- *Reshaping the Practices of Kominkan: Discussions on the Community Learning Center in Japan [The Making our ‘Societies’, 2]* (Tokyo, University of Tokyo Press, 2019)
- *Reshaping the History of Kominkan: Discussions on the Community Learning Center in Japan [The Making our ‘Societies’, 1]* (Tokyo, University of Tokyo Press, 2018)
- *Learning: The Movement to Create Community and Strengthen Society* (Tokyo, University of Tokyo Press, 2018)
- *Learning as Creating the Place to Live in: Theory and Practice for Revitalizing Local Community through Lifelong Learning* (Tokyo, University of Tokyo Press, 2014)



Kyo KAGEURA

Professor (Library and Information Science)

Theoretically, I am interested in characterising the structure of information media and language from a unified point of view, and clarifying the relationships between information media and language with a high degree of granularity, in order to reveal points of intervention in the actual information circulation/distribution process. Social institutions such as libraries or schools are taken into account as practical points of social intervention.

Within this overall framework, I am carrying out research in modelling the structure, distribution and arrangements of language expressions and media, developing a translation education aid system, critically examining illogical socio-political discourse, and developing a system for automatic crawling of bilingual terminologies.

Publications

- *Conditions for Credibility* (Tokyo: Iwanami, 2013)
- *The Quantitative Analysis of the Dynamics and Structure of Terminologies* (Amsterdam: John Benjamins, 2012)
- *Examining the Post-3.11 Discourse on Radiation* (Tokyo: Gendaikikakushitsu, 2011)
- *The Dynamics of Terminology* (Amsterdam: John Benjamins, 2002)



Jeongyun LEE

Professor
(Social Education)

What is Social Education? Including researchers, I think nobody can answer immediately this question. The contents, methods, objects and places of the social education are also very diverse and wide. How long have we used the term “Social Education”? Including the origins of social education, I study the establishment and development of social education in the modern period. Recently, I have become interested in the social education policies, educational welfare, and grassroots education movement in Japan and Korea.

Publications

- “Social Education and Lifelong Learning in Japan” (co-edited and written, University Education Press, 2013)
- “Social Education, Social Work and Community Development”(co-written, University Education Press, 2015)
- “Co-existence and Exchange between Japan and Korea that Transcend Nationalism - The perspective of Korean researchers working in Japan”(co-edited and written, Akaishi Shoten, 2016)
- “Dynamic Social Education and Lifelong Learning in South Korea: Citizens, Communities, and Learning”(co-edited and written, Eidell Institute, 2017)
- “How School Non-attendees Studied in Colonial Korea - On the Basis of Oral Histories of Night School Students and Instructors”(Hakueisha, 2022)



Hironobu SHINDO

Associate Professor
(Theory of Lifelong Learning)

The focus of my research work is on supporting lifelong learning activities in terms of culture. “Culture” here includes arts, crafts, traditions in local community, consumer culture, popular culture, mass media, etc. In particular, I am interested in the history and the present of cultural institutions such as public halls, theatres and museums especially in Japan and UK. My doctoral thesis is on the history of public halls in Japan. Now I am conducting a comparative research on education and inclusion programmes conducted in these institutions, and on supporting professionals such as educators in museum and community-based NGOs.

Publications

- Lifelong Learning and Public Sphere (co-written, Kashiwa Shobo, 2003)
- Studies on Lifelong Learning and Cultural Activity (co-written, Gakubunsha, 2007)
- Handbook on Social Education and Lifelong Learning (8th ed, co-written, Eidell Institute, 2011)
- Encyclopedia of Social Education and Lifelong Learning (co-written, Asakura Shobo, 2012)
- History on Stage: Public Hall and People in Modern Japan (University of Tokyo Press, 2014)
- Adult Education and Cultural Development (Translation Supervisor, Toyokan Publishing, 2016)
- Getting Inspired: Design of Engagement in Museum (co-editor, Air Publishing, 2016)
- Shaping Culture in Community : History of People’s College in Japan (editorial board, Fujiwara Shoten, 2016)
- Cultural Policy Studies (3 volumes, co-author, University of Tokyo Press, 2018)



Shuntaro KAWAMURA

Associate Professor
(Library and Information Science)

Through media such as books, I am interested in examining, from the perspective of the library as an organization, how knowledge such as academics has been given form since the modern era.

Specifically, I am researching how libraries’ collections have been built historically, what role they have played in learning and education, how libraries have built and functioned as their

own organizations while having been influenced by other libraries and society, and finally what sort of networks are formed between libraries.

Publications

- Toshokan Johogaku Kyoiku no Sengoshi — Shiryo ga Kataru Senmonshoku Yosei Seido no Tenkai (“The Postwar History of Library and Information Science Education — the Development of the Professional Training System as told by Materials”) (Minerva Shobo, Contributor, 2015)
- *The Tokyo Imperial University Library system* (The University of Tokyo Press, 2016)



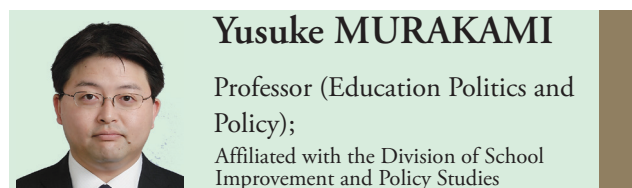
Rei MIYATA

Lecturer (Library and Information Science)

Focusing on books and documents as essential media that enable the social communication of coherent knowledge, I aim to develop a fine-grained process model of their production, organisation, circulation, and provision. The principal research task is to scientifically clarify and share the tacit knowledge regarding document design, authoring, and translation, which is what experts *can do* but *cannot explain*. I am also conducting application research on the multilingual production of administrative and industrial documents by making use of natural language processing technologies, such as machine translation.

Publications

- *Controlled Document Authoring in a Machine Translation Age* (Routledge, 2020)
- *Metalanguages for Dissecting Translation Processes* (co-edited, Routledge, 2022)



Yusuke MURAKAMI

Professor (Education Politics and Policy);

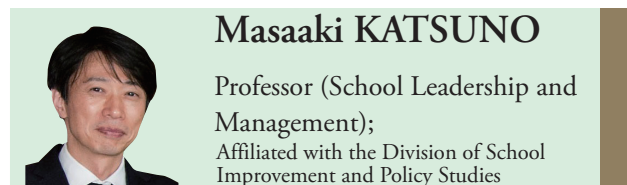
Affiliated with the Division of School Improvement and Policy Studies

My research interest is educational politics and policy, especially in Japan's education board system and national/local education policy. Education policymaking requires both democratic control and a high degree of professionalism. However, these elements do not always work in conjunction, and we must balance the two. I have examined the school board system in Japan that aims for the checks-and-balances system and have analyzed how the dynamic between democracy and professionalism causes different policy outcomes.

Recently, I am also interested in comparative education politics and policy. Using data from international comparative surveys, I hope to analyze the impact of politics on education and the impact of education on politics from a view of comparative politics.

Publications

- Murakami, Y. (2019) "National and Local Administration" In Kitamura Y, Omomo T, Katsuno M eds. *Education in Japan*, Springer.
- Murakami, Y. (2013) Rethinking a Case Study Method in Educational Research: A Comparative Analysis Method in Qualitative Research, *Educational Studies in Japan*, (7) 81-96
- Murakami, Y. (2011) *Political Science of Educational Administration*, Tokyo: Bokutaku-sha, 328p. (in Japanese)



Masaaki KATSUNO

Professor (School Leadership and Management);

Affiliated with the Division of School Improvement and Policy Studies

My research areas include education policy, school leadership and management, and teacher education. In particular, I have a continuing interest in teacher evaluation policies and practices, and currently value-added approaches to teacher evaluation that are increasingly becoming popular around the world attract my attention. I am also doing research into professional learning networks or communities across as well as within Japan's high schools.

I am interested in working with students from different backgrounds who are keen to conduct research in a wide range of areas that roughly match mine. Those students who share with me concerns about democracy, social justice, equity, quality and effectiveness in schooling will be particularly welcome.

Publications

- Teacher Evaluation Policies and Practices in Japan : How performativity works in school, New York ;Routledge 2016.
- Katsuno, M. (2012). Teachers' professional identities in an era of testing accountability in Japan: The case of teachers in low-performing schools, *Education Research International*, 2012, Article ID 930279, 8 pages.
- Katsuno, M. (2010). Teacher Evaluation at Japanese Schools: an examination from micro-political or relational viewpoint, *Journal of Education Policy*, 25(3), pp.293-307.
- Katsuno, M. (2003). The ideas and policies of teacher evaluation, Tokyo: Eidell Kenkyujo, 172p. (in Japanese)



Akihiro HASHINO

Associate Professor (Education
Policy and Finance);
Affiliated with the Division of School
Improvement and Policy Studies

My research focuses on the political and economic aspects of administration and finance, and policy of education. While there are an infinite number of goals imposed on education by society, there are only a finite number of resources such as budget, personnel, and time to realize them. Because of the finiteness and scarcity of these resources, democraticness and efficiency are inevitably required in the policy process. I am engaged in theoretical and empirical research based on my awareness of the issues of how such democratic decision-making and efficient policy implementation can be achieved, and how democraticness and efficiency can be understood and measured in the field of education policy.

I am also strongly interested in “evidence-based policymaking”, and considering not only the methods of policy evaluation but also the influence and role of research in policy and political processes.

Publications

- Hashino, A. (2016) Politics and Policy on Education Finance in the Modern Era, Okayama: Daigaku Kyoiku Shuppan, 360p. (in Japanese)
- Murakami, Y. and Hashino, A. (2020) Educational Policy and Administration, Tokyo: Yuhikaku, 270p. (Co-author) (in Japanese)
- Hashino, A. (2021) “The Effects of Long Working Hours on the Physical and Mental Health of Beginning Teachers: Novel Identification Strategies and Endogeneity, Nonlinearity, and



Yuto KITAMURA

Professor (Humanities
and Social Sciences Education);
Affiliated with the Division of Curriculum
Development

I have been conducting researches on education policy in developing countries, particularly in South and Southeast Asia. In recent years, I have been mainly focusing on Cambodia and currently conducting several research projects, including a student tracer study in basic education, a teacher training study, and a study on the development of higher education. I also conduct researches on the internationalization of higher education in Asian countries. Through these researches, I have been exploring roles of education for creating more democratic society and examining how education needs to be considered as public good.

Publications

- Memory in the Mekong : Regional Identity, Schools, and Politics in Southeast Asia (co-editor, Teachers College Press, 2022)
- Education in Japan : A Comprehensive Analysis of Education Reforms and Practices (co-editor, Springer, 2019)

Heterogeneity,” in Kawakami, Y. eds., Workplace Adaptation and Professional Development of Teachers: Analysis and Feedback from a Longitudinal Survey of Teachers, Tokyo: The Earth Kyoiku Shinsha. (Contributing author)(in Japanese)



Yasuhiko FUJIE

Professor (Research on Teaching
and Curriculum);
Affiliated with the Division of Professional
Development of Teachers

My major is to research on teaching and curriculum. I explore the interaction between a participant and its environment in school. With ethnographical research, I study sociocultural and material formation of classroom discourse, teacher learning and development through school-based curriculum development. In recent years, I focus on the schools integrating primary schools and junior high schools. I have been examining how the activities of teachers and children are linked to organizations and school architecture.

Publications

- The Future of Research on Teachers : Methodologies for Research on Teachers in 20 Case Studies.(Tokyo-Tosho)
- Future Qualitative Research Methods : Research on School Education Practices in 15 Case Studies.(Tokyo-Tosho)
- “Creation of Learning in the 21st Century : Development of Learning Science” (Kitaoji-Shobou)



Sachiko ASAI

Professor (Research on Teaching
and Curriculum);
Affiliated with the Division of Professional
Development of Teachers

I study pedagogical practice through a variety of approaches. (1) I have been studying history of primary school education and early childhood education in modern Japan. Through the examination of teachers’ narrative descriptions, I ask how the relationship between teachers and children in the classroom was structured and how their experiences were made sense of. (2) I participate in in-school training in primary schools and early childhood institutions, learning about pedagogical practice and school reform, and explore the theories that might support them. (3) In recent years, I have been working on studying the Reggio inspired early childhood education, with a focus on pedagogical documentation.

Publications

- Teachers’ Narrative Descriptions and New Education (University of Tokyo Press).

Lecture List

Graduate Course 2024 Year Curriculum for the Division of Lifelong Learning Information Management			
	Fundamental Research	Special Research	Tutoring Theses
Lifelong Learning and Study of Adult and Community Education	Theory of Lifelong Learning II	Seminar in Lifelong Learning II	Dissertation Research in Lifelong Learning
		Theory and Methods of Evaluating Programs	
		Compassionate Communities: concept and practice	
Library and Information Studies	Research Methods of Library and Information Science	Study of the Structure of Information Media	Dissertation Research in Library and Information Studies
	Topics in Library and Information Science	Theory of Library and Information Studiese	
		Scholarly Communication	
		Information Visualization: Theory and Practice	

Undergraduate Course 2024 School Year Curriculum for the Division of Educational Practices and Policies				
	Introduction	Basic Seminar	Seminar	Special Lecture
Common Subjects (Including Subjects related to Social Education Director, teacher development)	Introduction to Research on Teacher Development	Seminar in Educational Administration and School Management IV	Seminar in Field Research on Educational Administration III	Educational Law**
	Teaching Methods	Seminar in Adult and Lifelong Education I**	Seminar in Field Research on Educational Administration IV	Comparative Study of Educational Administration**
	Curriculum Studies	Seminar of Research on Teaching and Curriculum II	Seminar in Educational Administration and School Management III	Introduction to Quantitative Analysis of Education Policy
	Introduction to Comparative Education		Seminar of Research on Teaching and Curriculum I	An Introduction to Methodologies for Teaching and Learning English
	Educational Administration and Educational Finance*/**		Seminar in Adult and Lifelong Education II**	Management of Adult and Lifelong Learning**
	An Introduction to Study on School Education*		Education and Language Processing	Study on Lifelong Learning Policy**
	Theories of Adult Education I*/**			
	Theories of Adult Education II**			
Subjects linked to qualification (Museum curator)			Special Studies in Museum Activities	Museum Education **
				Introduction to Museum Studies **
Subjects linked to qualification (Librarian)	Information Media	Seminar in the Analysis of Information and Documents*	Seminar in Information Organization	Information Media in Library and Museum
		Seminar on the Basics of Educational Research*		Information Service
				Library and Information Center Management
				Library and Cultural History
				Reading Education
Subjects linked to qualification (Teacher-librarian)				Design of Learning Environment
				Reading and Human Development

Lectures marked with* are offered at the Komaba Campus for A1/A2 term.

Lectures marked with ** provide credit for the qualification of Social Education Director.

Common subjects include those linked to the qualification of museum curators, librarians and teacher-librarians.

Refer to the Faculty of Education Manual for Details.

Division of University Management and Policy Studies

Course Description

1. Program

The Department of University Management and Policy Studies was established at the Graduate School of Education in 2005 to offer theoretical and practical education on university management and higher education policy and to prepare outstanding scholars and leaders for this field. In the Master's Program, students learn basic theories and knowledge and apply them to case studies. Through the writing of a master's thesis, students develop into professionals who can bring broad perspective, professional skill, and practical decision-making to positions as university executives and administrators. The Doctoral Program provides students with the high-level research opportunities needed to be world-class scholars, executives, and senior managers who can lead university management and policy into the future.

2. Research

Faculty members conduct research and analysis on the current state of university management and policy in Japan and abroad and examine university reform. In addition to theoretical research, our faculty perform domestic and international case analyses, contribute to shaping national policies on higher education, and engage in global dialogue on critical issues in the field. Every year, the Department hosts many symposia and seminars to which many distinguished scholars are invited from overseas. We are also creating a network of senior managers at Japanese universities and are becoming a hub for international exchange among similar educational and research programs in the West and Asia.

Staff



Akihiro ASONUMA

Professor (University Policy Studies)

While academic knowledge develops according to its own intrinsic logic, in reality, it is difficult for it to exist without the support of society, and it is often strongly influenced by society. This is where contradictions and conflicts can arise. I am interested in the relationship between universities and society, and how education and research at universities are adjusted to the demands of society. So far, I have mainly studied the organization, financing, and policies of higher education and academic research from the perspective of how these institutional frameworks mediate between education and society, and between research and society.



Hideto FUKUDOME

Professor (Historical and Comparative Higher Education)

My research interest lies in the historical and comparative study of higher education, particularly, American higher education. Although American higher education might be the model for higher education reform in other countries, I am interested in it because American colleges and universities are dynamic and have developed with great diversity. Their histories include many attractive themes for considering the question, “What are colleges and universities?” My research interest extends to diverse areas of higher education: undergraduate curriculum, academic governance, academic professions, and graduate education. I approach these areas with historical and comparative perspectives, which can help us broaden our thinking of higher education. I am looking forward to working with many students who believe colleges and universities are important to our society and culture.



Akiko MOROZUMI

Professor (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.

Lecture List

Basic Subjects		
Subject	Teaching Staff	Main Content
Higher Education Policy	• Akihiro Asonuma, Professor	<ul style="list-style-type: none"> • Perspectives on higher education policy • Structure and function of higher education policy • Government and universities
Introduction to Higher Education	• Akihiro Asonuma, Professor	<ul style="list-style-type: none"> • History of universities and higher education • Higher education system • Diversity in higher education • Structure and function of higher education
Financial Management in Higher Education Institutions (Basic)	Not open (2024)	
Management of University	• Akiko Morozumi, Professor	<ul style="list-style-type: none"> • Subsidy system to national and private universities • Private School Law and the organizational structure of educational corporations • Governance and management of universities
Comparative Study in Universities	• Hideto Fukudome, Professor	• International comparison of policy, system, organization, and management for universities
Seminar on Higher Education Policy and Management (1)	<ul style="list-style-type: none"> • Akihiro Asonuma, Professor • Hideto Fukudome, Professor • Akiko Morozumi, Professor 	• Reading articles on management and policy of universities
Research Methods for Higher Education Policy and Management	<ul style="list-style-type: none"> • Akihiro Asonuma, Professor • Hideto Fukudome, Professor • Akiko Morozumi, Professor 	• Methodology on university management and policy

Theories of Management and Policies		
Subject	Teaching Staff	Main Content
Topics in Higher Education Policy and Management (3)	<ul style="list-style-type: none"> • Hideto Fukudome, Professor • Akiyoshi Yonezawa, Visiting Professor (Professor, International Strategy Office, Tohoku University) • Tomoko Torii, Part-time Lecturer (Professor, Institute for Teaching and Learning, Ritsumeikan University) 	• The Latest Trends in Higher Education from a Global Perspective
Topics in Higher Education Policy and Management (4)	<ul style="list-style-type: none"> • Akiko Morozumi, Professor • Shinichi Mizokami, Visiting Professor (Professor, Toin University of Yokohama) • Yuki Inenaga, Part-time Lecturer (Assistant Professor, Research Center for University Studies, University of Tsukuba) 	• The Inquiry-based Learning in Higher Education
Financial Management in Higher Education Institutions (Advanced)	Not open (2024)	
Comparative Study in University Management (2)	• Hideto Fukudome, Professor	• Classes will be offered in collaboration with universities in foreign countries
Case Study in University Management (1)	• Akiko Morozumi, Professor	• Case Study in University Management

Case Analysis and Positive Analysis		
Subject	Teaching Staff	Main Content
Methods and Analyses of Surveys in Higher Education (1)	• Naoki Ottawa, Part-time lecturer (Associate Professor, Faculty of Education, Ochanomizu Women University)	• Method and analysis of research on higher education
Methods and Analyses of Surveys in Higher Education (2)	• Yoshitaka Hamanaka, Part-time lecturer (Senior Researcher, Department for Higher Education Research, National Institute for Educational Policy Research)	• Statistical method for higher education research

Research Guidance		
Subject	Teaching Staff	Main Content
Individual Tutorial in University Management and Higher Education Policy	• Akihiro Asonuma, Professor • Hideto Fukudome, Professor • Akiko Morozumi, Professor • Kayoko Kurita, Professor • Akiyoshi Yonezawa, Visiting Professor • Shinichi Mizokami, Visiting Professor	• Guidance in research for masters and doctorate theses

Division of Educational Psychology

Course Description

Graduate Programs

This division offers four areas of study: Psychology of Learning and Instructional, 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 deal with people's cognitive activities inside and 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.

Undergraduate Programs

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).

Staff



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, 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

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.



Nobuyuki FUJIMURA

Professor (Psychology of Learning and Instruction);
Affiliated with the Division of Curriculum Development

I am interested in the processes by which children understand mathematical and (natural and social) scientific concepts, and also in planning lessons that encourage those processes. I use an educational psychology approach to conduct research in collaboration with elementary and high school teachers, by using individual experiments, interviews, written questionnaires, and analysis of remarks made by students during lessons and of worksheets.



Etsuko HARYU

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.



Kensuke OKADA

Associate Professor (Psychological Statistics)

My research interest is in statistical modeling of psychological, educational, and behavioral data for better understanding of human behavior. To this end, my lab members and I are conducting research on application and theory of Bayesian statistics. I believe this is an exciting area of research with deep scientific questions and with a wide variety of potential applications.



Sachiko KIYOKAWA

Associate Professor (Psychology of Learning and Instruction)

My goal is to clarify what processes occur in collaborative problem solving. I am particularly interested in the effects of verbalization on problem solving. I also want to know how higher-order cognitive processes such as insight problem solving, idea generation, and implicit learning progress and how to facilitate them.



Satoshi USAMI

Associate Professor (Psychological Statistics)

My general interests are developing and applying statistical methods for behavioral science. Methodologically, my current lines of research include (a) latent growth curve modeling for evaluating within-person changes and its individual differences, (b) developing and investigating the unified framework for longitudinal models to examine reciprocal relations between longitudinally observed variables, and (c) within-person variability score-based causal inference for joint effects of time-varying treatments. In addition, I am collaborating with substantive researchers on a number of topics relating to educational, psychological and medical research.



Tomonori ICHIYANAGI

Associate Professor (Psychology of Learning and Instruction);
Affiliated with the Division of Professional Development of Teachers

My major is research on the learning and developmental processes of children and teachers in schools, and the socio-cultural environment that supports these processes. In particular, I focus on communication through language (spoken, written, and nonverbal), while exploring how children learn and how teachers design and support their learning. In recent years, using elementary and junior high schools as a field, I have been examining teachers' practical knowledge for organizing inquiry and collaborative children's learning.



Yuri UESAKA

Associate Professor (Educational
Cognitive Science)

I am interested in addressing problems found through educational practices undertaken from psychological perspectives. When I am engaged in such practices, I get a better sense of the value that psychological theories bring, and also appreciate their limitations. I employ psychological methods such as surveys and experiments to examine research themes related to learning processes and effective teaching methods that I have developed through practice. Furthermore, I apply the findings from research I have undertaken to practices in collaboration with teachers and others involved in education.



Masahiro NŌCHI

Professor (Curriculum Development
of Clinical Psychology);
Affiliated with the Division 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

Professor (System Theory and
Practice of Clinical Psychology);
Affiliated with the Division of Clinical
Psychology

Psychological problems arise not only due to individual factors but also due to social factors within the environment in which the individual lives. Individual problems sometimes reflect social problems. From this view point, I conduct studies to increase understanding of individual psychological problems and develop concrete methods and theories to help individuals, organizations and society. Especially, I focus on mental health problems related to work life, specifically in the areas of problems arising in the workplace, readjustment to working life after a period of absence and dealing with unemployment. In my studies and in my clinical practice, I work to help individuals develop their own life careers and ways to cope with the modern world.



Ryu TAKIZAWA

Associate Professor (Curriculum
Development of Clinical Psychology);
Affiliated with the Division of Clinical
Psychology

My research interests focus on a better understanding of causes, risk and resilient factors related to health and well-being across the life course and investigating new approaches to early preventive measures in youth. Combining three unique frameworks: 1) life-course developmental research (ex. prospective cohort), 2) biological, neuroscience and epidemiological methods (ex. bio-markers, such as NIRS, fMRI, inflammation, epigenetics) and 3) genetically-sensitive design (ex. family and twin method), my projects focus on early life stress such as maltreatment and bullying victimization as a potential cause and on the resilient factors for mental health as well as physical and cognitive health problems across the life course. I am especially interested in investigating modifiable causal factors that could become targets of intervention and prevention efforts, especially in young people.

Lecture List

Graduate Course

2024 School Year

Lecture title	Subject
Psychology of Learning and Instruction I	Basic study in psychology of learning and instruction
Evolutionary and Cultural Psychology of Human Emotions	Basic study of developmental psychology
Language and Cognitive Development I	Basic study of developmental psychology
Psychology of Creative Cognition I	Basic study of educational cognitive sciences
Seminar on Psychological Statistics	Basic study of educational information sciences
Advanced Psychological Statistics	Basic study of educational information sciences
Seminar in Educational Cognitive Science	Basic study of educational cognitive sciences
Psychology of Learning and Instruction II	Special study in psychology of learning and instruction
Relationships and Children's Socio-Emotional Development	Special study of developmental psychology
Language and Cognitive Development II	Special study of developmental psychology
Psychology of Creative Cognition II	Special study of educational cognitive sciences
Quantitative Research Methods	Special study of educational information sciences
Recent Developments in Psychometrics	Special study of educational information sciences
Advanced in Educational Cognitive Science	Special study of educational cognitive sciences
Introduction of Multivariate Analysis	Special study of educational information sciences
Introduction to Computational Cognitive Science	Special study of educational information sciences
Educational Practice and Psychology	Special study in psychology of learning and instruction
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 Educational Psychology	Thesis guidance for educational information sciences

Undergraduate Course

2024 School Year

Lecture title	Subject
Psychology of Learning and Instruction	Introduction
Developmental Psychology	Introduction
Psychological Statistics I	Introduction
Professionalism of Licensed Psychologists	Introduction
Introduction to Clinical Psychology	Introduction
Experiments in Educational Psychology I	Basic seminar
Experiments in Educational Psychology II	Basic seminar
Experiments in Educational Psychology III	Basic seminar
Guided Research in Educational Psychology	Research guidance
Research Methods for Qualitative Psychology I	Seminar
Seminar in Developmental Psychology	Seminar
Seminar on Psychology of Learning and Instruction I	Seminar
Creativity and Embodiment	Seminar
Art and Creativity Seminar	Seminar
Seminar in Psychology	Seminar
Practical Training in Psychology	Seminar
Practical Training in Educational Cognitive Science II	Seminar
Designing STEAM workshops	Seminar
Psychological Statistics II	Special lecture
Psychological Statistics III	Special lecture
Psychology of Language Development	Special lecture
Psychology of Creativity	Special lecture
Cognitive Counseling and its Applications II	Special lecture
Educational Measurement	Special lecture
Cognitive Ageing and Psychology for Good Designs	Special lecture
Psychological Assessment	Special lecture
Psychology for Social Welfare	Special lecture
Educational Psychology I	Teacher-training
School Counseling I	Teacher-training
Educational Psychology II	Teacher-training
School Counseling II	Teacher-training
An Introduction to Special Needs Education I	Teacher-training

Division of Clinical Psychology

Characteristics of the Course

This division offers comprehensive programs to train helping professionals such as clinical psychologists and certified public psychologists as well as scientists, which enable them to eventually contribute to the global society by addressing mental health problems. Through the training program, based on the scientist-practitioner model, students are expected to acquire and cultivate intellectual bases and practical skills to help people with a variety of psychological problems including mental disorders as well as to clarify and investigate these problems from the broad perspective including both the individual and the surrounding social system.

Description of the Course

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

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, child support measures and support for children and the parents of children with disorders.

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 Curriculum Development of Clinical Psychology, we aim to 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 research findings to society. We foster instructors and researchers who assume the tasks of developing the education and research of this field.

Staff



Masahiro NŌCHI

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

Professor (System Theory and
Practice of Clinical Psychology)

Psychological problems arise not only due to individual factors but also due to social factors within the environment in which the individual lives. Individual problems sometimes reflect social problems. From this view point, I conduct studies to increase understanding of individual psychological problems and develop concrete methods and theories to help individuals, organizations and society. Especially, I focus on mental health problems related to work life, specifically in the areas of problems arising in the workplace, readjustment to working life after a period of absence and dealing with unemployment. In my studies and in my clinical practice, I work to help individuals develop their own life careers and ways to cope with the modern world.



Ryu TAKIZAWA

Associate Professor (Curriculum
Development of Clinical Psychology)

My research interests focus on a better understanding of causes, risk and resilient factors related to health and well-being across the life course and investigating new approaches to early preventive measures in youth. Combining three unique frameworks: 1) life-course developmental research (ex. prospective cohort), 2) biological, neuroscience and epidemiological methods (ex. bio-markers, such as NIRS, fMRI, inflammation, epigenetics) and 3) genetically-sensitive design (ex. family and twin method), my projects focus on early life stress such as maltreatment and bullying victimization as a potential cause and on the resilient factors for mental health as well as physical and cognitive health problems across the life course. I am especially interested in investigating modifiable causal factors that could become targets of intervention and prevention efforts, especially in young people.

Lecture List

Graduate Course

2024 School Year

Subject	Lecture Title
Clinical Psychology System Basic Studies	Practicum in Clinical Psychology I (Advanced Practical Training in Psychology)
Clinical Psychology System Basic Studies	Practicum in Clinical Psychology II
Clinical Psychology Curriculum Basic Studies	Clinical Psychology I
Clinical Psychology System Basic Studies	Clinical Psychology II
Clinical Psychology System Basic Studies	Interview Methods for Clinical Psychology II
Clinical Psychology Curriculum Basic Studies	Seminar on Assessment of Clinical Psychology I (Theory and Practice of Psychological Assessment)
Basic Studies in Developmental Clinical Psychology	Seminar on Assessment of Clinical Psychology II
Clinical Psychology Curriculum Basic Studies	Basic Practicum in Clinical Psychology I
Basic Studies in Developmental Clinical Psychology	Basic Practicum in Clinical Psychology II
Basic Studies in Developmental Clinical Psychology	Interview Methods for Clinical Psychology I (Theory and Practice of Psychological Support)
Issues in Clinical Psychology Curriculum Study	Research Methods in Clinical Psychology
Issues in Clinical Developmental Psychology	Mental Health Management Basic (Support Theory and Applications in Industry and Work Area)
Issues in Clinical Developmental Psychology	Mental Health Management Applied (Theory and Practice of Mental Health Education)
Issues in Clinical Psychology Curriculum Study	Support Theory and Applications in Forensics and Criminology Area
Issues in Clinical Psychology System Study	Community Approach (Support Theory and Practice for Family, Group, and Community)
Issues in Clinical Developmental Psychology	Psychiatry (Support Theory and Applications in Medical and Health Area)
Issues in Clinical Developmental Psychology	Clinical Supervision I
Issues in Clinical Developmental Psychology	Clinical Supervision II
Issues in Clinical Developmental Psychology	Seminar in Disability Studies
Dissertation in Clinical Psychology System Study	Dissertation Research in Clinical Psychology
Dissertation in Clinical Psychology Curriculum Study	Dissertation Research in Clinical Psychology
Dissertation in Developmental Clinical Psychology	Dissertation Research in Clinical Psychology

Division of Physical and Health Education

Course Description

What is physical and health education...?

Physical and health education focuses on diverse phenomena related to the “body and mind” that exist in schools, families, and society. The focus is on education and research from a broad – basic, integrative, and practical – standpoint. The aim is to cultivate sound views of the body, development, and sports, and to foster an awareness and ability to proactively face and take actions to the goal of “nurturing the body and mind” in oneself and in society.

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

This course consists of four research fields: “Educational Physiology,” “Developmental Brain Sciences,” “Health Education,” and “Physical Education,” and is concerned with elucidating the basic mechanisms and functioning of the human body, mind, and brain and their development. We are also working on a wide range of contemporary and advanced problems related to the promotion of physical and mental health and their educational applications. Our research involves the data analysis and modeling of biomedical and health-related information using wearable devices and IoT systems; analysis and dynamical modeling of functional brain imaging and behavioral generation in the developmental process; investigation of genetic and environmental factors that might affect physical and

mental development; analysis and modeling of motor learning mechanisms using motion analysis, brain stimulation, robot arms, etc.; behavioral measurement and field research focusing on the relationship between lifestyle and health problems; and computational modeling and analysis of behavioral, physiological, and brain functional imaging data aimed to elucidate the neural and bodily mechanisms of learning and emotion.

Staff



Yoshiharu YAMAMOTO

Professor (Educational Physiology)

The data analysis of biomedical and health-related information is my specialty. In a research side, focusing mainly on health-related data in daily settings, I investigate methods for the data collection, data analysis, interpretation of the results, and the use of information obtained for health risk evaluation and disease prevention. In addition to the development of new methodology for signal processing, modelling, and statistical analysis, of the standard physiological measurements, recently I also focus on a broader health-related data including behavioral and social ones. In an education side, I aim at teaching students with diverse interests and concerns so that they acquire specialized and integrated analytic skills required in the era of information and communication technology.



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

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.



Fumiharu TOGO

Professor (Educational Physiology)

Modern 24-hour society has changed many aspects of our behaviors such as sleep, diet, and physical activity. My work focuses on how changes in amount, quality, and timing of these life-related activities predict future physical and mental functions and illnesses, which will increase in diversity in various physical and social environments, in adolescents, workers, and the elderly. To gain insight into how this might happen, I examine biological and questionnaire data obtained by laboratory, ecological, and epidemiological approaches.



Kenji MORITA

Associate Professor (Physical Education)

How we can learn from successes and failures, and how we can motivate ourselves to learn, are both fundamental issues in learning physical skills used in sports or music performance, as well as in every kind of learning. Also, whether a thrilling event induces pleasure or fear, or whether a complicated quiz excites or annoys someone, depends on one's past experience, physical and mental state, and personality. I am studying neural and bodily mechanisms of learning and emotion underlying these phenomena through computational modeling and analysis based on biological knowledge and behavioral/physiological approaches.



Takuji HAYASHI

Assistant Professor (Physical Education)

Movements that are the only output of humans, such as talk, walk, and reach, are often executed without even paying attention. For example, when we walk, we do not need to think about how to move our legs or which leg to move first. My goal

is to elucidate the principles of such implicitly processed movement execution from both theoretical and experimental perspectives. In particular, I believe that discovering novel principles of motor control and learning processes is crucial. I am conducting research about human motor behavior from various perspectives by flexibly incorporating ideas and findings accumulated in other fields.

Lecture List

Graduate Course

Lecture title	Subject	Teaching Staff	No. of credit	Term
Topics in Physical Education I	Fundamental Research in Physical Education	Daichi Nozaki	2	S1S2
System Analysis of Human Activity I	Fundamental Research in Educational Physiology	Yoshiharu Yamamoto, Kenji Morita	2	S1S2
Developmental Brain Sciences I	Fundamental Research in Developmental Brain Sciences	Gentaro Taga	2	S1
Topics in Health Education I	Fundamental Research in Health Education	Tsukasa Sasaki, Fumiharu Togo	2	S1S2
Topics in Physical Education II	Special Research in Physical Education	Daichi Nozaki	2	A1A2
System Analysis of Human Activity II	Special Research in Educational Physiology	Yoshiharu Yamamoto, Kenji Morita	2	A1A2
Developmental Brain Sciences II	Special Research in Developmental Brain Sciences	Gentaro Taga	2	A1
Topics in Health Education II	Special Research in Health Education	Tsukasa Sasaki, Fumiharu Togo	2	A1A2
Promoting Adolescent Well-being by Preventive Science	Special Research in Health Education	Atsushi Nishida	2	A1
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
Dissertation Research in Educational Physiology	Dissertation Research in Educational Physiology	Fumiharu Togo	2	All year
Dissertation Research in Physical Education	Dissertation Research in Physical Education	Kenji Morita	2	All year
Dissertation Research in Health Education	Dissertation Research in Health Education	Atsushi Nishida	2	All year

Undergraduate Course

Lecture title	Subject	Teaching Staff	No. of credit	Term
Introduction to Physical and Health Education I	Introduction to Physical and Health Education	Yoshiharu Yamamoto, Daichi Nozaki, Kenji Morita	2	A1
Introduction to Physical and Health Education II	Introduction to Physical and Health Education	Gentaro Taga, Tsukasa Sasaki, Fumiharu Togo	2	A2
Laboratory in Physical and Health Education I	Basic Seminar on Physical and Health Education	Daichi Nozaki, Fumiharu Togo, Takuji Hayashi	3	S1
Laboratory in Physical and Health Education II	Basic Seminar on Physical and Health Education	Daichi Nozaki, Fumiharu Togo, Takuji Hayashi	3	S2
Laboratory in Physical and Health Education III	Basic Seminar on Physical and Health Education	Daichi Nozaki, Fumiharu Togo, Takuji Hayashi	2	A1
Seminar in Teaching Methodology of Human Movement (Outdoor Activity in Summer)	Basic Seminar on Physical and Health Education	Daichi Nozaki, Fumiharu Togo	2	S2
Methodology of Physical and Health Education	Seminar on Developmental Sciences	Hiroharu Kamioka	2	S1
Biodynamics	Seminar on Developmental Sciences	Daichi Nozaki, Kenji Morita	2	A2
Studying Epidemiology in the Field of Education	Seminar on Developmental Sciences	Tsukasa Sasaki	2	S1S2
Educational Physiology	Seminar on Developmental Sciences	Yoshiharu Yamamoto, Toru Takumi	2	S1S2
Development of Mind and Brain	Seminar on Developmental Sciences	Gentaro Taga	2	S1
Safety and Security Education	Seminar on Developmental Sciences	Fumiharu Togo	2	A1
Introduction to Human Nutrition	Special Lecture on Developmental Sciences	Yukari Takemi	2	S1S2
Functions and Dysfunctions of the Brain	Special Lecture on Developmental Sciences	Kenji Morita, Arvind Kumar, Ayaka Kato	2	February-March
Functional Anatomy	Special Lecture on Developmental Sciences	Tsukasa Sasaki, Motohiro Kawauchi	2	A1A2
Tutorial in Physical and Health Education	Tutorial in Physical and Health Education	Entire faculty	2	All year
Introduction to Stress-Management	Special Lecture on Developmental Sciences	Tsukasa Sasaki, Yoshiharu Yamamoto, Fumiharu Togo	2	A1A2
Introduction to the Theories of Diversity and Inclusion	Special Lecture on Developmental Sciences	Yoshihiro Kokuni, Daichi Nozaki, Shinichiro Kumagaya, Takeo Kondo, Fumiharu Togo, Misako Nukaga, Masahiro Nöchi, Ryoji Hoshika, Rui Otsuka, Yuriko Iino	2	S1S2
Practical Sciences of Cooperative Human-relationships, Lifestyle, Brain and Development		Entire faculty	2	S1S2
Practical Studies on Health and Physical Education B		Hidenori Aoki, Hiroharu Kamioka	2	S2
Practical Studies on Health and Physical Education C		Hidenori Aoki	2	A2

Department of Advanced Research in School Education

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Division of Professional Development of Teachers



Division of Curriculum Development



Division of School Improvement and Policy Studies

The Department of Advanced Research in School Education was established in 2006 with university-wide supports. It aims to advance the profession of teaching, improve educational content, and train experts who will promote progress in school administration policies and in 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 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 department provides students from other graduate schools of the university with opportunities to minor in its subjects.

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).

Staff



Yasuhiko FUJIE

Professor (Research on Teaching and Curriculum);

Faculty member of the Division of Educational Practices and Policies

My major is to research on teaching and curriculum. I explore the interaction between a participant and its environment in school. With ethnographical research, I study sociocultural and material formation of classroom discourse, teacher learning and development through school-based curriculum development. In recent years, I focus on the schools integrating primary schools and junior high schools. I have been examining how the activities of teachers and children are linked to organizations and school architecture.

Publications

- The Future of Research on Teachers : Methodologies for Research on Teachers in 20 Case Studies.(Tokyo-Tosho)
- Future Qualitative Research Methods : Research on School Education Practices in 15 Case Studies.(Tokyo-Tosho)
- "Creation of Learning in the 21st Century : Development of Learning Science" (Kitaoji-Shobou)



Sachiko ASAI

Professor (Research on Teaching and Curriculum);

Faculty member of the Division of Educational Practices and Policies

I study pedagogical practice through a variety of approaches. (1) I have been studying history of primary school education and early childhood education in modern Japan. Through the examination of teachers' narrative descriptions, I ask how the relationship between teachers and children in the classroom was structured and how their experiences were made sense of. (2) I participate in in-school training in primary schools and early childhood institutions, learning about pedagogical practice and school reform, and explore the theories that might support them. (3) In recent years, I have been working on studying the Reggio inspired early childhood education, with a focus on pedagogical documentation.

Publications

- Teachers' Narrative Descriptions and New Education (University of Tokyo Press).



Tomonori ICHIYANAGI

Associate Professor (Research on Classroom lessons);
Faculty member of the Division of Educational Psychology

My major is research on the learning and developmental processes of children and teachers in schools, and the socio-cultural environment that supports these processes. In particular, I focus on communication through language (spoken, written, and nonverbal), while exploring how children

learn and how teachers design and support their learning. In recent years, using elementary and junior high schools as a field, I have been examining teachers' practical knowledge for organizing inquiry and collaborative children's learning.

Publications

- "Psychology Giving Back to Schools"(Nakanishiya)
- Future Qualitative Research Methods : Research on School Education Practices in 15 Case Studies.(Tokyo-Tosho)
- "Iwanami, Education, Prospects for Change 5: Learning and Curriculum"(Iwanami-syoten)

Lecture List

Theoretical Studies of Professional Development of Teachers

Studies on Early Childhood Education	Sachiko Nozawa
Research on Teaching Experience	Sachiko Asai
Research on Learning in Classroom	Tomonori Ichiyanagi
Theory and Method of Research on Teaching and Curriculum	Yasuhiko Fujie
Contemporary Thought and Affect Theory	Mamoru Ito
Practical Knowledge and Wisdom:Perspective from Expertise and Lifelong Development	Takashi Kusumi
Research on Professional Development of Teachers	Yuu Kimura
The Theory and Practice of Japanese Language Education	Hideyuki Hamada
Global Issues and ESD	Yoshiyuki Nagata
Issues in Children's Rights	Hiroharu Saito
Public Policy Studies of Education Systems	Kiyosada Somae

Practical Studies of Professional development of Teachers

Case Studies of Curriculum	Sachiko Asai
Case Studies of Classroom Lessons	Yasuhiko Fujie
Psychological Case Studies on Learning in Subject Areas	Nobuyuki Fujimura
Fieldwork on Classroom Lessons	Tomonori Ichiyanagi
Fieldwork on Learning in Subject Areas	Yuto Kitamura

Dissertation Research in Professional development of Teachers

Mentoring Seminar of Research on Classroom Lessons	Tomonori Ichiyanagi
Mentoring Seminar of Research on Curriculum	Yasuhiko Fujie
Mentoring Seminar of Research on Curriculum	Sachiko Asai

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 researchers in the field and in basic research, instructors of teacher training programs (including in-service teacher training), and skilled teacher leaders in elementary, junior high, and

high schools with a high level of knowledge in their subject matter. 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 and physical education.

Staff



Nobuyuki FUJIMURA

Professor (Mathematics and Science Education);

Faculty member of the Division of Educational Psychology

I am interested in the processes by which children understand mathematical and (natural and social) scientific concepts, and also in planning lessons that encourage those processes. 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 learning-and-instruction research from the viewpoint of the changes that occur in children through the learning processes.

Publications

- “Psychology of mathematical and scientific literacy — How do children improve their learning —” (Yuhikaku)
- “Developmental psychology—How individuals grow up through interaction with other people—”(ed.) (Minerva Shobo)



Yuto KITAMURA

Professor (Humanities and Social Sciences Education);

Faculty member of the Division of Educational Practices and Policies

I have been conducting researches on education policy in developing countries, particularly in South and Southeast Asia. In recent years, I have been mainly focusing on Cambodia and currently conducting several research projects, including a student tracer study in basic education, a teacher training study, and a study on the development of higher education. I also conduct researches on the internationalization of higher education in Asian countries. Through these researches, I have been exploring roles of education for creating more democratic society and examining how education needs to be considered as public good.

Publications

- Memory in the Mekong : Regional Identity, Schools, and Politics in Southeast Asia (co-editor, Teachers College Press, 2022)
- Education in Japan : A Comprehensive Analysis of Education Reforms and Practices (co-editor, Springer, 2019)

Lecture List

Theoretical Studies of Curriculum Development

Development of Mathematical and Scientific Thinking and Learning Processes	Nobuyuki Fujimura
English Language Teaching Methodologies	Yoshifumi Saito
Education in the Era of Globalization: Asian Contexts	Yuto Kitamura
The Theory and Practice of Japanese Language Education	Hideyuki Hamada
Global Issues and ESD	Yoshiyuki Nagata
Research Methods in Education	Satoshi Araki
Contemporary Thought and Affect Theory	Mamoru Ito
Practical Knowledge and Wisdom: Perspective from Expertise and Lifelong Development	Takashi Kusumi
Research on Professional Development of Teachers	Yuu Kimura
Issues in Children's Rights	Hiroharu Saito
Public Policy Studies of Education Systems	Kiyosada Somae
Psychological Case Studies on Learning in Subject Areas	Nobuyuki Fujimura

Practical Studies of Curriculum Development

Case Studies of Curriculum	Sachiko Asai
Case Studies of Classroom Lessons	Yasuhiko Fujie
Fieldwork on Learning in Subject Areas	Yuto Kitamura
Fieldwork on Classroom Lessons	Tomonori Ichiyanagi

Dissertation Research in Curriculum Development

Dissertation Research in Foreign Language Education	Yoshifumi Saito
Dissertation Research in Humanities and Social Sciences Education	Yuto Kitamura
Research of Dissertation	Nobuyuki Fujimura

Division of School Improvement and Policy Studies

Course Description

Our concerns are research and development of education policy, educational administration, educational finance, politics of education, 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.

Staff



Masaaki KATSUNO

Professor (School Leadership and Management);

Faculty member of the Division of Educational Practices and Policies

My research areas include education policy, school leadership and management, and teacher education. In particular, I have a continuing interest in teacher evaluation policies and practices, and currently value-added approaches to teacher evaluation that are increasingly becoming popular around the world attract my attention. I am also doing research into professional learning networks or communities across as well as within Japan's high schools.

I am interested in working with students from different backgrounds who are keen to conduct research in a wide range of areas that roughly match mine. Those students who share with me concerns about democracy, social justice, equity, quality and effectiveness in schooling will be particularly welcome.

Publications

- Teacher Evaluation Policies and Practices in Japan : How performativity works in school, New York ;Routledge 2016.
- Katsuno, M. (2012). Teachers' professional identities in an era of testing accountability in Japan: The case of teachers in low-performing schools, *Education Research International*, 2012, Article ID 930279, 8 pages.
- Katsuno, M. (2010). Teacher Evaluation at Japanese Schools: an examination from micro-political or relational viewpoint, *Journal of Education Policy*, 25(3), pp.293-307.
- Katsuno, M. (2003). The ideas and policies of teacher evaluation, Tokyo: Eidell Kenkyujo, 172p. (in Japanese)



Yusuke MURAKAMI

Professor (Education Politics and Policy);

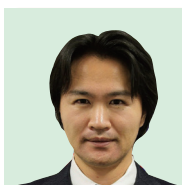
Faculty member of the Division of Educational Practices and Policies

My research interest is educational politics and policy, especially in Japan's education board system and national/local education policy. Education policymaking requires both democratic control and a high degree of professionalism. However, these elements do not always work in conjunction, and we must balance the two. I have examined the school board system in Japan that aims for the checks-and-balances system and have analyzed how the dynamic between democracy and professionalism causes different policy outcomes.

Recently, I am also interested in comparative education politics and policy. Using data from international comparative surveys, I hope to analyze the impact of politics on education and the impact of education on politics from a view of comparative politics.

Publications

- Murakami, Y. (2019) National and Local Administration" In Kitamura Y, Omomo T, Katsuno M eds. *Education in Japan*, Springer.
- Murakami, Y. (2013) Rethinking a Case Study Method in Educational Research: A Comparative Analysis Method in Qualitative Research, *Educational Studies in Japan*, (7) 81-96
- Murakami, Y. (2011) *Political Science of Educational Administration*, Tokyo: Bokutaku-sha, 328p. (in Japanese)



Akihiro HASHINO

Associate Professor (Education Policy and Finance);

Faculty member of the Division of Educational Practices and Policies

My research focuses on the political and economic aspects of administration and finance, and policy of education. While there are an infinite number of goals imposed on education by society, there are only a finite number of resources such as budget, personnel, and time to realize them. Because of the finiteness and scarcity of these resources, democraticness and efficiency are inevitably required in the policy process. I am engaged in theoretical and empirical research based on my awareness of the issues of how such democratic decision-making and efficient policy implementation can be achieved, and how democraticness and efficiency can be understood and measured in the field of education policy.

I am also strongly interested in “evidence-based policymaking”,

and considering not only the methods of policy evaluation but also the influence and role of research in policy and political processes.

Publications

- Hashino, A. (2016) Politics and Policy on Education Finance in the Modern Era, Okayama: Daigaku Kyoiku Shuppan, 360p. (in Japanese)
- Murakami, Y. and Hashino, A. (2020) Educational Policy and Administration, Tokyo: Yuhikaku, 270p. (Co-author) (in Japanese)
- Hashino, A. (2021) “The Effects of Long Working Hours on the Physical and Mental Health of Beginning Teachers: Novel Identification Strategies and Endogeneity, Nonlinearity, and Heterogeneity,” in Kawakami, Y. eds., Workplace Adaptation and Professional Development of Teachers: Analysis and Feedback from a Longitudinal Survey of Teachers, Tokyo: The Earth Kyoiku Shinsha. (Contributing author)(in Japanese)

Lecture List

Theoretical Studies of Curriculum Development

Foundation of Education Policy	Yusuke Murakami Akihiro Hashino
Issues in Children's Rights	Hiroharu Saito
Issues in Contemporary School Reforms	Masaaki Katsuno
Research Design and Methods of Education Policy Studies II	Akihiro Hashino
Public Policy Studies of Education Systems	Kiyosada Somae
Contemporary Thought and Affect Theory	Mamoru Ito
Practical Knowledge and Wisdom: Perspective from Expertise and Lifelong Development	Takashi Kusumi
Research on Professional Development of Teachers	Yuu Kimura
The Theory and Practice of Japanese Language Education	Hideyuki Hamada
Global Issues and ESD	Yoshiyuki Nagata

Dissertation Research in Curriculum Development

Case Study in Educational Administration II	Yusuke Murakami
Developmental Study of School Management II	Shoko Fukushima
Fieldwork in Educational Administration	Yusuke Murakami
Fieldwork in Education Policy	Akihiro Hashino
Fieldwork in School Management	Masaaki Katsuno

Dissertation Research in Curriculum Development

Dissertation Research in School Management	Masaaki Katsuno
Dissertation Research in Educational Administration	Yusuke Murakami
Dissertation Research in Education Policy	Akihiro Hashino

Secondary School Attached to the Faculty of Education of the University of Tokyo

History

The precursor to the Secondary School attached to the Faculty of Education was the Tokyo High School, a seven-year high school established in 1921 that was later reorganized as a junior high school under the new system in 1948. In 1949, the school was incorporated by the University of Tokyo and began providing coeducation to first-year junior high students. As students advanced through the grades, a high school was established under the new system and integrated lower and upper secondary school was established. In 1951, the school was renamed as the Junior and Senior High School attached to the Faculty of Education of the University of Tokyo, and was renamed as the Secondary School attached to the Faculty of Education of the University of Tokyo in 2000. Then, when national universities were incorporated in 2004, the school became the Secondary School attached to the Faculty of Education at the University of Tokyo.

Located in the Nakano Campus, near one of the Japan's urban centers, Shinjuku, the school has, since its founding, administered integrated secondary education, playing an important role as a center for collaboration between educational research and practice and as a base for collaborative research between instructors at the Faculty of Education and the school. Some of these initiatives, such as research on twins and “integrated six-year education” and the focus on in “integrated studies” and “collaborative

studies,” have attracted the attention of education researchers and practitioners nationwide.

Students at the Faculty of Education and the Graduate School of Education receive instruction in field-based research and also participate in lesson observations.

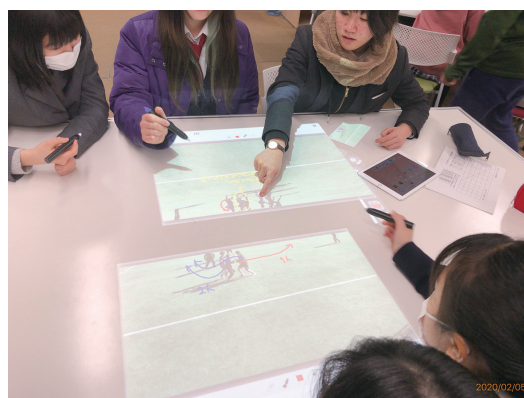
Furthermore, since its founding, the school has enrolled more than 1000 pairs of twins and conducts research, in which twins are assigned to different classes.

The school was designated as a research development school (*kenkyu kaihatsu gakko*) to do research on the curriculum of secondary schools from 2000 to 2005 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). In addition, in 2012, it was entrusted with “Research on Distinctive Education at Integrated Secondary Schools” by MEXT. In 2013, it was given the task of conducting “Research on Methods for Evaluating Diverse Learning Outcomes,” and in 2014, “Practical Research for Enhancing Linguistic Activities” and “Research for Promoting Consumer Education.” From 2016 to 2019, the school is again designated as a research development school to research the theme of “Curriculum Innovation which will lead to ‘Deep Active Learning’ and the Investigation of Teaching and Evaluation Methods while Integrating ‘Citizenship’, and ‘Inquiry’, and ‘Collaboration’.”

The school aims to develop a better model for secondary education.



Special Lesson by Vice President Yuko FUJIGAKI(2023)



Learning using spatial UI

Features of the School

1. Curriculum

The school differs from most schools attached to national university corporations because it enrolls students with a wide range of academic abilities. The curriculum is also unique as it promotes creative lessons based on educational materials developed independently by each teacher. In particular, one of the outstanding features of the school includes “integrated studies”: Introduction to Integrated Studies, in which students learn methods and skills for learning; Thematic Research, in which students focus on a designated topic; and Graduation Research, in which students research a chosen topic and write a graduation theses.

2. Collaboration with the University

“Special lectures” are held at the school by the President, Vice Presidents of the University of Tokyo, or professors from the various faculties. Students, parents, and teachers attend these lectures, learning about recent research achievements in academia. The teachers at the Attached School continuously try to improve their teaching in order to practice and research “deep learning through collaboration,” in other words, “active learning” through learning from each other. Faculty from the Department of Education at the University of Tokyo participate in the research lessons and lesson study sessions at the Attached School throughout the year. The learning and discussions which take place at these sites help teachers at the Attached School learn how to improve their teaching.

Since 2021, some of the teachers from the Attached School and the faculties from the University of Tokyo have been collaborating in the Thematic Studies lessons.

3. Teachers and Students

The school employs 42 full-time teachers, and the principal is a professor from the Faculty of

Education. The total student capacity for boys and girls from Year 1 to Year 6 is 720 (120 students per grade cohort).

Publications

- *Sōseiji 500 kumi no seichō-kiroku kara* (From the Growth Records of 500 Sets of Twins), NHK Publishing, 1978
- *Kyōshitsu no aru fūkei* (Landscapes of the Classroom), Tokyo Shoseki, 1993
- *Biba! Tsuinzu ~ Futago no oya e no messēji ~* (Viva Twins! Twins’ Messages to their Parents), Tokyo Shoseki, 1995
- *Chūkō-ikkan kyōiku 1/2 seiki ~ gakkō no kanōsei e no chōsen* (Half a Century of Integrated Secondary Education: Challenging the Possibilities of Schools), Tokyo Shoseki, 1998
- *Seito ga kawaru sotsugyō kenkyū ~ sōgō gakushū de hagukumu koko no nōryoku ~* (Graduate Research that Changes Students: Building Individual Capacity through Integrated Study), Tokyo Shoseki, 2005
- *Shinpan Manabiai de sodatsu mirai e no gakuryoku ~ Chūkō-ikkan kyōiku no charenji ~* (Fostering Academic Ability for the Future through Learning with Others: The Challenges of Integrated Secondary Education, New Edition), Akashi Shoten, 2010
- *Futago to kyōiku* (Twins and Education), University of Tokyo Press, 2013



Annual Conference

Center for Advanced School Education and Evidence-Based Research (CASEER)

The Center for Advanced School Education and Evidence-Based Research (CASEER) was established in 2017 (originally the Center for Excellence in School Education established in 2006).

With its renewed focus, CASEER supports research on school education, works with schools, and builds networks of collaboration for the improvement of school education.

CASEER has close ties with the Department of Excellence of School Education at the Graduate School of Education, which was created in 2006. CASEER collaborates extensively with the Graduate School of Education in its efforts to form networks with teacher training institutions, municipal boards of education, and schools nationwide. It also provides opportunities to raise the quality of the teaching force, improve teaching material, and inform school development policies.

CASEER also collaborates with the Secondary School attached to the Faculty of Education, the University of Tokyo. It has set up a new project to analyze the outcome of the active learning in the attached school.



SDGs Lecture & Dialogue with Peking University Students (2023.6)

In 2014, the Center reorganized its previous efforts (from 2008) to promote research on school education by young scholars, and started the Young Scholar Training Program (YSTP). CASEER supports two-year projects, and for the years 2020, and 2021, the theme was “Re-examining Assumptions in Education.” and 2022-2023, the theme is “Diversity and Inclusion in Education”. The program focused on providing international research experience for graduate students engaged in the Center projects. Efforts will be made to link the faculty and students of the Graduate School of Education with their counterparts in partner schools abroad, thus promoting the sharing of ideas across national borders.

Finally, CASEER also supports symposiums, international conferences, and workshops, both on its own and jointly, to improve school education.



コロナ禍を通した 主体的・探究的な 学びの変化と今

—東大附属中等教育学校における新たな取り組みとその効果—

東京大学大学院教育学研究科附属 学校教育高度化・効果検証センター (CASEER) 主催シンポジウム
共催：東京大学教育学部附属中等教育学校 後援：東京大学高大接続研究開発センター

2023年
12月24日(日)
10:00～12:30

会場 オンライン(Zoom)

先着順 定員 500名

お申し込み・お問い合わせ

- 参加お申し込みフォームに、必要事項（お名前、ご所属、ご連絡先）を明記して送信ください。
- 定員に達ししだい締め切らせていただきます。

<https://forms.gle/mGqtdt2eWWykKao7>

**事前登録締切
12月20日(水)**



東京大学大学院教育学研究科附属
学校教育高度化・効果検証センター 効果検証部門
E-Mail: caseer-kouka@u-tokyo.ac.jp



総司会 北村友人
(CASEER センター長・教育学研究科教授)

開会挨拶 勝野正章
(教育学部長・教育学研究科長)

山本義春
(教育学部附属中等教育学校校長・教育学研究科教授)

第I部 コロナ禍の影響を紐解く
(10:15～11:05)

- 東大附属パネル調査のデータから見てくるもの
日高一郎 (CASEER 特任講師)

コメンテーター
山本義春 (教育学部附属中等教育学校校長・教育学研究科教授)

第II部 コロナ禍での学びの変化
(11:10～12:25)

- 座談会：生徒と教師と語り明かす学びの変化
大井和彦 (教育学部附属中等教育学校教諭)

野々村まこ (東大附属在校生 73 回生)
高濱真希 (東大附属在校生 73 回生)
永利美彩 (東大附属在校生 74 回生)

コーディネーター
北村友人 (CASEER センター長・教育学研究科教授)

コメンテーター
浅川俊彦 (CASEER 特任講師)

CASEER Symposium (2023.12)

Staff



Yuki HONDA

Director (Professor)

Since its establishment, CASEER has expanded and developed its functions and programs in response to educational issues in society. Currently, we have two divisions: the Division of Advanced Education and the Division of Evidence-Based Research. The former focuses on globalization, including international networking in education, while the latter conducts original research on secondary and higher education. We have promoted substantial activities such as “graduate student projects,” in which graduate students develop highly flexible research based on a specific theme each year, public symposiums to announce the results of inquiry learning practices and panel surveys at the attached secondary school, and student research exchanges with Stockholm University. We will continue to accumulate discussions and verifications and make them widely available to the public in order to realize the ideal education, while responding flexibly to the many issues surrounding education and the movement for change that is piling up in Japan and abroad. We look forward to your continued cooperation.



Kayoko KURITA

Professor (Higher Education, Faculty Development)

The main research theme is the development, evaluation, and dissemination of Faculty Development programs to contribute to the improvement of the quality of teachers in higher education.

I am in charge of UTokyo Future Faculty Program for graduate students and faculty members and exploring the possibility of developing, preparing, and implementing standardized programs for future faculty and other human resources.

In addition, I am focusing on using Teaching Portfolios as tools to track educators’ improvement in quality. Now we explore successful dissemination of Teaching Portfolios, effective mentoring process for creating them and development of mentor training programs. We believe implementation of Teaching Portfolios as tools for reflection makes the future better.



Kazuaki IWABUCHI

Assistant Professor (Comparative Education)

My research explores how internationalization operates in various education systems, across multiple levels. In doing so, I draw on institutional frameworks. Specifically, I’ve been studying the policy process of the International Baccalaureate being introduced into Japan’s education system. Currently, I focus on diverging relationships between the policy intentions of internationalization and teachers’ practices. One of the key

roles the CASEER plays is to support young scholars. As an early career researcher, I will try my best to cooperate with graduate students and other young scholars to promote research. As a member of the Center, I wish to contribute to globalization of Japan’s education and reflection on what globalization means to the society.

Center for Barrier-Free Education

Our mission is to develop and study educational curriculums in academic settings and from society in general. These curriculums are based on the philosophy of "Barrier Free", this means the environmental settings are accessible and usable by everyone in the community including people with disabilities.

While cultivating programs of human resources with an international view point, for those who have deep understanding of the concepts of a Barrier-Free education and who will work on it actively and professionally in the various areas of society, especially in the fields of education and educational administration.

Our Mission

This center was established in 2009, based on those of the basic educational objectives of the University of Tokyo, which are to systematize the Barrier-Free concept academically, and to cultivate human resources with deep understanding of the concept.

We review education comprehensively from the point of view of the Barrier-Free concept and promote the concept in the field of the study of education as well.

We present a new educational scheme that the Barrier-Free concept is one of the fundamental accomplishments for modern citizens to study and acquire. This Barrier-Free concept is well suited for students, teachers, and those who engage educational administration. It is also a challenge for those in fields of social welfare, healthcare, architecture, and social security programs.

The Barrier-Free concept is not only an educational support system for students with disabilities to attend school and study, but also it should foster human resources who have deep understanding of the concept and work for it actively with global point of view. Comprehensive educational programs for this purpose must be developed as well.

We also strive to promote the Barrier-Free education system among the students of the University of Tokyo and for these students to realize that the campus needs to be accessible and usable by people with disabilities. These students will form the base of the Barrier-Free movement on the University of Tokyo Campus.

About the Center

1. Center for Barrier-Free Education in the department of Education of the Graduate School of the University of Tokyo, was established in April, 2009.
2. This center is comprised of seven department members, including Director, Vice Director, and a full-time lecturer.
3. Steering committee where Director of the center acts as a chairperson, deals with administration of the center.
4. Some fellows who are faculty members of the University of Tokyo (including Secondary School attached to the Faculty of Education), and some cooperation fellows belonging to other organizations concerned contribute to activities of the center.
5. We promote the daily cooperation with undergraduate and graduate students positively.
6. The office of the center is located at Akamon General Research Building, #324 & #326.



Activity of the Center

Events

2018

[Symposium] Screening of the Film "School for All",
Creating Schools and Classes to Achieve Full Inclusive
Education: To Create a "School for All" at My Own School

[Symposium] The Role of Education in Building Inclusive Society for the Post-2020 Era: The Future of Barrier-Free and Inclusive Education 2020

[Symposium] How Do Schools Come to Be “Exclusionary?": Diversity and Barriers in Schools

2019

[Symposium] A New Form of Education Learned from Initiatives in Urakawa, Hokkaido: Bringing “Support Meetings” to Schools

2020

[Symposium] The “New Normal” and the Challenges of Inclusion (1): The Barrier of “Social Distance”

2021

[Symposium] Mental Health and Support for “Children and Youth” in Covid-19 Pandemic: The Use and Potential of Online Cognitive Behavioral Therapy

[Symposium] The Forefront of Online Developmental Support: Supporting Children with Developmental Disorder Tendencies and Their Parents

2022

[Symposium] New Roles and Possibilities for Child Guidance Centers in Confronting Abuse: Towards the Development of a Secure Infrastructure for Childcare Support in the Community

2023

[Symposium] For the Improvement of the Problems recommended by the UN and Realization of Inclusive Education: How Do DPI and the University of Tokyo Do It?

Education

Since 2011, we have been operating Barrier-free Education Program (From 2022, the name will be changed to “Diversity and Inclusion Program”. (University-wide Undergraduate Education Program of the University of Tokyo)), creating the field for cooperation with students to understand the issues and actively engage in the making of barrier free society, on the basis of academic knowledge and insights.

Center Staff



Ryoji HOSHIKA

Director (Professor, Sociology and Disability Studies)

The difficulties faced by vulnerable groups such as elderly people or those with disabilities has received a great deal of public recognition, as has the necessity for social efforts to realize the concept of Barrier Free environments in order to allow these individuals to lead fulfilling lives. Social infrastructures and legal supports to solve related problems have been making steady progresses. Now it's time to turn our eyes to fostering human resources who can actively take charge of the more effective realization of that social revolution on a daily basis.

What kinds of personal qualities are needed in these human resources? It is not enough simply to understand the lives and the difficulties which face socially vulnerable people and to wish to help them. In recent years researchers and vulnerable people themselves have pointed out that a simple good will without insight into the backgrounds of those situations sometimes complicates and exacerbates the difficulties experienced by vulnerable individuals.

Taking account of this, what is required of us now is to foster these outstanding human resources, who possess a good insight and strong will to change the current social structure, which brings difficulties to vulnerable groups. I believe it is our mission to pioneer and popularize the education system in society, which will in turn help to develop enlightened human resources.



The Center for Early Childhood Development, Education, and Policy Research (CEDEP)

Message from Director

The Center for Early Childhood Development, Education, and Policy Research (CEDEP) was founded to establish a new interdisciplinary research field, “Comprehensive research for early childhood education and care (ECEC) practice and policy,” which combines research on early childhood development, ECEC practice and public policies. Early childhood research is a wide-ranging field with various topics to be discussed. To make an effective breakthrough in ECEC practice and policy, CEDEP will collaborate with domestic and international research organizations, parents, caregivers, educators, local and national governments, and relative institutions. Based on this collaboration, CEDEP will publish research findings that will, hopefully, lead to innovation and improvements of quality in early childhood environments.

Japan is among the first countries confronting the problems that stem from declining birthrates and an aging society. To cope with such situations, the biggest and most historic ECEC policy reform in the last 70 years in Japan has been introduced. The new system, “The Comprehensive Support System for Children and Child-rearing,” started in April 2015. Interdisciplinary researches are now needed for our children. CEDEP and its related research organizations will implement research in four main area, including early childhood developmental science, childhood education and care, educational policy, and professional development.

“All disciplines lead to ECEC.”

Making the most of knowledge diversity at the University of Tokyo, we hope this center will become a crossroad of knowledge and ideas where we all, including children, can gather and discuss about ECEC and its future.

Our goals

What is quality early childhood environment? We will conduct interdisciplinary research for improvement in early childhood environment quality.

Symposium

Events

2023

- ▶ The Philosophy of “Participation” from the Perspective of the Reggio Emilia Approach (May.25)
Early Childhood Education and Care Supporting Children’s Development in the Digital Age
- ▶ (May.26)
The Public Dimension of Early Childhood Education and Care (Sep.24)
What is the power of “non-cognitive competencies” in the transition to elementary school? (Nov.3)



Collaboration with Shibuya Hoikuen (public nursery center)

Research Projects

2015-

- ▶ Countrywide large-scale survey for ECEC settings in Japan
- ▶ Development of scales for assessing ECEC quality
- ▶ Early childhood panel study
- ▶ Large-scale survey on outdoor environments of ECEC settings

- ▶ Countrywide survey on childcare in hospitals
- ▶ Large-scale survey on parental behaviors and attitudes toward child rearing
- ▶ Development of “Food-log” App for collecting data of children’s meals at home
- ▶ Research on quality of indoor environments of ECEC settings using sensing technology
- ▶ Exhaustive survey for local governments on ECEC policy and practice
- ▶ Countrywide survey on local policy and practice for ECEC advisors
- ▶ Designing and implementation of parent education programs
- ▶ Designing a pattern language for middle-leaders in ECEC settings

Center Staff



Toshihiko ENDO

Director (Professor)

My own research interests are focused on how the relationship between young children and the various others surrounding them can influence their mental and physical development over the course of their lives. Based on this interest, our center intends to integrate a wide range of academic knowledge related to child development and its upbringing and childcare, and then make efforts to apply this knowledge more fruitfully to practical fields such as childrearing, early childhood care, and education, as well as to public policies related to them.

In addition, for the creation of a sustainable society in the future, I would like to explore a new form of community development centered on childrearing and childcare.



Sachiko NOZAWA

Associate Professor (Developmental Psychology, Research on Early Childhood Education and Care)

My research theme is how children’s peer relationships develop in early childhood. I examine the developmental processes of peer relationships at ECEC settings and how ECEC teachers support children’s peer interactions.

I am also interested in how the quality of ECEC in Japanese social and cultural contexts contributes to child development. I would like to explore what quality ECEC should be to promote children’s healthy development and well-being on the basis of empirical researches.



Yu ISHII

Assistant Professor (Developmental Psychology)

I am interested in examining the lifetime development of children with illness or disabilities and the support needed in the healthy development of such children. To date, I have conducted research on people who have experienced various diseases, including childhood cancer, and their families, as well as doctors and childcare staff, to examine how we can provide support.

Going forward, I hope to continue to conduct empirical studies and examine what adults can do for the healthy growth and development of all children, including children with so-called atypical development.



Midori TAKAHASHI

Assistant Professor (Developmental Psychology)

I conduct a wide range of research at the Center on topics related to early childhood education and care (ECEC), including questionnaire surveys aimed at clarifying the “strengths” and challenges of ECEC settings in Japan, as well as studying how to utilize new technologies, including ICT, in the era of Society 5.0 at ECEC settings. Additionally, I conduct research on the role of ECEC settings in sustainable urban development. As I have a particular interest in social cognition, which is concerned with how humans perceive, recognize, and use information from others in their behavior, I also research the gaze behavior of childcare providers.

The Center for Ocean Literacy and Education

The Center for Ocean Literacy and Education was newly established within the Graduate School of Education in the 2019 academic year as a research organization for the purpose of promoting and disseminating Ocean education.

The real predecessor of this center is the Research Center for Marine Education (supported by Nippon Foundation), which was established in 2010 as part of the Ocean Literacy Program under the Ocean Alliance, a university-wide organization established in 2007 to conduct cross-sectional and comprehensive education and research related to the ocean. The Center for Ocean Literacy and Education, in collaboration with educational and oceanographic researchers, conducts research and educational activities to develop and disseminate ocean education curricula in schools, museums, and homes, in cooperation with relevant national and international institutions.

Philosophy and objectives of ocean education

Since ancient times, humans have benefited from the ocean in various ways, and have built societies, economies, and cultures based on a deep relationship with the ocean. Japan, in particular, is a “maritime nation” that relies on the sea to sustain its society due to its geographical situation. The fundamental purpose of marine education is to realize the philosophy of “living with the sea” that guides us as we face the fact that we have lived our lives with the blessings of the sea.

Activity Policy of the Center

The Center conducts research activities to realize the above fundamental objectives of ocean education. We develop curricula and programs for ocean education in schools and social education, and conduct basic research on ocean education that supports these curricula and programs, as well as surveys and research on international trends and global standards. In recent years, we have also been focusing on research on ocean literacy. Through these research activities, we are building a foundation for the development and establishment of marine education on a regional and international scale.

Our Staff



Jun YAMANA

Director (Professor)

The Center for Ocean Literacy and Education will be operating within the Graduate School of Education from April 2019.

As a research organization within the Graduate School of Education, we will further enrich the research and practice of marine education in terms of quality and quantity. From the 2019 academic year, as an organization within the Graduate School of Education, the Center will further expand its activities in order to further enrich the quality and quantity of research and practice in ocean education, and to refine it as an educational activity that supports our essential way of life, living with the sea.



Center for International Exchange

The Center for International Exchange was established in February 2022 to support the international exchange activities of the students and faculty of the Graduate School of Education and the Faculty of Education of the University of Tokyo by expanding the functions of the existing International Exchange Office.

Every year, the Graduate School and Faculty of Education accepts a large number of international students from all over the world and provides them with various support so that they can successfully engage in education and research activities.

We also support study abroad and international exchange activities so that Japanese students can look at the world, have a broader perspective, and become global human resources. The main activities of the Center are as follows.

Support for International Students

International students from China, Korea, Taiwan, and other countries are enrolled in our Graduate School and Faculty and are engaged in research and study. The number of applicants for graduate school and international research students is always large, and our graduate school and faculty members are in the midst of internationalization of education.

For international students, there are events to deepen friendship, such as the “International Student Social gathering” twice a year and the “International Student Field Trip” in the fall, which introduces Japanese and other countries cultures. There are also events in which both international and Japanese students can participate, providing opportunities for both parties to become familiar with different cultures and to interact freely.

Number of foreign students

		2016	2017	2018	2019	2020	2021	2022	2023
Undergraduate Students		2	1	1	2	3	2	1	0
Graduate School	Master's program	15	19	23	23	24	23	14	19
	Doctoral program	31	26	21	19	21	23	26	23
	International Research student	11	18	19	22	13	8	21	28
Total		59	64	64	66	61	56	62	70



Field trip for international students (tea ceremony experience)



International Student Social gathering

教育学部・教育学研究科 国際交流センター主催
ゲストスピーチイベントシリーズ Vol.2

ストックホルム大学ってどんなところ？
おすすめの観光地は？
現地での生活はどんな感じ？

ALL ABOUT SWEDEN

東大で学ぶ留学生が語るリアルな現地情報

Hanna Karin Lundin
ストックホルム大学修士課程2年生

「本学教育学研究科、比較教育社会学コース在籍中(交換留学生)。ウツサラ大学にて学士号・修士号取得。首都ストックホルムから北へ約40分の場所にある学生の街ウツサラで10年間暮らした後、ストックホルム大学修士課程に入学し、現在日本に留学中。」

1月27日(金)
12:15 - 12:55
オンライン開催

Zoomリンク
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Information on studying abroad

Visiting professors and researchers

In addition to international students, we accept visiting professors and researchers from various countries every year. Visiting professors and researchers engage in collaborative research with our faculty members, or conduct research in Japan, based at our Graduate School and Faculty.

In addition, prominent foreign researchers often visit our Graduate School and Faculty to give lectures and seminars. International exchange in terms of academics and research is becoming more and more active every year.

Exchange with overseas universities

The University of Tokyo has established inter-university agreements with overseas universities for student and researcher exchange and academic information exchange. Among them, in the field of education, we have concluded agreements with Peking University (China), Seoul National University (South Korea), UNESCO Bangkok Office, Asia-Pacific Regional Bureau for Education (Thailand), Nissan Institute of Japanese Studies, Oxford University (UK), and Stockholm University (Sweden). Based on these agreements, plans are in progress for the exchange of foreign students, mutual visits of researchers, and academic exchanges.



Global Leadership Program in Europe (2019)



Workshop with Stockholm University students (2018)



Internship program at UNESCO Bangkok (2015)

Office of the Center for International Exchange

With the establishment of the Center for International Exchange, the former International Exchange Office (established in 2002) changed the name to the Office of the Center for International Exchange.

In addition to Japanese language correction, the Office corrects English papers and presentations, support for presentations at international conferences, consultation for study abroad, and support for international exchange activities.

We have a full-time staff, and also graduate student tutors who are mainly responsible for Japanese language correction and support for events.



Our Staff



Hideto FUKUDOME

Director (Professor)

My name is Hideto Fukudome, and I am honored to introduce myself as the newly appointed Center Director, set to commence duties in the Academic Year 2024. At the Center for International Exchange, we aspire to enhance the quality of our exchange programs and increase the number of both incoming international students and Japanese students venturing overseas. Furthermore, as a cornerstone of our mission, the center strives to foster collaborative research endeavors with universities and scholars abroad. Most importantly, at the heart of our values lies a dedicated commitment to providing numerous students with the opportunity to savor extraordinary encounters and interactions with diverse cultures. In collaboration with faculty, staff, and students, we are committed to steadily advancing our joint initiatives, working in unity to achieve our shared goals.

Center for Psychological Services

The Center for Psychological Services is an agency attached to the Graduate School. The Center was established as a place for students from the Graduate School who wish to become involved in providing support for psychological problems to conduct practical training. It was established in 1957 and approved as a public consultation and training agency by the former Ministry of Education, Science and Culture in 1983. At the Center, faculty members from the Clinical Psychology Course provide guidance on a wide range of issues.

Graduate students who aspire to work as clinical psychologists involved in providing support as professionals at educational institutions, agencies for mental health services, and hospitals can utilize the center for practical training, as well as graduate students who aspire to work as practical researchers in clinical psychology. Specifically, the Center provides psychological therapy, play therapy, family therapy, and consultations to children and adults experiencing psychological problems such as developmental disorders and problems related to school absenteeism, delinquency, and personal relations. It also functions as a training facility for certified public psychologist and clinical psychologist.

Psychological interventions are conducted by graduate students from the Graduate School of Education who are undergoing specialist education and training in clinical psychology. They provide psychological therapies while receiving guidance from their supervisors at the Graduate School. In addition, the Center holds weekly case discussions.

Some of the graduate students at the Center work as psychologists at psychological service agencies after completing Master's programs. Moreover, a considerable number of them advance to doctoral programs and conduct practical research while acquiring experience to enhance their skills as specialists for psychological services.



Breakdown of Enrolled Students

Student Enrollment in the Graduate School of Education for the 2023 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
Department of Integrated Educational Sciences	Basic Theories of Education	2	5	7	3	1	4
	Social Sciences in Education	2	10	12	5	0	5
	Lifelong Learning Infrastructure Management	1	2	3	1	1	2
	University Management and Policy Studies	0	13	13	5	0	5
	Educational Psychology	3	8	11	7	3	10
	Clinical Psychology	3	8	11	5	0	5
	Physical and Health Education	0	5	5	1	3	4
Department of Advanced Research in School Education	Professional Development of Teachers	2	7	9	3	1	4
	Curriculum Development	0	4	4	0	1	1
	School Improvement and Policy Studies	1	4	5	2	0	2
Total		14	66	80	32	10	42

Student Enrollment in Faculty of Education for the 2023 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
Basic Theories of Education	1	1	12	0	1	0	15	0	0	0	15
Social Sciences in Education	0	1	15	1	0	0	17	2	1	0	20
Educational Practices and Policies	1	0	20	0	3	0	24	0	0	0	24
Educational Psychology	2	0	16	3	0	0	21	0	2	0	23
Physical and Health Education	0	0	2	1	1	0	4	2	1	0	7
Total	4	2	65	5	5	0	81	4	4	0	89

Faculty of Education Telephone Numbers

General Affairs Team	03 (5841) 3904
Finance and Research Support Team	03 (5841) 3905-3906
Student Support Team	03 (5841) 3907-3909
History and Philosophy 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	03 (5841) 3993
Educational Psychology Office	03 (5841) 3951
Clinical Psychology Office	03 (5841) 1397
Physical and Health Education Office	03 (5841) 3986
Advanced Research in School Education Office	03 (5841) 1738

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) 3904 would be 23904.

<https://www.p.u-tokyo.ac.jp/english/>