

## Graduate School of Sociology – Master's Program in Education: Three Policies

### Diploma Policy (Graduation Certification and Degree Awarding Policy)

Educational Goals: Based on Keio University's diploma policy, the program aims to cultivate the abilities necessary for conducting foundational research in educational studies and for engaging in professions requiring specialized expertise. The goal is to nurture researchers, educators, and professionals with specialized knowledge. Students who meet the prescribed requirements in the curriculum will be awarded the degree of Master of Education.

Qualities and Abilities Goals:

1. Acquisition of advanced specialized knowledge in educational studies
2. Acquisition of specialized techniques enabling theoretical and empirical research in education
3. Acquisition of the ability to apply broad interdisciplinary knowledge related to educational studies
4. Acquisition of qualities for long-term social and international engagement

### Curriculum Policy (Curriculum Organization and Implementation Policy)

Curriculum Organization: The curriculum is systematically organized to cultivate the qualities and abilities outlined in the diploma policy. It includes seminars, lectures, and practicum courses across five fields: philosophy of education, history of education, educational psychology, comparative education, and school education. To foster a cross-disciplinary perspective on contemporary educational issues, a course titled 'Contemporary Educational Issues' is offered, grounded in the disciplines of each field. Additionally, to ensure access to the latest international and interdisciplinary research trends, lectures by distinguished domestic and international guest professors are also provided.

Curriculum Implementation: The curriculum combines various teaching methods such as student presentations and discussions, flipped learning, practicum, and school/classroom observations. For in-service teachers with time constraints due to work obligations, flexible learning opportunities are ensured by applying the special provisions of Article 14 of the Standards for Establishment of Graduate Schools, allowing classes and research guidance to be conducted in the evening or at specific times.

Evaluation of Learning Outcomes: Learning outcomes are evaluated using direct indicators based on grading criteria set for each course, in accordance with the university-wide assessment plan. Additionally, quantitative and qualitative, direct and indirect indicators such as surveys and peer evaluations are used.

### Relationship Between Goals and Educational Content:

(1) Advanced specialized knowledge in educational studies: Lecture courses aim to provide expertise in research trends, knowledge, and methodologies across various fields of education.

(2) Specialized techniques for theoretical and empirical research: Seminar courses aim to develop skills in collecting and analyzing literature and data, planning and conducting research, and completing academic presentations and theses.

(3) Broad interdisciplinary knowledge application: In the 'Contemporary Educational Issues' course, students apply their research findings to examine and approach current educational challenges across disciplines.

(4) Qualities for social and international engagement: Lectures by distinguished guest professors provide opportunities to access cutting-edge research and develop the ability to contribute socially and internationally through presentations and discussions.

### Admission Policy (Policy for Accepting Students)

#### Desired Student Profile:

1. Students with basic academic knowledge in education
2. Students with clear awareness of research issues
3. Students with proficiency in Japanese and foreign languages suitable for academic research
4. In-service teachers motivated to pursue recurrent education and research activities
5. Students eager to contribute to society through research and professional application of academic achievements

Basic Selection Policy: To accept a wide range of applicants, selection is conducted through:

#### (1) General Entrance Examination

- First Stage: Written exam to assess English proficiency and basic knowledge in education
- Second Stage: Oral exam to evaluate awareness of research issues, research plan, and research execution ability

#### (2) In-Service Teacher Entrance Examination

- First Stage: Written exam to assess basic knowledge in education and the ability to contextualize teaching practice within educational theory
- Second Stage: Oral exam to evaluate awareness of research issues, research plan, and research execution ability