

Graduate School of Sociology – Doctoral 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 researchers, educators, and professionals with deep expertise and broad interdisciplinary knowledge in education. Students are expected to independently conduct research and engage in highly specialized professional activities, developing outstanding research capabilities and rich academic insight. The goal is to nurture individuals who can contribute at the forefront of international society with high-level perspectives. Students who meet the prescribed requirements in the curriculum will be awarded the degree of Doctor of Education.

Qualities and Abilities Goals:

1. Acquisition of advanced specialized knowledge in education and the ability to generate and publish new insights
2. Acquisition of advanced techniques enabling independent theoretical and empirical research in education
3. Acquisition of broad interdisciplinary knowledge, flexible thinking, and originality, enabling collaboration within research communities
4. Acquisition of advanced expertise and transferable skills for long-term social and international engagement
5. Acquisition of advanced and specialized skills for planning and executing research independently
6. Acquisition of advanced and specialized qualities for mentoring and training future researchers and professionals

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 'Special Topics in Contemporary Educational Issues' is offered. Additionally, lectures by distinguished domestic and international guest professors are provided to ensure access to the latest international and interdisciplinary research trends.

Curriculum Implementation: The curriculum combines various teaching methods such as student presentations and discussions, flipped learning, practicum, and school/classroom observations.

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 and publication of new insights: Lecture courses aim to provide expertise in research trends, knowledge, and methodologies across various fields of education.

(2) Advanced techniques for independent research: Seminar courses develop skills in collecting and analyzing literature and data, planning and conducting research, and completing refined academic presentations and theses.

(3) Broad interdisciplinary knowledge, flexible thinking, and originality: In 'Special Topics in Contemporary Educational Issues,' students apply their research findings to examine and approach current educational challenges across disciplines.

(4) Advanced expertise and transferable skills 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.

(5) Advanced skills for independent research planning and execution: Through peer assessment and discussion of research proposals for funding, students develop the skills necessary to plan and execute research independently.

(6) Advanced and specialized qualities for mentoring: In 'Special Seminars in Education,' students engage in continuous peer review of research plans, academic papers, and presentations to develop the skills needed to mentor future researchers and professionals.

Admission Policy (Policy for Accepting Students)

Desired Student Profile:

1. Students with academic knowledge necessary for conducting educational research
2. Students with clearly defined research topics in education
3. Students with academic language proficiency suitable for 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 a general entrance examination.

First Stage: Written exam to assess academic language proficiency (English) and thesis review to evaluate specialized knowledge in education. (Applicants who have completed or are expected to complete the master's program at Keio University's Graduate School of Sociology are exempt from the English exam.)

Second Stage: Oral exam to evaluate research topic setting, research plan, and research execution ability