

Graduate School of Education and Human Development

School of Education



NAGOYA UNIVERSITY

Message from the Dean

The Nagoya University School of Education was founded in 1949 and celebrated its sixtieth anniversary in 2009. Originally, our School was established as Okazaki Higher Normal School and was integrated into Nagoya University as one of its schools in 1949. The School of Education was composed of two Departments: the Department of Education and the Department of Educational Psychology. In 1999, these two departments were integrated into the Department of Human Developmental Sciences, which consists of five courses: Lifelong Education and Development, School Education and Information Science, International Education and Culture, Human Psychology, and Counseling and Psychotherapy.

Our Graduate School of Education, which was launched in 1953, was also reorganized as the Graduate School of Education and Human Development in 2000. As the result of this reorganization, the former small "chair" units were integrated into five basic research areas: Lifelong Education and Development, School Education and Information Science, Foundations of Education and Human Development, Psychological Sciences, and Human Development and Clinical Psychology. In addition to these basic research areas, the three allied research areas of Higher Education, Sport and Exercise Science, and Sports Behavioral Science were incorporated into our graduate school in collaboration with the faculty members of the Nagoya University Higher Education Research Center and Research Center for Health, Physical Fitness, and Sports.

In 2004, due to the establishment of the National University Corporatization Law, Nagoya University became a national university corporation. In response to this university reform, our School stated three basic objectives of education, research, and service: the reconstruction of liberal education for undergraduate students and the intensification and diversification of graduate education, the advancement of nationally leading research centers, and the contribution to local and professional communities through the utilization of research and educational activities.

Since then, our School developed a new undergraduate curriculum emphasizing a harmony between academic discipline and professional/experimental experience. Our graduate education programs were diversified to attract more adult/lifelong learners: the diversification of Master's and Doctoral programs for candidates seeking professional degrees such as M.A. and Ed.D. Also, a new experimental project between our School and local high schools in three prefectures, including our Affiliated Secondary Schools, has been explored since 2005. This project is called the "Wonderland of Learning (Manabi-no-Mori)"

We will continue educating a diverse group of passionate inquirers who can contribute to the future advancement of education and learning by providing a variety of cutting-edge curricula and attractive learning environments. I sincerely hope you will enjoy our educational programs and pursue your study at Nagoya University

April, 2010

Misao HAYAKAWA (Ph.D.)

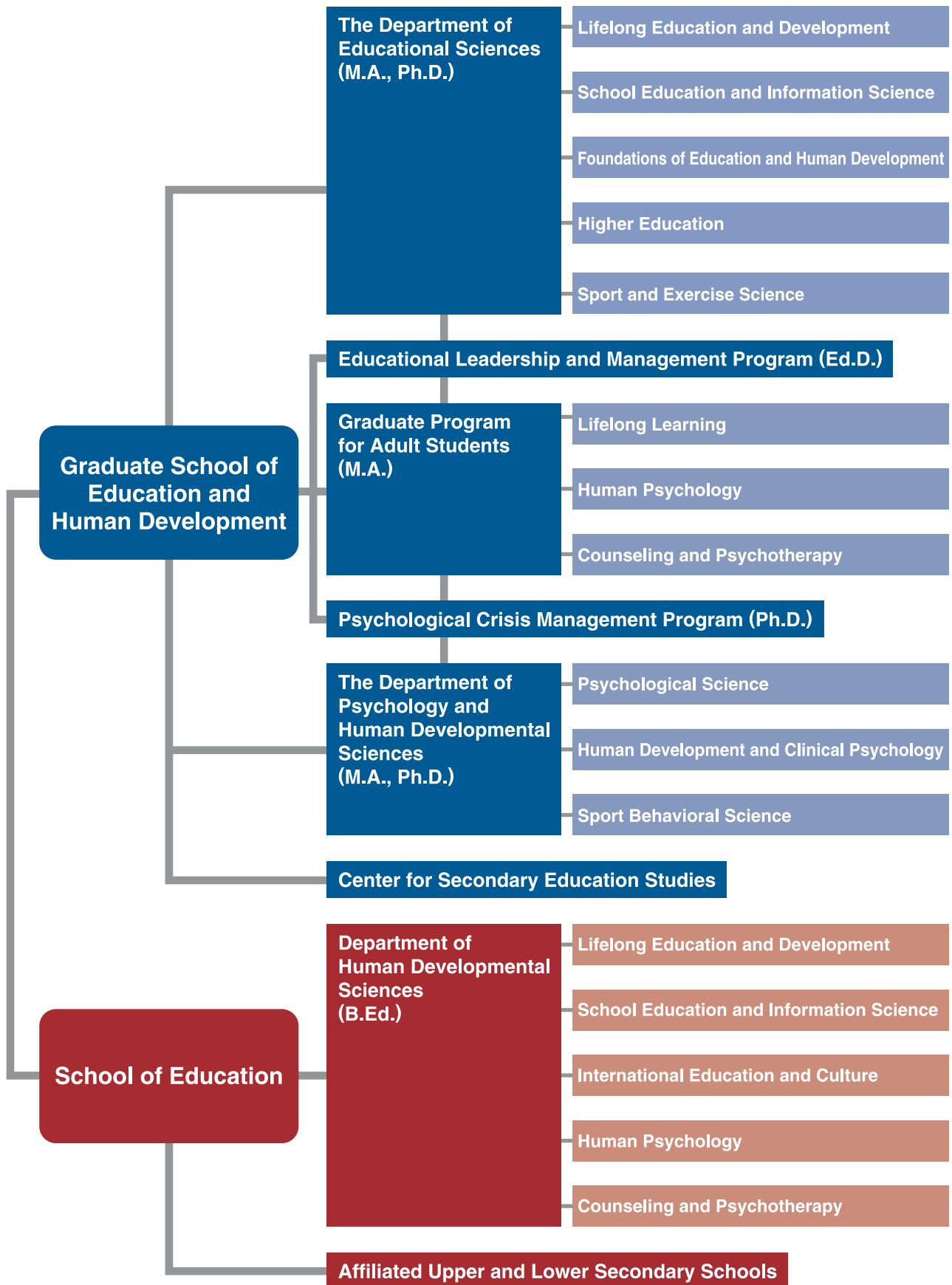
Dean/Professor

School of Education

Graduate School of Education and Human Development



Organization Chart



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GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Breaking Fresh Ground in the Sciences of Lifelong Human Development

Modern society has experienced dramatic changes due to internationalization, the development of information technology, and the rapid aging of the population. Within the context of societal change, it is important to recognize academic issues and themes pertaining to these changes, and to nurture graduates who have acquired the independence and imagination necessary to actively pave the way to the new age. Societal demand for the academic disciplines of education and human development sciences has been growing, and in response to this demand, the Graduate School of Education and Human Development is actively engaged in research and education which promote a global perspective and deep human understanding.

Our Graduate School was founded on the major fields of educational science and psychological and human developmental science. Both of these areas have Master's and Doctoral programs. Our School has trained many talented individuals, and some 60% of our former graduate students have become academic faculty at institutions of higher education.

An advanced-level professional training program was established and initiated in 2000, including educational programs for researchers and university staff. This program consists of three areas: lifelong learning, human psychology, and counseling and psychotherapy. This program offers working people specialized and practical education and the opportunity to refresh their professional skills. It is also aimed at cultivating the talents of individuals who are actively involved in a variety of educational and academic environments, industries, and the business world, as well as in clinical fields.

The Educational Leadership and Management Program (Ed.D. program) was also established in 2006. In 2009, a new Ph.D. program in Psychological Crisis Management was launched by the Department of Psychology and Human Developmental Science.

Our School is committed to the search for wisdom and enlightenment in the increasingly complex society of the 21st century, and for this purpose, we have established outstanding educational programs for researchers and educators. Consistent with Japan's efforts to improve its institutions of higher education, we strive to provide society with unique educational opportunities, while at the same time we aim to contribute to the academic community by advancing research in educational and human developmental sciences.

GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Graduate School of Education and Human Development

The Department of Educational Sciences

Lifelong Education and Development

- History of Education
- Educational Administration
- Social and Lifelong Education
- Technology and Technical Education
- Vocational and Career Education

School Education and Information Science

- Technologies in Education
- Curriculum Studies
- Educational Management
- Methods of Education
- School Environment

Foundations of Education and Human Development

- Philosophy of Human Becoming
- Anthropology of Education
- Sociology of Education
- Comparative Education
- Economics of Education
- Global Education

Higher Education

- Higher Education

Sport and Exercise Science

- Lifelong Physical Activity and Fitness
- Health Promoting Exercise
- Sport Pedagogy
- Sport Management
- Sports Biomechanics
- Exercise and Sports Physiology

The Department of Psychology and Human Developmental Sciences

Psychological Science

- Psychometrics
- Cognitive Psychology
- Psychology of Teaching and Learning
- Psychology of Personality
- Social Psychology

Human Development and Clinical Psychology

- Life-span Developmental Psychology
- Clinical Psychology
- Family Psychology
- School Psychology
- Developmental Psychology and Psychiatry

Sport Behavioral Science

- Sport Psychology
- Human Motor Learning Science

Courses(in part)

■ The Lifelong Education and Development Area

- Seminar on history of education
- Seminar on educational administration
- Seminar on social and lifelong education
- Seminar on technology and technical education
- Seminar on vocational and career education
- Seminar on kinematics

■ The School Education and Information Sciences Area

- Seminar on technologies in education
- Seminar on curriculum studies
- Fieldwork in curriculum studies
- Seminar on methods of education
- Fieldwork in methods of education
- Seminar on educational management
- Seminar on kinesiology

■ The Foundations of Education and Human Development Area

- Seminar on philosophy of human becoming
- Seminar on anthropology of education
- Seminar on sociology of education
- Seminar on comparative education
- Seminar on economics of education
- Seminar on higher education

- Seminar on psychometrics
- Seminar on cognitive psychology
- Seminar on psychology of learning
- Seminar on psychology of personality
- Methods of psychological research
- Research practicum on human psychology
- Seminar on sports and psychology
- Seminar on kinetics and psychology
- Seminar on life-span developmental psychology
- Seminar on clinical psychology
- Seminar on family psychology
- Seminar on school psychology
- Seminar on developmental psychology and psychiatry
- Research practicum on life-span developmental psychology
- Research practicum on family psychology
- Research practicum on school psychology
- Research practicum on developmental psychiatry

EDUCATIONAL SCIENCES MAJORS

■ Lifelong Education and Development

These courses aim to investigate the mechanisms of lifelong education and human development by examining lifestyles, cultures, and work (technology) at school, home, the community, and the workplace. Together with historical and empirical analysis of the cultural and social factors particularly inherent in human development and education, this course sheds light on social and national functions and structures within education in the school, from the viewpoint to secure the lifelong right to education of the individual.

History of Education

The aim of this course is, through research, to provide a better understanding of the history of education and learning in Japan, East Asian countries, and the West. While including regular courses and lectures, the History of Japanese Education course strives to conduct fieldwork that focuses on the national and local community, instills a mastery of skills related to collecting research materials, and deepens the investigation into historical studies. The study of the history of education in foreign countries, while focusing on examining the philosophy and history of modern educational systems, also attaches importance to the history of educational and cultural exchanges within and between countries since ancient times and the Middle Ages.

● Prof. Takuji YOSHIKAWA, Ph.D.

1. History of University in Modern Japan
2. History of Extra-curricular Activities in Elementary School in Modern Japan

Educational Administration

We are concerned with the educational policies and educational administration. Especially we focus on the local control of education, the professional autonomy of the educators, and the school management to guarantee the right to learn, and examine the formulation of the national educational policies. Under the principles of the Article Ten of the Fundamental Law of Education (an old law), we analyze today's educational administration critically.

● Prof. Tetsuhiko NAKAJIMA, Ph.D.

1. Right to Information in Education
2. Local Educational Administration in Japan and U.S.A.
3. National Educational Policy

Social and Lifelong Education

An important area of research lies in the investigation of education that takes place outside of the school, or in other words, how people are educated in the household or in the workplace of various societies. This research area specifically concentrates on fundamental and historical research studies and analysis of learning and cultural activities of children, youth, women, the elderly, workers, and community people, and also the social education facilities in which they take place (community centers, libraries, museums, etc.). Moreover, there has recently been considerable research and fieldwork being conducted on adult learning in the

developing world, with Asia as a particular focus.

● Prof. Takeo MATSUDA, Ph.D.

1. History of Social Education in Japan
2. Lifelong Learning and Community Education
3. Social Education Governance under Local Government Reform

● Assoc. Prof. Jeongyun LEE, Ph.D.

1. Lifelong Learning Policy
2. History of Social Education in Korea
3. Social Capital and Social Education

Technology and Technical Education

This area of studies, established in 1980, is relatively new to our school. There is no other university in Japan that has a Doctor's degree course in the same area excluding teacher training universities. This area covers research and study on various subjects such as manual training for elementary school children, technology education for junior high school students, technical education for high schools, etc., and in-company training.

● Prof. Etsuo YOKOYAMA, M. Ed.

1. Technology and Handicraft Education in Nordic Countries
2. History of in-Company Training in Japan
3. History of Technology and Industrial Archeology

Vocational and Career Education

This academic area was founded in 2006 by separating the part of vocational and career education from former vocational and technical education so our school dealt with new pedagogical challenges. Vocational education and career education covers vocational education and training at secondary and higher education level including initial training within company, and career education and guidance at secondary and higher education level. In this area, methodologically, such empirical methods as international comparison, experimental and questionnaire survey and structure approach to curriculum, system and students' vocational developments on vocational and career education are signified.

● Prof. Moriki TERADA, Ph.D.

1. International Comparative Study on Vocational Education.
2. Study of Career Education
3. Study of Vocational Views

■ School Education and Information Science

One of the major causes of change in modern society is the development and diffusion of high-tech science and information technology. This course deals with issues related to how the characteristics of the information society are managed within the educational process and the internal workings of school education. The main objective of this course is to provide a foundation for clarifying the entire structure and function of school education from the side of information technology, information networks, and the environments in which they operate. The logical inquiry into educational processes and structures is based on empirical research and case analysis using field studies and the observation of school life, and for which, significant resources, are the Affiliated Secondary School, as well as other schools.

Technologies in Education

The study of technologies in education is an academic area which investigates the increasingly widespread growth in the use of technology in education and focuses on the importance of information to the content of school education, methods, and the environment, as represented by the educational use of computers and the Internet. With this data, the objective is to construct a basic theory about the use of technology and information in education, while collaborating with and making use of the results of other research areas within educational studies.

● Prof. Takashi OTANI, M.A.

1. Qualitative Research on Technology Uses in Education
2. Qualitative Research Methodology
3. Medical and Health Professionals Education

Curriculum Studies

Curriculum studies mainly analyze the contents of education in relation to social, political, economic, and historical factors which influence the formation of curricula. Research in the field investigates how knowledge is produced, represented, and distributed in a given society and what knowledge and skills are considered of most worth in a globalized world. Recent topics at graduate school seminars include Studies on "French Education and Society from Multiple Perspectives" and "Changing Notions of 'Literacy' from Comparative and Historical Perspectives"

● Prof. Takahiro KONDO, Ph.D.

1. International Textbook Research
2. History Education in Austria and Germany
3. Education for Democratic Citizenship

● Assoc. Prof. Masako Ema WATAMABE, Ph.D. (Sociology)

1. Styles of Reasoning in Japan, the United States, and France
2. International Comparisons of University Entrance Examinations
3. Sociology of knowledge through History and Language Arts Education

Methods of Education

The focus of research here is on the clarification of the theoretical foundations of educational methods, approached from the perspectives of the child's thinking

processes and classroom instruction. In addition, research is also being conducted on the history and theory behind social studies in Japan and on educational instruction in Europe and in the United States. Recent topics from collaborative research include the following: "A study on a theoretical model of a classroom lesson based upon relevant structures of classroom factors," and "Longitudinal study of constructive activities over the school year, and personal experience from analysis of relevant structures of factors of classroom instruction."

● Prof. Masami MATOBA, M.Ed.

1. Studies of the Political Education in Germany
 2. Lesson Study in Schools
 3. Analysis of Teaching-Learning Processes
- Assoc. Prof. Yoshiaki SHIBATA, Ph.D.
1. Integrating Quantitative Methods and Qualitative Methods for Lesson Analysis
 2. Developing the Collaboration System for Lesson Study
 3. Information and Communication Technology in Education

Educational Management

This is an academic area which investigates the particular characteristics of educational administration in regards to, first of all, schools and various educational institutions and how they conform to the Constitution and the Fundamental Law of Education, and secondly, how public educational organizations are run in order to achieve educational goals. We are theoretically and logically examining methods of solving present-day problems through the structural inquiries which transform matters of "school autonomy" into those of "educational autonomy" and which are related to how school and staff function, and the relationship of parents and residents to public education.

● Prof. Takeo UEDA, Master of Educational Studies

1. Local Management of Schools
2. Case Study on Educational Administration in Soya District, Hokkaido
3. School Government in the U.K.

● Assoc. Prof. Hatsuyo NAMBU, Master of Educational Studies

1. Autonomy of Schools
2. Process of Educational Policy Making
3. Recent Educational Reform in Germany

School Environment

This is an area which principally and substantially investigates the meaning of personal development within the school or in related environments. This course comprehensively examines the roles played by the social and cultural aspects of education, and is not limited to material attributes. This is a newly designed area of study which aims to establish research frameworks and methodology from an "educational environment" perspective.

■ Foundations of Education and Human Development

This is an area of study with a theoretical basis in educational research. It clarifies educational phenomena occurring in an increasingly complex modern society and makes inquiries into the background of these phenomena, while concentrating on educational structures and functions, philosophy, anthropology, sociology, economics, and comparative theory. Specifically, comprehensive investigations are made into the areas of personal development or “human becoming,” the cultural basis of education, changes in education and in society, the relationship between economics and education, and how education is framed within the context of a global society.

Philosophy of Human Becoming

This course examines the meanings of various educational phenomena, focusing on inquiries into the meanings which constitute our lives, and it also grapples with investigating new types of human phenomena, human relations, and cooperation. This educational research area aims to create and reconstruct theoretical frameworks for how education is to be conceived in the future, with the study and investigation into a number of theories regarding personal development and societal formation from the past up until the present.

● Prof. Misao HAYAKAWA, Ph.D.

1. Studies on John Dewey's Influence upon Japanese Education
2. Studies on the History and Theory of Experiential Learning
3. Studies on the Theory of Higher Education in Japan and America

● Prof. Haruhiko MATSUSHITA, Ph.D.

1. Studies on the Scientific Status of Research in the Social and Human Sciences
2. Studies on the Linguistic Approaches in Educational Research
3. Studies on the History and Theory of Representation in Education

Anthropology of Education

This area of research, by using anthropological methods, sheds light on the formation and the function of cultural environments influencing human development and education.

● Assoc. Prof. Mina HATTORI, Ph.D.

1. Value Education and Socialization
2. Education and Development in Developing Countries
3. Social Change and Educational Reform in Southeast Asian Countries

Sociology of Education

This research area clarifies the function of education from a sociological perspective and conducts objective investigations into the path of development and growth for human beings and their positions in the various environments and systems of family, school (from

kindergarten through university), peer groups, local community, and mass media. While making full use of both theoretical inquiry into societal study and statistical methods of empirical inquiry, we cultivate insightful viewpoints and use a number of different approaches for examining present-day educational issues that affect everybody.

● Prof. Akihiro ITO, Ph.D.

1. Historical Sociology of Modern Japanese Higher Education
2. Higher Education Policy
3. Quality Assurance in Higher Education

Comparative Education

Comparative and international education makes inquiries into the structures of education in Japan and other countries, while doing comparative analysis of their relevant socio-historical, cultural, political, and economic characteristics. This research is not limited to a simple introduction of the educational affairs of foreign countries, but strives to conduct research emphasizing on-site observation (fieldwork) based upon extensive background research (literature).

● Prof. Setsuo NISHINO, Ph.D.

1. Modernization of Islamic Education in Southeast Asia
2. Nation Building and Education in Multi-ethnic Society
3. Curriculum of Religious and Moral Education in Indonesia and Malaysia

Economics of Education

This area conducts theoretical and empirical analyses of knowledge production, distribution, and consumption from an economic standpoint, including analyses of such issues as economic impacts of educational services and academic research, cost of education and research, and structure of finances in education and academic research.

● Assoc. Prof. Akihiro ASONUMA, Ph.D.

1. Finance of Higher Education
2. Science Policy and its Funding System
3. Graduate Education and Academic Research

Global Education

This area of research chips away at thinking that is nationalistic or ethnocentric, and has as one of its objectives the reconstruction of educational content and methods from the standpoint of the education of a global community. In particular, research is conducted with emphasis on the cultivation of global perspectives and intercultural understanding in school education. As a rule, visiting foreign professors serve as instructors for this area.

■ Higher Education

Higher Education

This academic area conducts theoretical, historical, and empirical research on higher education. Besides the academic area is widely known as conducting "developmental approach" in collaboration with the Center for the Studies of Higher Education (CSHE) in Nagoya University focusing on faculty and staff development, preparing future faculty program for graduate students, student learning, academic leadership, etc. The center has developed various kinds of

handbooks and textbooks.

● Prof. Tatsuya NATSUME, M.Ed.

1. Comparative Study on Higher Education System and Policy
 2. Career Education in Higher Education
 3. Academic leadership in Higher Education
- Assoc. Prof. Masahiro CHIKADA, Ph.D.
1. Teaching and Supervising International Students
 2. Teaching Development for University Faculty
 3. Higher Education in Vietnam

■ Sport and Exercise Science

This research area is concerned with the multitude of issues related to physical and sports activities engaged in over the course of a lifetime. While including perspectives from related areas such as sports participation, physical sciences, and exercise therapy, it explores various topics related to human physical activity and sports activities within the framework of lifelong development and physical education.

Lifelong Physical Activity and Fitness

This area examines the benefits of physical activity and fitness to our life, both in quality and in quantity. International comparative studies are utilized.

● Prof. Midori SHIMAOKA, Ph.D.

1. Work Load and Physical Fitness among Social Welfare Workers
2. Total Health Promotion for Students and Female Workers
3. Computer-Supported System for Learning Tai Chi Ch'uan (a Chinese Martial Art)

● Prof. Shuichi HIRUTA, M.Ed.

1. Occupational Ergonomics
2. Improvement of Athletes' Performance

Health Promoting Exercise

This area assesses effects of health promotion with exercise programs on health and develops a new program to enhance quality of life.

Sport pedagogy

This area studies physical education in school and in life-long sport and leisure activities. In terms of methodology, we apply a wide knowledge of education, sociology, and economics and conduct research by using theoretical, historical, and experimental methods. We analyze content and methods in sports and physical education. We also make an international comparative study of physical education in school and in sport and leisure activities.

Sport Management

This academic area focuses on a competitive strategy management concerned with sport practice/organizations. It includes the micro mechanism of skill/game structure and the macro one of governance, policy, and planning.

● Prof. Koh SAKAKI, Ph.D.

1. High Performance Analysis of Sport
2. Sport Coaching Management.
3. Socio-economics of Sport

Sports Biomechanics

Sports skills which are highly technical in their performance can be described from the view of Sports Biomechanics. This sub-area probes the means for understanding the structure and mechanisms of sports skills, thereby providing significant idea to refine the techniques and to prevent injuries.

● Prof. Yasuo IKEGAMI, B.Sc.

1. Three Dimensional Analysis of Human Movement
 2. Mechanical Analysis of Human Movement
 3. Development of Methodology in Biomechanics
- Assoc. Prof. Hiroyuki NUNOME, Ph.D.
1. Biomechanics of Football Action
 2. Biomechanics of Adapted Sports
 3. Development of Methodology in Biomechanics

Exercise and Sports Physiology

Exercise and sports physiology is a study of applied science involving physical responses to exercise and adaptation to exercise training. We focus on respiratory, cardiovascular, and neuromuscular responses during exercise. Also studied in our laboratory are physical adaptations to inactivity, i.e., bed rest, and hypoxic condition.

● Prof. Koji ISHIDA, Ph.D.

1. Respiratory and Cardiovascular Responses During Exercise and Hypoxia
 2. Physiological Adaptations to Physical Training and Inactivity
- Assoc. Prof. Hiroshi AKIMA, Ph.D.
1. Disuse-Induced Muscle Atrophy
 2. Evaluation of Intramuscular Fat Using MRI, MRS and Ultrasonography
 3. Neuromuscular Activation During Exercise Using Muscle fMRI and EMG
- Assoc. Prof. Keisho KATAYAMA, Ph.D.
1. Respiratory and Cardiovascular Adaptations to Physical Training and Inactivity
 2. Physical Adaptation and Change in Endurance Performance to Hypoxic (Altitude) Training

Research Associates of these Majors

● Res. Assoc. Takuji ISHII, M.Ed.

1. Historical Approach to Theories of Educational Administration in Japan
2. Processes of Making the Curriculum Construction
3. Participation of the Communities and Parents in a School

PSYCHOLOGY AND HUMAN DEVELOPMENTAL SCIENCES MAJORS

■ Psychological Science

This area of research scientifically and quantitatively examines the cognitive functions and personality characteristics of human beings within social and cultural contexts. General and universal laws of human nature and psychology are elucidated through objective data collection from experiments, surveys, and observations. In addition to engagement in research dealing with learning and problem solving of individuals, motivational process, and interpersonal relations, our staff is involved in the development of measurement and experimental methods which support such research activities.

Psychometrics

This research area measures the psychological processes of individuals and their differences from one another, and is developed through means of statistical analysis that makes rational inferences from accumulated data.

● Prof. Hiroyuki NOGUCHI, Ph.D.

1. Item Response Theory
2. Language Testing
3. Educational and Psychological Measurement

● Assoc. Prof. Hidetoki ISHII, Ph.D.

1. Educational and Psychological Measurement
2. Test and Scale Development
3. Psychological and Educational Statistics

Cognitive Psychology

Cognitive psychology focuses on high-level human cognitive functions such as problem solving and creativity, incorporating perspectives from cognitive science and social and cultural studies.

Psychology of Teaching and Learning

The purpose of this area of research is to uncover the potential of education in society, as well as to investigate valid and appropriate methods of conducting research in support of learning activities.

● Assoc. Prof. Motoyuki NAKAYA, Ph.D.

1. Classroom Motivation
2. Social Processes of Learning
3. Academic Resilience

Psychology of Personality

This research area analyzes the development and formation of personality, the motivational and emotional mechanisms which drive human learning and behavior, and aspects of human feeling and will.

● Prof. Toshihiko HAYAMIZU, Ph.D.

1. Internalization Processes of Motivation
2. Assumed-Competence Based on Undervaluing Others as a Determinant of Emotions
3. Relation between Motivation and Emotion

● Pro. Tatsuo UJIIE, Ph.D.

1. Emotional Development in a Cultural Context
2. Developmental Approach to Delinquency and Problem Behaviors in Adolescence
3. Development of Conflict Behaviors in a Cultural Context

Social Psychology

Social Psychology focuses on human social behavior. This research area deals mainly with interpersonal cognition and behavior, the influence that group dynamics have on the individual, and social attitudes and their development and change, among other themes.

● Prof. Toshikazu YOSHIDA, Ph.D.

1. Thoughtless Public Behavior
2. Fostering Pro-social Attitudes and Social Competence
3. Cyber-bullying through Mobile Phones

● Prof. Jiro TAKAI, Ph.D.

1. Cross-cultural Perspectives of the Self
2. Cross-cultural Comparison of Interpersonal Competence
3. Intercultural Adjustment

■ Human Development and Clinical Psychology

This area conducts research on ways of providing clinical developmental assistance to people and includes examining the lifelong developmental process in which development occurs horizontally from birth until old age, and vertically in terms of the lifestyle spaces of family, community, and work. In addition, this area seeks to establish methods related to psychological examination, educational counseling, and psychological research in order to delve deeper into the internal aspects of the human condition.

Life-span Developmental Psychology

This Research area focuses on human development from a life-span perspective and forms one of the foundations for the study of developmental clinical sciences.

● Prof. Kenji HIRAISHI, Ph.D.

1. Adolescent Development
2. Parent-child Relationship
3. Comprehensive Developmental School Counseling Program

Clinical Psychology

This is another fundamental area of research and study in the Human Development and Clinical Psychology. It aims at developing techniques for investigating a wide variety of mechanisms of human psychology and assists in doing model assessments.

● Prof. Atsuko KANAI, Ph.D.

1. Career Development in the Workplace
2. Work-life balance
3. Career Counseling

● Assoc. Prof. Shoko KONO, Ph.D.

1. Process of Psychotherapy to Adolescents
2. Empathy and Desistance of Juvenile Delinquents
3. Time Perspective

Family Psychology

Mechanisms involving various problems occurring within the family and between family members are investigated. Research is conducted on methods of clinical assistance for family-centered issues.

● Prof. Miyako MORITA, M.Ed.

1. Process of Student Counseling
2. Motivation for Counseling
3. Rorschach Test and Projective Methods

● Associate Prof. Hitoshi KANEKO, Ph.D.

1. Postpartum Depression and Mother-Infant Bonding
2. Brain Activation using Near-Infrared Spectroscopy(NIRS)
3. Intervention System in the Community for Postpartum Depression

● Associate Prof. Masako NAGATA, Ph.D.

1. Infant and Family Mental Health
2. Early Intervention for Developmental Disorders Infants
3. Follow-up Study for High-Risk Infants

School Psychology

Various psychological problems of children and students at school are handled within school psychology. Some important research areas include educational guidance, school counseling, and consultations for parents and teachers.

● Prof. Mariko MATSUMOTO, Ph.D.

1. Child and Adolescent Clinical Psychology
2. International Comparison of Child Mental Health
3. Projective Methods of Children

● Prof. Kazumi TSURUTA, Ph.D.

1. Student Counseling
2. Clinical Psychology of Adolescents

● Assoc. Prof. Kazumi SUGIMURA, Ph.D.

1. Identity Formation in Adolescence
2. Adolescent-parent Conflicts and Conflict Resolution across Cultures
3. Psychosocial Development of Women

Developmental Psychology and Psychiatry

This research area attempts to approach issues related to psychological development from an independent and interdisciplinary mental health perspective, especially in terms of the study and management of mental health care for children. Medical counseling and family consultations are also covered within this area.

● Prof. Shuji HONJO, M.D., Ph.D.

1. School Refusal and Family Violence in Japan
2. Child and Adolescent Psychiatry
3. Infant Psychiatry

■ Sport Behavioral Science

Sport Psychology

This academic area concerns the investigation of various phenomena related to human physical activity and athletics from a psychological perspective. Sport participation, sport motivation, sport counseling, personality in sport, and psychological supports for athletes are emphasized.

● Prof. Tamotsu NISHIDA, Ph.D.

1. Motivation in Sports: from Mechanism to Practice
2. Arousal of Learning Motivation in Physical Education
3. Mental Training in Sports

● Assoc. Prof. Takashi TAKENOUCI, Ph.D.

1. Personality Development in Athletes
2. Clinical Sport Psychology
3. Sport Counseling

Human Motor Learning Science

Human motor learning science aims to explain the underlining mechanism and dynamics in motor learning process and to propose new learning methods to acquire motor skills from a psychological background including both computational and dynamical perspectives.

● Prof. Yuji YAMAMOTO, Ph.D.

1. Dynamical System Approach in Human Movement
2. Motor Control and Learning
3. Understanding and Action

Assistant Professor of these Majors

● Tadahiro MOTOYOSHI, Ph.D.

1. Social Psychology
2. Critical Thinking
3. Risk Communication

PROFESSIONAL DEGREE PROGRAM

Graduate Program for Adult Learners

Due to the advance of the borderless age of organizations, systems, and values, modern society is demanding higher and higher levels of quality human resources, especially with the rapid growth of information and increasing expectations. In order to respond to the emergence of a lifelong learning society, along with a myriad of societal problems and the complexities and high expectations within the spheres of education and industry, the cultivation of capable persons possessing high levels of specialized knowledge and qualifications, in addition to basic education, has become essential. Responding to these societal demands, in the year 2000 the Graduate School of Education and Human Development established and implemented a new program for the cultivation of advanced professionals with expertise in their fields.

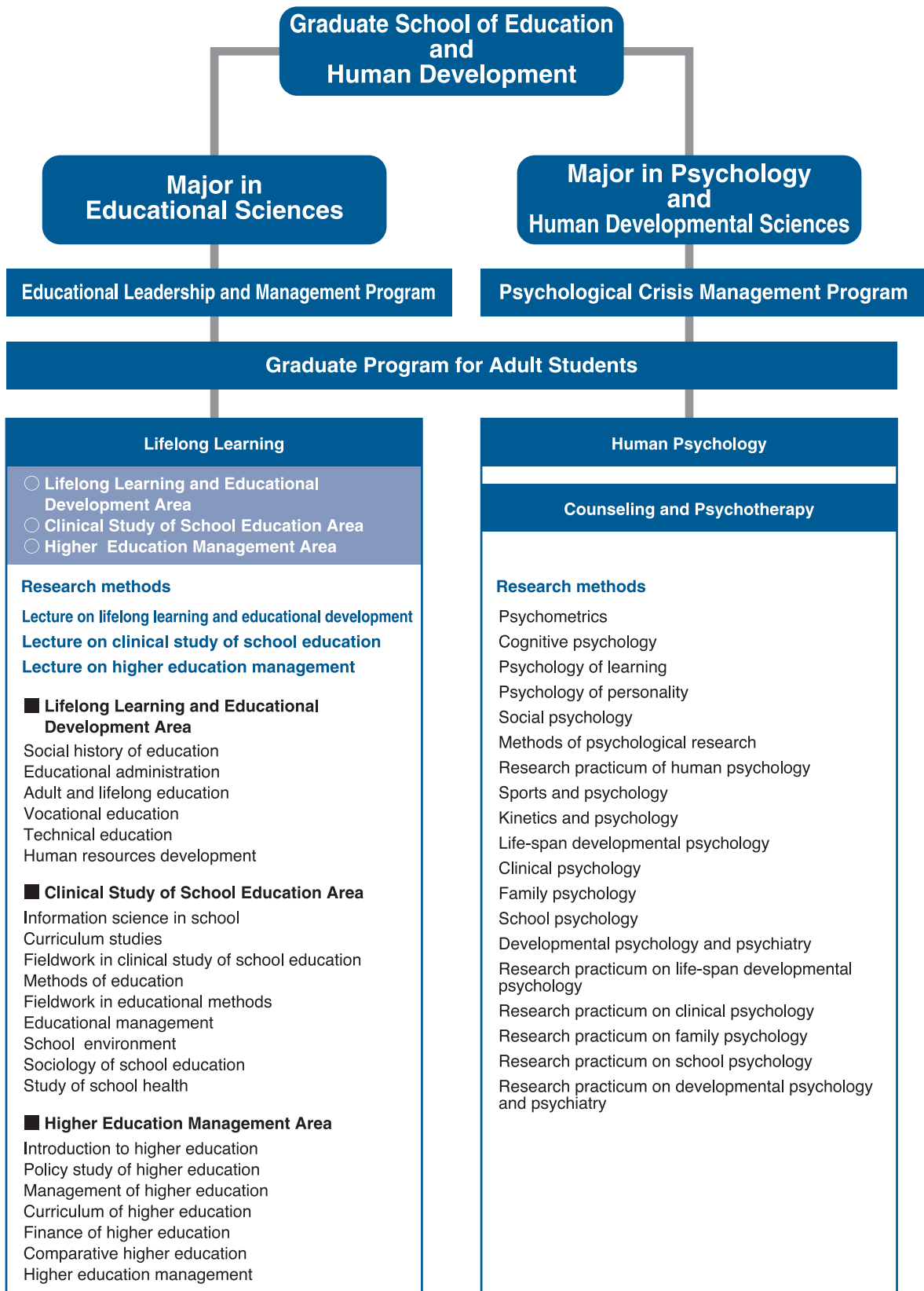
The Advanced Specialized Professional Training program consists of three courses : Lifelong Learning, Human Psychology, and Counseling and Psychotherapy. Each of these provides opportunities for acquiring theoretical, practical, and specialized education for full-time students, as well as for people who work full-time during the day. This program is designed to produce leaders with specialized talent and skills who can function effectively in various kinds of educational and learning institutions, in corporations in the business world, as well as in clinical settings. A Master's degree is awarded upon completion of this program.

The Educational Leadership and Management Program was also established in 2006. A Doctor of Education (Ed.D.) degree is awarded upon completion of this program. In 2009, a new Ph.D. program in Psychological Crisis Management was launched by the Department of Psychology and Human Developmental Science.

Our School will continuously educate leading professionals in education and psychology and develop unique and attractive professional programs for adult and lifelong learners. We hope to see a diversity of young and adult learners attending our graduate professional programs.



PROFESSIONAL DEGREE PROGRAM



PROFESSIONAL DEGREE PROGRAM

■ Graduate Program for Adult Students

1) Lifelong Learning

This course cultivates leaders who possess a high-level of specialized knowledge and skills in administration, business, management, and is for people who work full-time (instructors, staff) and who are in positions of leadership in their work (or who are aiming for such) within their corporate or educational duties at universities and other institutions of higher education, schools and other educational entities, and corporations, as well as facilities engaged in lifelong learning. Courses for this program are constructed from the three areas of lifelong learning and educational development, clinical study of school education, and higher education management, and are held during the evening. Students can freely elect to take courses according to their individual goals and interests.

● Lifelong Learning and Educational Development Area

The purpose of this area is to investigate the mechanisms of lifetime human development and formation through lifestyle, culture, work (technology), and sports, primarily within the school, but also within the family, community, and the workplace, and also to study ways in which the corresponding educational systems can become more systematic. In addition to conducting historical and empirical analysis of cultural and societal factors inherent in the education and development of people, and also clarifying the societal and national organizational functions and structures of education both in and outside of schools, from the standpoint of securing of lifelong educational opportunity for individuals, the program aims in particular to foster professionals with outstanding ability who are able to theoretically investigate the mechanisms of lifelong human development.

● Clinical Study of School Education Area

This area aims at developing professional educational staff who are necessary for making structural inquiry into the educational process, as well as their mastery of diverse clinical and theoretical research methods in the educational sciences, starting with fieldwork and classroom analysis, and including school health. Here, the primary focus is on educational personnel who are confronted with problems in the dramatically changing school and education environments, including the classroom, within an advanced information society.

● Higher Education Management Area

Due to the dramatic changes occurring in higher education

reform in terms of a society with fewer children and more elderly people, the professionalization of management will become more and more essential in the near future. This area aims, first of all, to provide a higher level of theoretical and practical professional education for people involved in various higher education management and related areas, including, of course, professionals in higher education. Secondly, this area fosters a high level of professional leadership in an age of rapid globalization and universalization in higher education. This course conducts academic research using field studies, including visits to higher educational institutions (universities, etc.) within and outside of Japan.

2) Human Psychology

● Psychological and Behavioral Science Sport Behavioral Science

Psychology is seen as a toolbox for the resolution of a variety of problems between persons, and this course cultivates outstanding professionals who have acquired such wisdom and skills. This program trains talented individuals who have developed advanced knowledge and skills for solving numerous problems that occur between people in organizations, and is particularly suited for working people who are have shown consistent achievement in the area of “research for development” at private corporations (human resources section, product development, marketing division), and at a variety of research facilities, educational research institutions, and other diverse organizations. In the area of sports behavioral science, in particular, the aim is to nurture outstanding professional people who have acquired a high level of knowledge and expertise in sports psychology, the psychology of exercise, and in physical education.

3) Counseling and Psychotherapy

In recent years, problems of the mind (kokoro) found in Japanese education such as school-refusal, bullying, suicide, and psychological problems within the family, have received considerable attention. How to respond to these problems through the education and training of clinical psychologists and counselors has become a pressing issue. To respond to the demands resulting from these problems, this course and program seeks to train professionals who have developed a high level of skills relevant to psychotherapy.

■ Educational Leadership and Management

The more advanced professional program leading to Ed.D. (Doctor of Education) is provided by our school. This program

consists of three areas: Management of Lifelong Education, School Management, and Higher Education Management.

■ Psychological Crisis Management

This program studies effective management of psychological crisis occurring within different social contexts, including school, workplace, home, and public places. The crisis we anticipate here include suicide, assault, sexual offenses, harassment, drug/alcohol abuse, and any other event which may upset the normal functioning of an organization.

Theories from clinical psychology, social psychology, developmental psychology, social work, interpersonal communication, group dynamics, community psychology, negotiation and bargaining, conflict management, public relations, family psychology, and psychiatry are applied to analyze crisis and to formulate systematic responses to them.

SCHOOL OF EDUCATION

About the Undergraduate Division

There has never been an era before now which has seen so many problems centered around personal development and growth. This School offers training in approaching the theoretical and practical aspects of problems pertaining to “character building.”

The research area of this School covers the whole spectrum of human society, focusing on a wide variety of educational issues affecting elementary school through university, and addressing everything from problems of children’s upbringing and discipline in the home, to youth counseling, human relations in the workplace, various educational and cultural problems with internationalization, and issues of lifelong character building. The large range of themes is approached from various angles, from an individual perspective to a global one, and the program integrates research outcomes from various areas.

The School of Education, with a freshman enrollment quota of 65 students, is a relatively small school. For these students, we have about 40 full-time instructors, with additional instructors from outside the School, and have designed five programs, each with an original curriculum. We extend the educational invitation of our School as follows:

We welcome enthusiastic students for a variety of courses in the science of personal development (character building) and develop a curriculum adequate for small group-oriented education.

In order to cultivate leaders who are creative and have vision in a modern society that is increasingly becoming more globalized and information-oriented, we provide within our courses face-to-face educational instruction for a selected group of students. The vigorous exchange of ideas and opinions that occurs between instructors and students is one of the distinguishing characteristics of this School.

School of Education

Department of Human Developmental Sciences

Lifelong Education and Development

- History of Education
- Educational Administration
- Adult Education
- Vocational and Technical Education
- Lifelong Education Planning

School Education and Information Science

- Technologies in Education
- Curriculum Studies
- Educational Management
- Methods of Education
- School Environment

International Education and Culture

- Philosophy of Human Becoming
- Anthropology of Education
- Sociology of Education
- Comparative Education
- Economics of Education

Human Psychology

- Psychometrics
- Cognition and Learning
- Personality
- Social Psychology
- Applied Psychology

Counseling and Psychotherapy

- Life-span Developmental Psychology
- Clinical Psychology
- Family Psychology
- School Psychology
- Medical Psychology and Child Psychiatry

Affiliated Upper and Lower Secondary Schools



	Lifelong Education and Development	School Education and Information Science
2nd (in part), 3rd and 4th years	<ul style="list-style-type: none"> ○ Survey on regional education ○ Survey on social and industrial education ○ Lecture on social history of education ○ Seminar on social history of education ○ Lecture on educational administration ○ Seminar on educational administration ○ Lecture on social education ○ Seminar on social education ○ Lecture on technology and technical education ○ Seminar on technology and technical education ○ Lecture on vocational and career education ○ Seminar on vocational and career education 	<p style="text-align: center;">Graduation Thesis</p> <ul style="list-style-type: none"> ○ Seminar on school education and information ○ Seminar on technologies in education ○ Lecture on technologies in education ○ Lecture on curriculum research ○ Seminar on curriculum research ○ Lecture on educational management ○ Seminar on educational management ○ Survey of educational management ○ Lecture on methods of education ○ Seminar on methods of education ○ Survey of educational practicum ○ Lecture on school environment ○ Seminar on school environment
	<p>The principles and organizations of lifelong education (Introduction to lifelong education and development)</p>	<p>Information-oriented society and school education (Introduction to school education and information science)</p>
2nd year		
1st year	<p>Human developmental science I (Lifelong education and development)</p>	<p>Human developmental science II (School education and information science)</p>
		<p>An introduction to human developmental sciences</p>

International Education and Culture

Human Psychology

Counseling and Psychotherapy

- Seminar on international education and culture
- Advanced seminar on international education and culture
- Lecture on philosophy of human becoming
- Lecture on anthropology of education
- Lecture on international exchange of culture and education
- Lecture on sociology of education
- Lecture on comparative education
- Lecture on economics of education
- Lecture on higher education
- Fieldwork overseas

Seminar on research methods

- Lecture on psychometrics
- Lecture on cognition and learning
- Lecture on personality
- Seminar on personality
- Lecture on social psychology
- Seminar on social psychology
- Lecture on applied psychology
- Seminar on applied psychology

- Lecture on life-span developmental psychology
- Seminar on life-span developmental psychology
- Lecture on clinical psychology
- Seminar on clinical psychology
- Lecture on family psychology
- Seminar on family psychology
- Lecture on school psychology
- Seminar on school psychology
- Lecture on medical psychology and child psychiatry
- Seminar on medical psychology and child psychiatry

Education and culture in international society

(Introduction to international education and culture)

Statistics of psychology and education

(Introduction to human psychology)

Psychology of human development

(Introduction to counseling and psychotherapy)

Analysis of data in psychology and education

(Introduction to human psychology)

Human developmental scienceⅢ
(International education and culture)

Human developmental scienceⅣ
(Human psychology)

Human developmental scienceⅤ
(Counseling and psychotherapy)

Department of Human Developmental Sciences

■ Lifelong Education and Development

The education of people begins in the family, continues on to school, and society and spans a lifetime. In this program, the multitude of cultural and societal factors which determine the character building and developmental process of an individual are taken into consideration using various perspectives such as history, systems, community, work, and technology. More specifically, we utilize approaches from such fields as the history of education and society, educational administration, social education, technology and vocational education, and the planning of lifelong education.



■ School Education and Information Science

In this era of rapid information growth, what is the role of school, and to what expectations should it be responsive? In this program, while conducting participant observation and field studies on the process and structure of school education within an information-oriented society, we delve deeply into the growth of individuals, looking at actual school life and school culture, and also the meaning that education has for them. Areas such as information science in education, curriculum research, educational management, methods of education, and school environment are given particular consideration.



■ International Education and Culture

The internationalization and globalization of modern society is expanding at a rapid rate. This program provides opportunities for deepening intercultural contact, communication with people from different cultures, and mutual understanding, while at the same time, the program emphasizes a re-discovery of ones' own culture, and self-reflection. Specifically, issues related to people and education on a global level are studied concurrently with areas such as human becoming, educational anthropology, the sociology of education, comparative education, and educational economics.



■ Human Psychology

Who are we, what is a person, and especially, how is the self construed? This program course scientifically and quantitatively examines the function of human cognition and personality characteristics within the socio-cultural context. In particular, inquiries are made from a number of academic areas, such as psychometrics, learning behavior, personality, social psychology, and applied psychology.



■ Counseling and Psychotherapy

What are the possibilities for the process of human development and its workings? This program makes inquiries into personal growth and development from birth to old age, on the one hand, and from the expansion of such life spaces as family, school, community, and the workplace on the other. In particular, this research area utilizes perspectives from life-span developmental psychology, clinical psychology, family psychology, school psychology, medical psychology, and child psychiatry.



■ Affiliated Upper and Lower Secondary Schools & The Center for Secondary Education Studies

This School has affiliated educational facilities (the Affiliated Upper and Lower Secondary Schools and the Center for Secondary Education Studies) located on the Higashiyama Campus of Nagoya University, which are involved in education and research that includes classroom observation and curriculum development and which has become a pillar of integrated secondary education collaboration between the professors in the University and the teachers at the schools.



The schools are designated and have been funded as "Super Science High Schools" by the Ministry of Education, Culture, Sports, Science & Technology since 2006. They are also designated as prestigious "UNESCO Schools" by UNESCO for their commitment to Education for Sustainable Development in 2010.

FACILITIES

On campus, there are at least 30 affiliated university libraries, including the Central Library and various established research divisions and research centers. The Central Library is a major research library in central Japan, with 1,160,562 volumes (640,969 in Japanese, and 519,593 in other languages). On campus, the LAN Network, which connects the libraries of each faculty with workstations, has effectively streamlined literature searches of ever-expanding library materials, while it has also become an important window for linking up with outside academic networks.

Our Graduate School's library holds 114,814 titles (70,611 are in Japanese, and 44,203 in other languages) and 1,159 periodicals (744 in Japanese, and 415 in English). With its excellent literature search capacity and multitude of services, this facility is a valuable resource for academic research.



Student Counseling

The student counseling offices on campus have full-time faculty members on duty who, by means of counseling, are prepared to assist in the resolution of various problems or concerns regarding students' learning, university life, or interpersonal relations.

Admissions Information

● School of Education

Written Examination: February 25-26, 2012

Interview Examination Selection for Students Recommended from High Schools: November 21, 2011

Admissions Examination for Self-financed International Students: February 1, 2012.

Third-year Transfer Examination: In the School of Education, those who have already received specialized education in the education field, or who have substantial working experience after graduation, the transfer exam admission allows students to pursue additional study within human developmental sciences.

First Round Selection (written) Test: September 8, 2011

Second Round Selection (oral) Test: September 21, 2011

(Application Period: August 10-18, 2011)

● Graduate School Masters Program:

First Round Admissions Examination: September 26-28, 2011 (Application Period: August 19-25, 2011)

Second Round Admissions Examination: January 18-19, 2012 (Application Period: November 25- December 1, 2011)

● Graduate School Doctoral Program Admissions Examination: February 13-15, 2012 (Application Period: January 5-12, 2012)

For detailed information please inquire at the Admissions Office:

The Admissions Office, Graduate School of Education and Human Development, Nagoya University

Furo-cho, Chikusa-ku, Nagoya, 464-8601 Japan

Phone: (052) 789-2606/2607 Fax: (052) 789-2666

<http://www.educa.nagoya-u.ac.jp/>

Scholarship System / Tuition Exemption

We have established a system of scholarships and loans for students excelling in both character and academic ability, who have difficulty financing their university education. Although the main source of funding is from the Japan Student Services Organization, there are also scholarship funds available from other public organizations and private scholarship foundations.

If there are financial or other reasons which make it difficult to pay tuition, there is a system which reduces or exempts full tuition payment for students who have excellent school records.

International Student Support

Nagoya University is striving in numerous ways, through both the International Student Exchange Division and the

Education Center for International Students, to provide the following services to assist international students.

Japanese Language Education : The Education Center for International Students offers Japanese language training courses and Japanese language and culture training courses. The Center provides instruction for the acquisition of Japanese language skills necessary for academic research and study, as well as for increasing understanding of Japanese culture.

Tutor System : International students are individually assigned a tutor for one year after they arrive in Japan (two years for undergraduate students). They receive advice from tutors regarding academic and daily living concerns.

Teaching Assistants (TA) : Teaching assistants work several hours each week at various research centers and faculties to assist students with their academic learning and course work. Current doctoral students can apply for TA positions that are posted by the individual research divisions.

Housing : Nagoya University has both on-campus (International Residence) and off-campus (International Student Center) facilities for accommodating international students. Applications are accepted at the end of January (for April vacancies) and at the end of July (for October vacancies).

For additional information regarding other services available to international students, please contact:

Education Center for International Students

International Student Exchange Division

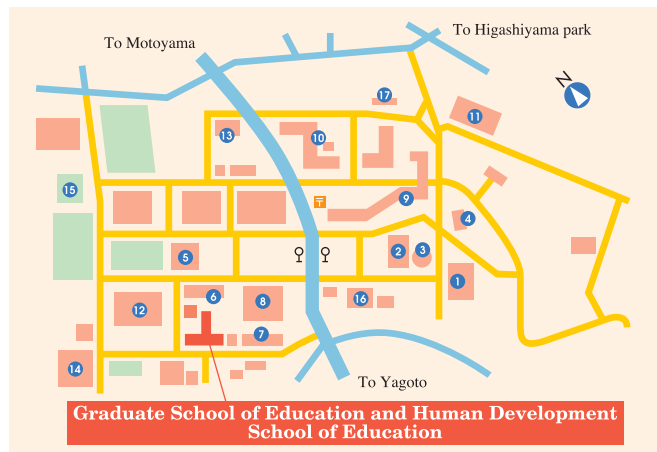
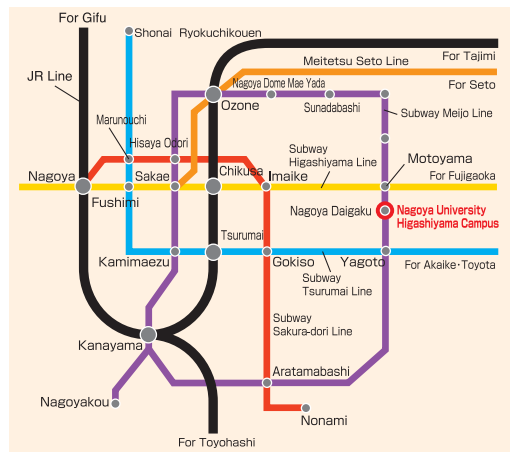
Nagoya University

Furo-cho, Chikusa-ku, Nagoya 464-8601

Phone: (052) 789- 2194 Fax: (052) 789-5100



Access Information



- ① Administration Offices
- ② Toyota Auditorium
- ③ Nagoya University Symposion
- ④ Staff Hall
- ⑤ University Library
- ⑥ Graduate School of Letters
- ⑦ Graduate School of Law
- ⑧ Graduate School of Economics
- ⑨ Graduate School of Science
- ⑩ Graduate School of Engineering
- ⑪ Graduate School of Bioagricultural Sciences
- ⑫ Building for Inter-Departmental Education
- ⑬ Cafeterias and Shops
- ⑭ Gymnasiums
- ⑮ Affiliated Upper and Lower Secondary Schools
- ⑯ Information Plaza
- ⑰ Green Salon Higashiyama

NAGOYA UNIVERSITY

Graduate School of Education and Human Development School of Education

The Admissions Office, Graduate School of Education and Human Development, Nagoya University
 Furo-cho, Chikusa-ku, Nagoya, 464-8601 Japan
 Phone (052) 789-2606/2607 Fax (052) 789-2666 <http://www.educa.nagoya-u.ac.jp/>