

Faculty of Human Development and Culture

Goals of Learning

Fostering the educators of people and culture

The faculty wants to train teachers who can directly tackle issues at the front line of education, and to encourage the development of people who can provide assistance to the local community through culture

The Faculty of Human Development and Culture is looking carefully at issues facing both school education and the local community, and is approaching these from the perspectives of *human development* and *culture*. The courses in this faculty place importance on curriculum flexibility, careful advice, and the ability to put things into practice. Through these courses, the faculty nurtures *educators of people and culture* who will educate people and create culture, and who will drive the recovery of the Tohoku Region and create the future for Japan.

Training the people who will support lifelong human development

Active children who have a strong sense of curiosity are not necessarily born that way; their characteristics are created, over a period of time, through a course of development that is based on human science, with support from various aspects such as education, language and local community life, the natural environment, sports and art. So that these young people can grow to adulthood and shape the future, they also need to have human skills and social skills. The Faculty of Human Development and Culture nurtures the people who will support lifelong human development and who can respond to these issues.

A flexible curriculum and a well thought-out support system

The Faculty of Human Development and Culture places great importance on proactive learning by students, and can offer a flexible curriculum according to students' interests and their career paths. The teacher's certificates and qualifications that can be acquired through studies in each major are not limited, and thus a student can gain a wide range of certificates and qualifications. Our faculty uses a class system. Under the supervision of a class advisor teacher, the student, together with their fellows, can form study groups while becoming familiar with the basics of how to study at a university. Furthermore, we have teachers who can give advice on curriculum building to ensure the specialization and organization of the curriculum.

We offer a wealth of subjects at our faculty: subjects common to the faculty or major that form the basis for each major; advanced subjects for each major that raise the level of specialization; and individually designed subjects for a student's own pathway or research.

Teacher training that emphasizes the intentions of the students and responds to a wide range of paths

Teacher training is a major pillar of this faculty. One of its main features is its teacher certificate selection system that places importance on the intentions of the students. We offer some unique programs, such as our practical training courses that form the foundations for teachers, and lesson research subjects that are linked to teaching practice. These programs focus on bridging theory and practice. We have achieved a high rate of employment in Japan for our students who have become teachers.

We focus on career education. Students can enter our university and discover their pathway while learning about a whole range of occupations so that they can open up a way forward to the future. We offer a wealth of qualifications aside from teaching certificates, and maintain a high employment rate.

The learning portfolio that follows your studies at university

The portfolio sets study goals that look ahead across the four-year period of your studies at our university. By recording the details of your studies in the portfolio, you can clearly see what you have studied so far, and what the future issues will be. We believe that more than anything else, it is the acquisition of the *power to grow* by the student themselves that develops into the *power to foster creativity* among people and cultures. We place importance on students learning together with their fellow students, looking back over what they have learned, and integrating this learning with their practical work.

Admissions policy

[Ideal student]

We are looking for students who are interested in human development and the exploration and creation of culture, and who are keen to play a role in the challenges facing human development today.



Overview of the Faculty

About the Faculty of Human Development and Culture

Creating the next generation of specialists who will drive human growth: training the *educators*



At the Faculty of Human Development and Culture, we train specialists who will promote human growth and who can be active in various areas in society. By *specialists who will promote human growth* we mean the people who will actively utilize their knowledge of education in schools and kindergartens, and in local government bodies and companies. Through our curriculum, students will become familiar with the knowledge, techniques and values that will support human growth, from the specialized perspectives of the humanities and social sciences, and mathematical sciences. The students can gain teaching certificates in almost the same way as they would at the Faculty of Education.

There are three majors in the Faculty. The first is *Human Development*, which helps students to learn the reasoning behind development. The second is *Cultural Exploration*, in which students learn about the way the world works and tackle some contemporary issues. The third is *Sports and Arts*, in which students aim to create culture through physical and artistic training. Both students who want to become teachers and those who want to carry out research in their area of specialty can apply their learning.

Qualifications that can be acquired

Teaching certificates

- **Kindergarten teaching certificate**
- **Elementary school teaching certificate**
- **Junior high school teaching certificate**
(Japanese/ social studies/ mathematics/ music/ art/ health and physical education/ home economics/ English)
- **High school teaching certificate**
(Japanese/ geography and history/ citizenship/ mathematics/ music/ fine art/ health and physical education/ home economics/ English)
- **Special-needs school teaching certificate**

Other certificates

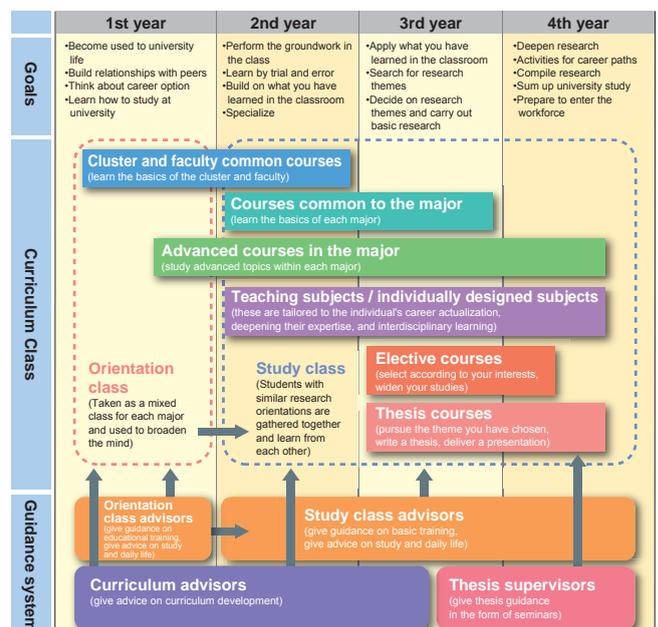
- **Social education supervisor**
- **Childcare worker**
- **Japanese language teacher**
- **Sports instructor recognized by the Japan Sports Association (JASA)**
- **Social welfare officer** (qualification required for appointment)

Curriculum Features

The Faculty of Human Development and Culture places great importance on proactive learning by each student, and has an education system that offers a flexible curriculum according to each student's interests and their career path. Teachers who are curriculum advisors provide support for curriculum development. In addition, class advisors are available to discuss daily life and study issues with the students.

By setting study goals that look ahead across the four-year period of studies at our university and by recording the details of your study history in the portfolio, you can clearly see what you have studied so far, and what the future issues will be. Looking back over what you have learned will strengthen your ability to make things happen.

Curriculum and support system



Lecture features

Lectures in the Faculty of Human Development and Culture do not all take place in traditional classroom settings. There are many opportunities for students to conduct research in groups, publish their results, and carry out practical work in the local community. Each year there are *practical training courses* where students can develop their practical teaching skills. These offer many opportunities for students to learn outside the classroom

through a variety of training programs that include: *natural training experience*, *local community education practice*, *clinical education practice*, the *special overseas course* and *teaching practice*. Through these courses, students develop an awareness of problems encountered in the field, and build up their knowledge and ability to apply what they have learned.

Natural training experience (First Year)

The *natural training experience* is held during the summer holidays, and approximately eighty first year students who are new to the university take part. The students form teams and organize a three-day exchange program with elementary and junior high school students. This unique program involves the planning of a *natural training school*. In this program, students can form a basic understanding of children as well as the difficulties and joys of creating educational activities.



Local community education practice (Second and Third Year)

The objective of local community education practice is for students to build up their practical abilities as teachers or local community educators by interacting with children in the local community. In this program, the students work in groups to provide support for after-school care primarily at community centers, attend workshops held at the *Komu-komu* facility for the children of Fukushima City, and carry out activities in special-needs groups in the local community.

Clinical education practice (Third and Fourth Year)

In the *clinical education practice* course, students provide support at schools for children with special needs within the Fukushima City public school system. During the course, the students assist with the teaching and daily activities of children who require one-on-one instruction, and children who spend all day in school sick bays or in resource rooms because they cannot participate in normal class activities. The students learn about the broad range of understanding of children that teachers need to have, and gain practical experience in instructing children.

Research Introduction

Training people who have a clear vision of eating habits through the "science of tastiness"

My area of expertise is in cookery science. I carry out research in an area known as the *science of tastiness* that seeks to scientifically understand the key points in cookery. I also teach about childhood dietary education and I develop new foods using traditional food processing methods. Although I also run a dietary education program for elementary students, there are a lot of people at university who have to cook for themselves for the first time in their lives, and so I hold cooking classes for students, and I conduct research with seminar students on how to use kitchen knives properly.

Eating is something you do every day and is something you do all your life. Although Fukushima is experiencing problems with radioactive materials in food, I think that we should take a balanced view of the risks of radioactive materials and think of radioactive materials in food as just one more food risk factor, equivalent in safety to food additives, environmental endocrine disrupters and other concerns. I want the students to develop a balanced view of food from a variety of perspectives that include nutrition, food safety and health. I want to train people who *enjoy eating delicious food* and who in the future will have a clear vision of what kind of eating habits they want to promote.



Food Science, Professor Keiko Nakamura

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