



Major in Human Development



Giving students practical skills and values that will support independence, through a deep understanding of human development

The most important quality for an educator to have is a deep understanding and trust of people.

In the Human Development major, students are trained in the values and attitudes required in educators. While learning about the logic and diversity of development, the essentials of education and contemporary education, students acquire the knowledge and techniques they will need as teachers. They are exposed to various approaches to human psychology, and become familiar with special techniques of child education and special-needs education. Through a diverse range of fieldwork programs, students deepen their understanding of human development. We train people who can put their skills into practice to help others achieve independence in a variety of settings, including the local community, businesses, education and welfare.

Points

- Our educator training system boasts a high employment rate for graduates in Japan.
- In addition to child-care qualifications (for 20 students), students may also gain certification to become teachers at kindergartens, elementary schools, and special-needs schools.
- Students can acquire expertise in education and psychology.

Ideal student

- People who like children and want to become teachers at elementary schools, kindergartens or special-needs schools
- People who want to become teachers who can teach in a way that students can easily understand
- People who want to scientifically study the mysteries of human psychology and human behavior
- People who want to help people with disabilities become more independent
- People who want to clearly understand the relationship between education and society

Pathways after graduation

Child-care providers, kindergarten teachers, elementary / junior high / high school teachers, teachers at special-needs schools (schools for the visually impaired, for the hearing impaired, for the disabled), staff at child welfare residential facilities, counselors at out of school facilities, cram-school instructors, national government officials, local government officials, specialized consultants, medical / welfare-related occupations, general company employees, post-graduate study, etc.



Student's Voice

I want to become a teacher who can build a relationship of trust with each and every child.



My dream is to become an elementary school teacher. There were times when I worried about what I would do in the future, but through my visits to schools and other programs, I discovered that I really wanted to become a teacher. At the moment I am studying in an education research class. The class features hands-on training for second year students, through visits to the schools that participate in our program. During these school visits, in addition to observing classes,

I also played with the children after classes, and listened to teachers' observations on their profession and children. I learned a lot about the things I needed to study. Teacher training starts in the third year. Up until that point, I had only seen secondhand (via videos and other media) the discoveries that children make and their moments of realization. I looked forward to actually experiencing those moments firsthand. I want to be open and honest with each child I teach. I aim to become the kind of teacher whom the children feel that they have someone who understands them.



Third Year Human Development Student
Mami Imaizumi
(from Fukushima Prefecture, Asaka High School)

Second Year Second Semester Timetable

	Mon	Tue	Wed	Thu	Fri
1	English B I		Introduction to ecology	Class analysis methods	Science class research
2		Home economics teaching theory	English B II	Formative activities of children	Arts & crafts teaching theory
3		Japanese language teaching theory		Music teaching theory	Learning activities with children
4	Understanding and supporting development	Educational guidance theory		Information literacy	Education society research
5		Child history			

Investigating learning that arouses intellectual curiosity

Learning Support Class

The learning support class focuses mainly on elementary school children and looks at approaches to give better support to learning, and to provide study content that is based on child development. Students study teaching theory for various elementary school subjects, subject content theory, and what children are really like. Through these studies, students involve themselves with teaching material development for individual subjects and for *general teaching*, and they study teaching practice.

- Teaching material development research
- Teaching practice research
- Teaching theory for each subject
- Musical expression for children
- Child health and sport
- Children and nature / Living things
- Research into comprehensive learning
- Elementary school foreign language activity theory

Example of the Courses

Teaching theory for each subject

In addition to studying the objectives and content for each subject set forth in the Elementary School Curriculum Guidelines (Japanese language, society, mathematics, science, social studies, arts & crafts, home economics, physical education), students study educational guidance based on the characteristics of child development and the nature of each subject. They also learn the basic theories necessary for preparing lessons and teaching materials. The classes include lectures from working teachers and practical instruction at attached elementary schools (lesson observation and lectures). The classes have been designed to link with *Elementary course lesson research and Teacher training I*.



Photo: PE Teaching Theory

Training education practitioners who have inquiring minds

Education Research Class

The theoretical pillars of the educational research class are *education, schools and the local community* and *classes and teachers*. Students investigate the systems and history of education and schools, the relationship between schools and local communities, and teaching approaches and relationships with children. In addition, students explore their practical skills and widen their opportunities to gain practical experience in schools and in the local community, in order to learn more about education, schools and children. Theory and practice are the two drivers of the student's learning, and improve the student's observations of children, schools and education.

- Child history
- Education and human relationships
- Education overseas
- Children's rights
- Learning activities with children
- Children's society and school

Example of the Courses

Education and Social Research / Basic training

This course covers three-day visits to schools in Fukushima Prefecture that participate in our program for hands-on training, and basic training in groups in preparation for the visits. Through research into the school classes and the children's activities, the students deepen their understanding of what children are really like. While spending time with children, the students learn about children's activities at school, at home with their families, and in the wider local community. The students learn about the things that children worry about and what they enjoy, and what kind of educational support children need.



Studying the workings of the mind and human behavior, and deepening human understanding

Human Science Class

In the human science class, students study human behavior and the workings of the mind from a scientific perspective. This helps the students to deepen their understanding of the human condition. Students study the history and theories of psychology, statistical information, and the methodologies of surveys and experimentation.

- Psychology of the middle-aged and the elderly
- Cognitive and clinical psychology
- Human relationship psychology
- Developmental clinical psychology
- Psychological survey and research methods
- Special lectures in psychology

Example of the Courses

Cognitive and Clinical Psychology

Students study cognitive psychology (memory, reasoning, language, cognitive development) and clinical psychology (cognitive dysfunction in people with developmental disabilities and mental disorders). For example, in learning about perception and memory that are mechanisms in the information processing process in humans, the students first learn the basics of cognitive functions in normal people. Later, the students study specific examples of the changes that occur when these mechanisms are impaired, based on medical case studies (videos and reports, etc.)



Acknowledging the individual, developing people who can offer support

Special-needs Class

In the special-needs class, students learn from the fields of education, psychology and medicine so that they will be able to understand and assist the following children with special needs: disabled children (most intellectually handicapped), children with learning disabilities (LD), attention deficit / hyperactivity disorder (ADHD), autism or other developmental disabilities.

- Introduction to special-needs education
- Physiology, psychology and pathology of people with intellectual disabilities
- Physiology, psychology and pathology of people with physical disabilities
- Theory of education of people with intellectual disabilities
- Behavioral analysis of people with intellectual disabilities
- Methods of teaching people with intellectual disabilities
- Physiology, psychology and pathology of invalids

Example of the Courses

Introduction to Special-needs Education

Students learn about the children who require special-needs education, the basics of special-needs education, its current form and its systems. Students deepen their understanding by using various resources, including parents' memoirs, and videos and newspaper articles relating to the history, system and educational principles of special-needs education.



Training of specialists to support healthy early childhood development

Child Education Support Class

Life experiences in early childhood have an enormous influence on the future human development of the individual. The child education support class trains child education specialists who have the proper knowledge, sensitivity and expressive ability, as well as the warmth and humanity required when working with children.

- Early childhood education theory
- Early childhood clinical psychology
- *Raising children together* theory
- Children's literature
- Early childhood play
- Preschoolers and music

Example of the Courses

Preschooler Self-expression and Childcare I

This course aims to help students to understand the characteristics of preschooler self-expression, and focuses on musical expression. Students learn to decipher preschooler song and dance, according to the level of child development. Students carry out practice childcare activities with other students. By making their own lesson plans and then implementing them, the students deepen their understanding of how caregivers should be involved in children's self-expression and what skill levels are required.

