

Course number		U-LAS04 10002 LE47					
Course title (and course title in English)		Pedagogy I-E2 Pedagogy I-E2		Instructor's name, job title, and department of affiliation		Graduate School of Education Associate Professor,Jeremy Rappleye	
Group		Humanities and Social Sciences		Field(Classification)		Pedagogy, Psychology and Sociology(Foundations)	
Language of instruction		English		Old group		Group A	
				Number of credits		2	
Number of weekly time blocks		1		Class style		Lecture (Face-to-face course)	
				Year/semesters		2025 • First semester	
Days and periods		Wed.1		Target year		Mainly 1st & 2nd year students	
				Eligible students		For all majors	
[Overview and purpose of the course]							
<p>This course introduces students to deeper thinking about education, teaching, and learning. It challenges students to contemplate seemingly easy questions: What makes a good school? What is the purpose of education? What is the role of a teacher? Who are the students? What is the future of education? Even though we have all attended school for most of our lives, rarely have we stopped to think seriously about how and what we are taught. This class gives students this chance. As such, it is suitable for all students, regardless of major, year, or future career path.</p>							
[Course objectives]							
<p>The goals of this course are three. First, students will acquire a systematic introduction to the major issues in education: organization of schools, goals, teaching, learning, curriculum, etc. Second, will improve their analytical abilities through a range of critical examinations of course materials (videos, academic articles, media sources, etc.). Third, students will begin to develop advanced skills in discussion and debate: each of the five unit of the course will require active, focused discussion.</p>							
[Course schedule and contents)]							
Introduction (1 class)							
<p>Part I: What do good schools look like? (4-5 classes) - This section will examine various examples of innovative schools drawn from different cultural contexts, including Summerhill, monasteries, and preschools in Japan and America.</p>							
<p>Part II: What is the role of the goal of education? (3-4 classes)- This section will introduce students to 3 broad aims for schooling found throughout the world: economic growth, social equality, and individual development.</p>							
<p>Part III: What makes a good teacher? (3-4 classes) - We next turn to look at the different styles of teacher that match the different goals of education discussed in Part II.</p>							
<p>Part IV: What should be taught? (2-3 classes) - This section focuses on what is taught, both the explicit and hidden curriculum of schools.</p>							
<p>Part V: What will schools look like in the future? (2-3 classes)- Drawing together all the previous sections of the course, we contemplate the future of education, in particular technology and globalization. (15 classes</p>							
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Pedagogy I-E2(2)

total, 1 Final Exam, 1 Feedback Section)

[Course requirements]

There are no requirements for taking this course. However, students are strongly encouraged to also enrol in Advanced Lecture for Pedagogy I at the same time as this course (held directly after this class). These two courses will follow a similar schedule and content, but Pedagogy I focuses more on lecture and discussion, whereas Advanced Lecture for Pedagogy I focuses more on reading and reflection. All lectures will be in English, but the instructor can read and understand Japanese, so questions or comments may occasionally be made in Japanese.

[Evaluation methods and policy]

Classes will take the form of interactive lecture. Students will be asked to actively give their opinions, reflect on their own experiences as a student, and ask good questions. There will be a lot of time devoted to class discussions. Thus, grading will be heavily weighted towards attendance and participation (30 points for attendance; 20 points for participation in debates at the end of each Part of the course (5 x 4 times). Additional requirements include a 1-2 page reflection paper (10 points) and final evaluation - either final test or paper (40 points). Students absent more than four times will not pass this course.

[Textbooks]

Not used

There is no textbook for this course. All readings will be distributed by the instructor.

[References, etc.]

(References, etc.)

All reading and reference material will be distributed in class.

[Study outside of class (preparation and review)]

Students will be expected to study 2-3 hours outside of class each week for this course.

[Other information (office hours, etc.)]

Office Hours will be held 1 hour each week (time and place to be announced)

[Essential courses]