

Decision of Institutional Certified Evaluation and Accreditation

Joetsu University of Education complies with the Standards for the Establishment of Universities and other relevant laws and regulations, and meets the Standards for Evaluation and Accreditation of Universities set by NIAD-UE.

Good practices identified by the review committee include:

- The use of practicing teachers as field instructors of teacher training courses to ensure course materials are relevant and applicable to the actual teaching experience at elementary and middle schools;
- Having former elementary and middle school teachers with long-term teaching experience in science serve as “science performance advisors” to assist students in developing experimental and observation skills;
- Using the faculty performance registration system to monitor and assess the teaching and research activities of teachers, with the evaluation results reflected in reward decisions such as bonuses, sabbatical leave eligibility, and the distribution of competitive education and research funding;
- Having graduate students with teaching experience take part in the undergraduate Practical Seminars course, which provides an opportunity for undergraduate and graduate students to share their experiences, find solutions to problems while studying together, and develop practical skills;
- The Studies of Overseas Education course offered at both undergraduate and graduate levels, aiming to provide an opportunity for students to gain first-hand experience of education and culture in other countries through short-term stays. Students receive training at partner universities in Australia, the United States and South Korea;
- The Teaching Profession Career File, which students use to keep a record of their learning and perform self-evaluations as well as the Joetsu University of Education Standard, which stipulates the targets and the criteria of measurement for each progressive year, creates Teaching Practice Rubric, Rubric for Study Subjects, and Rubric for Teacher Training Subjects, which enable students to set their own learning objectives;
- The School Support Project, which is part of the professional degree curriculum and where a team of graduate students and faculty members visit practice teaching schools for a period of a few months and work with the school teachers on addressing issues;

- “*Manabi no Hiroba* (Learning Plaza)”, an extracurricular activity that provides an opportunity for students to better understand children and develop the basic skills and dispositions necessary to be good teachers through interacting with children, which was activity was organized seven times in FY2014, with a total 1,550 children taking part;
- The Curriculum Planning Committee, which is effectively driving improvements in the quality of education and course content;
- On-going efforts to transfer and extend the results of the following projects to academic courses and extracurricular activities after government support ended, including Elementary School Teacher Training Curriculum to Foster Scientific Literacy, a FY2010 recipient of MEXT’s special funding (for projects) and Rigorous Teacher Training Centering on Human Interactions, selected for the FY2010 Support Program for Preparing University Students for a Career, and Research on the Education Research Area that Bridges Subject Specialty and Subject Education, selected for the FY2010 Promotion of Leading University Reform Initiatives; and
- Project to Develop CSTs with Scientific Literacy and Instruction Skills on Observation and Experiments, which was selected for the FY2010 Establishing Training Centers for Core Science Teachers funded by the Japan Science and Technology Agency, has continued to develop CSTs after the support program ended.

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