

University Accreditation Results
(Results for Certified Evaluation and Accreditation for University)

Miyagi University of Education



Basic Information of the Institution	
Ownership: National	Location: Miyagi, Japan
Accreditation Status	
Year of the Review: 2019	
Accreditation Status: Accredited (Accreditation Period: April 1.2020 – March 31.2027)	

Certified Evaluation and Accreditation Results for Miyagi University of Education

Overview

Miyagi University of Education (hereinafter referred to as the “University”) states as its purpose “to nurture, as a university charged with the task of teacher education, teachers with superior qualities and skills for teaching at kindergartens, elementary schools, junior high schools, high schools, special needs schools, and other institutions.” As a national university serving as a wide-area hub in the field of teacher education, the University has engaged in the development of teachers with extensive practical skills in its Faculty of Education and Graduate School of Education (Master’s Course and Professional Degree Course (Graduate School for Teacher Training)). In response to the “redefinition of missions” proposed by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the University has actively engaged in educational and research activities, with the aim of enhancing teaching profession education in the Tohoku region in line with the Third Mid-term Goal set for the six-year period following AY2016 and contributing to the formation and development of a national standard for the teaching profession.

The University has consistently engaged in keeping track of the progress of annual plans in order to achieve the mid-term goal and mid-term plan, as required under the national university corporation evaluation system. Evaluation Office, among other organizations, keeps track of yearly progress, prepares reports on operational performance, and responds to evaluations conducted by the National University Corporation Evaluation Committee. However, the Goal & Evaluation Office, the organization responsible for the promotion of internal quality assurance, only keeps track of the progress of annual plans formulated based on the mid-term goal and mid-term plan, and does not implement management or provide support aiming at improving each division based on an understanding of the status of university-wide initiatives or self-study results. The Goal & Evaluation Office does not cooperate sufficiently with other organizations involved in the University’s quality assurance. Therefore, the University needs to consider how to ensure quality and review its internal quality assurance structure.

In terms of education, the faculty and graduate school have established the three policies, that is, the degree award policy (diploma policy), curriculum design and implementation policy (curriculum policy), and admission policy, and conducts practical education. The undergraduate program has created a curriculum map indicating the

relationship between subjects and registration years, and designed curricula in a systematic and methodical manner.

As part of its distinctive endeavors, the University has constantly engaged in the restructuring of its attached organizations in response to local needs and progress in recovery from the Great East Japan Earthquake, and has established the Center of Disaster Education and Future Design as a hub for research and training in disaster education based on the Great East Japan Earthquake experience. The University has also launched the Bullying Prevention Support Project as a collaborative-participatory project with other universities engaged in teacher education, contributed to the Tohoku region through its research findings, and promoted anti-bullying activities carried out by student volunteers involved in the project. These are remarkable endeavors.

However, there are issues with the curriculum design and implementation policy, research supervision plan, and thesis examination criteria in the graduate school. The faculty has not taken sufficient measures to give substance to credits. Although both the faculty and graduate school strive to grasp learning outcomes, the learning outcomes indicated in the degree award policy are not sufficiently grasped or assessed. Therefore, the University should establish methods and indicators for grasping and assessing learning outcomes. Going forward, we hope the University creates an internal quality assurance system and actively engages in checking and reviewing various activities and implementing measures for improvement, as noted above, and expands and develops its various distinctive initiatives even further.

Notable Strengths

Education and Research Organization

- Building on the center's initiatives for restoring educational activity in the aftermath of the Great East Japan Earthquake, the University established the Center of Disaster Education and Future Design for the purpose of promoting disaster prevention activities at schools. Leveraging the experiences and legacies relating to the earthquake, the Center of Disaster Education and Future Design engages in community-based education and research on disaster prevention at schools and disseminates its findings nationwide through teacher workshops and other means. The Center of Disaster Education and Future Design's constant engagement in organizational restructuring in response to local needs and progress in post-disaster recovery is expected to enable it to function as a hub for disaster education research

and training based on the Great East Japan Earthquake experience. The Center of Disaster Education and Future Design is a commendable organization that leverages the University's features.

Social Cooperation and Contribution

- The University has launched the Bullying Prevention Support Project as a collaborative-participatory project with other universities engaged in teacher education, and conducts surveys and research on anti-bullying support and management methods to achieve bullying-free schools. As the only university in the Tohoku region specializing in teacher education, the University has capitalized on its achievements to contribute to society. Specifically, the University has compiled examples of management methods to achieve bullying-free schools into a pamphlet and distributed it to Tohoku's prefectures, and has held workshops at national universities with a teacher education faculty located in the Tohoku region. Students participate in the project as Bullying Prevention Volunteers, taking part in school events with the aim of identifying potential causes of bullying at an early stage. The provision of guidance to students both before and after their participation in the project is expected to lead to further development of student learning. Thus, it is commendable that the University contributes to the enhancement of teaching profession education in the Tohoku region through studying the actual conditions of local school education in cooperation with other universities and leveraging research findings.

Suggestions for Improvement

Internal Quality Assurance

- The activities of the Goal & Evaluation Office, the organization responsible for the promotion of internal quality assurance, only include keeping track of the progress of annual plans formulated based on the mid-term goal and mid-term plan, and do not extend to the implementation of management or provision of support aiming at improving each division based on an understanding of the status of university-wide initiatives or self-study results. Cooperation with the Strategy Promotion Headquarters and Expert Committee, which are responsible for examining the University's issues, is lacking. Therefore, the University should review its internal

quality assurance structure, create an appropriate internal quality assurance system, and ensure the system's functionality.

Educational Program and Outcome

- The Graduate School of Education Master's Course and Graduate School of Education Professional Degree Course (Graduate School for Teacher Training) do not present the basic ideas on curriculum organization and implementation in the curriculum design and implementation policy. This should be improved.
- The University sets a limit on the number of credits students can register for in a single year. However, the limit is set high, and students are allowed to register for subjects—excluding those related to school library curator teacher and social education manager certification, teaching practice subjects, and subjects directly related to teaching practice—in excess of the limit. Due to this, a considerable number of students actually register for a large number of credits. Other than setting a limit on the number of registrable credits, no other satisfactory measures have been taken to give substance to credits. Therefore, the University should improve the situation in view of the purpose of the credit system.
- The Graduate School of Education Master's Course does not clearly present the examination criteria pertaining to theses and special assignment research results in the field of fine arts. The same examination criteria for the field of music are also unclear. This should be improved.
- With regard to grasping learning outcomes, both the faculty and graduate school evaluate students based on practical subjects and make students conduct self-study based on learning records and portfolios. However, not enough is being done to grasp the learning outcomes indicated in the degree award policy. Therefore, the University should develop methods and indicators for grasping and evaluating learning outcomes and grasp and evaluate learning outcomes in an appropriate manner.

Recommendation

Educational Program and Outcome

- The Graduate School of Education Master's Course has not set forth research supervision methods and schedules in the form of a research supervision plan. These should be established and clearly presented to students in advance.