

No. I

2018年度 教育学部 自己推薦入試 問題用紙

受験番号					
氏名					

「小論文」
生涯教育学専修

問題Ⅰ 次の文章を読んで以下の問いに答えなさい。

In the Olympic Charter, published by the International Olympic Committee (IOC), there is a phrase: “To promote a positive legacy from the Olympic Games to the host cities and host countries.” The Olympic and Paralympic Games have a varied and beneficial impact - the “Olympic and Paralympic Legacy⁽¹⁾” - on the people and society of the host countries.

For example, the Tokyo 1964 Olympic and Paralympic Games spurred infrastructure improvement in Japan, including the construction of the National Olympic Stadium, and the “Shinkansen” bullet trains. They also created frameworks for the Japan Junior Sports Clubs Association and Sports Day, which today have widely spread throughout Japanese society. Also The London 2012 Olympic and Paralympic Games strove to create its legacy as a mature nation, and these efforts were highly evaluated both domestically and internationally, beginning with the IOC.

The Tokyo 2020 Olympic and Paralympic Games (hereinafter referred to as the “Tokyo Games”) will steadfastly carry on this legacy movement, which are attracting great attention at home and abroad. With 2020 as the target year for Japan to aim for new growth, it is important to strongly confront various domestic and international issues and revitalize Japanese society (to transform (or upgrade) Japanese society and people) with an all-Japan system through various efforts.

Accordingly, MEXT has compiled its current concept and future approaches through dialogues with various individuals and organization that have been ongoing since Tokyo’s bid for the Olympics was selected, and approved “MEXT’s Concept and Approaches toward Creating an Olympic and Paralympic Legacy” on April 10, 2015.

(snip)

The following are MEXT’s specific goals⁽²⁾.

The overall goal is for “a nation that pioneers solutions to problems of the modern age” Japan to rediscover its strengths and profundity in each domain Japan excels in, and taking full advantage of the 2020 “deadline effect,” to use the opportunity provided by the Olympics and Paralympics to offer its strengths and profundity to the world as showcase models, these results to be handed down as “gifts to the next generation.”

1. Creating a “sport nation” where everyone can lead a happy and full life through sport (Sport)
2. Promote sufficient understanding of Japan’s diverse culture and proactively use cultural resources (Culture)
3. Transmit the accumulated findings of Japan’s research as well as social implementation and experimental proof of recent R&D achievements (Innovation)
4. Promote and support youths who independently think of solutions to local, social, and global problems and then take action (Human)
5. Build a community that can succeed regardless of age, gender, or disability (Universal)

Legacy:遺産 MEXT:文部科学省

出典：http://www.mext.go.jp/b_menu/hakusho/html/hpab201401/detail/1376914.htm (最終閲覧日、2017年11月13日)

問1. 東京大会及びロンドン大会を例に挙げながら、下線部分(1)について説明をなさい。

問2. 2020年東京オリンピックに関して、下線部分(2)について説明をなさい。

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問題 II. 次の文章を読んで以下の問いに答えなさい。

Lifelong learning has become a buzz word in discussions of the knowledge economy. ^{a)} The assumption is that lifelong learning is essential for individuals to keep pace with the constantly changing global job market and technology. It is preparation for a destabilized life of changing jobs, job requirements, and geographical locations. In this vision of the nomadic worker, people must constantly adapt to new living conditions, technology, and work requirements. This requires, advocates of lifelong learning state, learning skills that help the individual to adjust to an ever changing world.

The World Bank's approach to lifelong learning involves a combination of competencies. Reflecting the above discussions of the World Bank's vision of psychological construction of humanity and schooling, the Bank defines the knowledge and competencies need for lifelong learning as:

These include basic academic skills, such as literacy, foreign language, math, and science skills, and the ability to use information and communication technology. Workers must use these skills effectively, act autonomously and reflectively, and join and function in socially heterogeneous groups.

In other words, ^{b)} the lifelong learner should, according to Bank's approach, act autonomously in devising a life plan and being prepared to work in a multicultural workforce. The lifelong learner will have the literacy, math, and science skills to learn new technologies and jobs and will, with a knowledge of English, be able to participate in the global economy.

The emphasis on teaching learning skills is the major focus of most discussions of lifelong learning. The European Union's statement on lifelong learning defined it as "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence," In discussing the knowledge economy in Hong Kong and Shanghai in a World Bank publication, Chen and Yip explain the meaning of lifelong learning among Chinese school officials wanting to prepare students for the knowledge economy: "ability to learn new things, to work in teams, to communicate effectively, to manage oneself, to question and to innovate, to assume personal responsibility, etc." In one document issued by the European Union, the skills needed for lifelong learning, skills that are to be taught in primary and secondary schools, are described as: "The general elementary and/or cognitive competencies required for a whole series of jobs, indeed all jobs: mathematics, writing, problem-solving, social communication, and interpersonal competencies." In the United States, several business surveys found corporate leaders believing that the knowledge economy required primary and secondary students to learn computation, communication, problem-solving skills, and proper work attitudes. The report on the 2005 summit on the U.S. high schools limited the recommended core curriculum to four years of English (communication skills) and four years of math including data analysis and statistics. These were considered the only essential subjects needed for preparation of students for lifelong learning in the knowledge economy.

(Source: Joel Spring (2009) Globalization of Education: An Introduction, Routledge: New York and London, pp. 49-50.)

問1. 下線部 a) を和訳しなさい。

問2. 下線部 b) を和訳しなさい。

問3. lifelong learning に必要な科目として、the World Bank, the European Union, the U.S. high schools が何を求めているかを、それぞれ具体的に書き分けなさい。

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問題Ⅱ