Ⅰ期（一般・社会人）

受験番号		氏名	

評　点

令和 4 年度

武蔵野大学大学院　教育学研究科　教育学専攻　入学試験問題･解答　（9 月 26 日）

[英語]

I-1 What are you going to study at graduate school and why? Write in English in about 60 words.

I-2 How do you plan to make use of your graduate school experience in the future? Write in English in about 60 words.

Ⅱ 次の文章を日本語に和訳しなさい。

Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

Education for Sustainable Development requires far-reaching changes in the way education is often practised today.

(Source: UNESCO. (2014). "What is ESD," UNESCO World Conderence in ESD 2014.)

III 次の文章を日本語に和訳しなさい。

In the traditional view of development, the child's brain was simply an immature version of an adult's. As the brain matured, the child became more "adult-like" by slowly adding more skills. While this is true in some cases, a view more consistent with general brain development is that the brain functions differently at each stage of development to ensure appropriate behaviors for survival at each of those developmental stages. A simple example of this is eating, where ingestion gradually transitions from infant sucking to independent "adult-like" feeding. These two feeding systems use different brain circuits that control different muscles to control food intake. They have distinct sensory feedback to signal when eating should stop. Importantly, at some point in development, these systems co-exist, and each system can emerge in its proper context.

While developmental transitions can be less obvious in some behaviors, this basic concept holds true for many others—for example, social behavior. Social behavior must transition from the stage of the infant-caregiver social relationship, to the toddler stage that expands social relationships to include other adults and children, to adolescence where the focus is on peers, and finally to the complexities of adult social behavior, reproduction, and child care. As these behaviors change and adapt to the developmental stage, so does the brain because it is the brain that produces these behavioral transitions. When considering child abuse, it is important to place the child's social behavior within the context of the stage of social behavior and the critical consideration of attachment to the caregiver.

(Source: Sullivan,R.M. (2012). The neurobiology of attachment to nurturing and abusive caregivers. Hastings Law Journal, 63(6), 1553-1570.)