

受験番号

国際教育サブプログラム

令和5年度
筑波大学大学院 教育学学位プログラム 博士前期課程
国際教育サブプログラム入学試験問題（10月実施）

外国語（英語）

（10:00～11:00）

解答要領

次の事項に注意して解答しなさい。

1. 「解答はじめ」の合図があるまでは解答を始めてはいけません。
2. 「解答やめ」の合図があれば直ちに筆記用具を置きなさい。合図の後にも筆記用具を持っている場合には不正行為とみなします。
3. 外国語（英語）の問題用紙は2枚です。
4. 答案用紙は3枚です。
5. 各設問において指定された言語で解答すること。

【 令和5年度筑波大学大学院教育学学位プログラム博士前期課程
国際教育サブプログラム入学試験問題 】

受験番号

外国語（英語）

2枚のうち 1枚目

I. Read the following text and answer the following two questions in your own words in English.

Teaching for sustainability in higher education

Education for Sustainable Development (ESD) is of central importance if we are to address current problems and secure the future. Teaching for sustainability must include a consideration of the quality of the relationship between humans and the environment, as well as the development of skills needed to survive and thrive in the 21st century. However, according to various experts in the field of ecology, sustainability can be difficult to teach effectively in higher education institutes because of barriers in well-established structures, such as architecture or conceptualizations about learning. For example, the classrooms in higher education institutes are often very artificial places which promote technology rather than anything from nature, such as plants.

Arran Stibbe, who is a professor of ecolinguistics, contrasts the artificial physical environments of higher education institutes with a Japanese tea-room. Because of the structure of the tea-room, he says, nature is invited into any conversations there. The reed tatami mats, bamboo posts, flowers in the alcove, outlook to a moss garden, and maybe a pond with golden fish, mean that the natural environment is brought into relationship with the human experience. Creating similar environments in higher education institutes would make learning about sustainability more meaningful and experiential.

But there are other structures in higher education institutes that constrain, reflecting the fact that they grew along with industrial expansion and echoed their organizational compartmentalization. For example, the separated disciplines such as economics, politics, and sociology do not reflect how all of these are inseparable outside of the academic institutes. Furthermore, the kind of knowledge that has been traditionally valued is abstract, technical, impersonal, and conceptual. But if

students are to learn to care for the environment, then practical, personal, subjective, and embodied knowledge is important too.

Finally, because of the importance given to assessments that drive teaching there is often little opportunity or motivation to nurture the kind of creativity and criticality to develop the values and skills necessary for sustainability. Perhaps changing the nature of assessment is one of the most powerful ways to promote education for sustainability.

1. Why does Arran Stibbe think the Japanese tea-room is a good environment for learning about sustainability? (no more than 50 words)
2. Give at least three reasons as to why it is difficult to teach sustainability in higher education institutes? (no more than 100 words)

II . Reflecting on your own education, how and what were you taught about sustainability? How has it impacted how you live? Reflect upon your experiences (approximately 300 English words).