

## 2020年度大学院博士前期課程学内選考試験問題

研究科名	科目名
文学研究科 教育学専攻（教育学）	英語（No. 1）

以下の設問 I、II の両方について解答しなさい。

I. 次の英文を読んで、以下の設問に答えなさい。

Those of us who work in the early childhood education sector, wrapped up in the here-and-now triumphs and challenges of local provision, require a little nudge<sup>①</sup> sometimes to take a broader view. The experience of immersing ourselves in provision in another country can make the familiarity of our own provision ‘strange’ and help us to examine and question why we do things the way we do<sup>(1)</sup>. But there are other reasons for looking at international examples of early years education and care. Tobin et al., introducing their international study of preschools in three cultures, emphasize the important and revealing positions that early years settings hold in society. They also draw attention to the global flow of ideas about early childhood education and care (ECEC), the borrowing and lending (perhaps leading towards global convergence), the rise and ebb on the tide of political expedience, as well as the selective stripping and molding of imported ideas to suit local contexts (Tobin et al., 2009: 3–4). In this book, we offer examples of practice from countries whose ways of doing ECEC might be less familiar, as well as looking afresh at some of the established ideas in their local contexts. These established ideas can appear to offer attractive ‘greener grass’<sup>②</sup> from over the fence, but before replanting them in our own contexts, we need to consider why they developed as they did, why they work so well there, and whether we have the right conditions to transplant them into our own fields<sup>(2)</sup>. Equally, we need to think carefully before assuming that our own approaches would automatically improve less familiar ways of providing ECEC.

(注)

①nudge 注意あるいは叱責

②greener grass 「隣の家の芝生はつねにより青く見える（The grass is always greener on the other side.）」という格言を踏まえた表現

出典：Georgeson, J., & Payler, J. (2013). *International Perspectives on Early Childhood Education and Care*. Maidenhead, Berkshire, England: McGraw-Hill Education. 設問の関係で、文章の一部を省略し、また、字句を改めた箇所がある。

【設問】 下線部(1)は、本文の筆者たちが考える、教育の国際比較研究の目的のひとつについて、下線部(2)は、本文の筆者たちが考える、教育の国際比較研究をおこなう際の戒めのひとつについて書かれている。これについて、具体的な事例（どのような事例でも可）を挙げながら説明しなさい。

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研究科名	科目名
文学研究科 教育学専攻（教育学）	英語（No. 2）

Ⅱ. 次の英文を読んで、以下の設問に答えなさい。

Education (as practical theory—出題者) is therefore intermediate between art and science. It is not art, for it is not a system of organized practices but of ideas bearing on these practices. It is a body of theories. By that token it is close to science. However, scientific theory has only one goal—the expression of reality; whereas educational theories have the immediate aim of guiding conduct. While these theories do not constitute action in themselves, they are a preparation for it, and they are very close to it. Their *raison d'être* <sup>(注)</sup> is in action. It is this dual nature that I have been trying to express in referring to education as a practical theory. The uses that may be expected of it are determined by this ambivalent nature. It is not action itself and thus cannot replace action. But it can provide *insight into action*. It is therefore useful to the extent that thought is useful to professional experience.

(注) *raison d'être* 存在理由

出典 : Emile Durkheim: Moral Education. A Study in the Theory & Application of the Sociology of Education. translated by Wilson and Schnurer.

【設問】 this dual nature とは何に関するどのような this dual nature のことか、上記の英文を参照しながら詳しく説明しなさい。さらに this dual nature は、insight into action とどのような関係にあるかについても、説明しなさい。