

2022年度大学院博士後期課程入学試験問題

研究科名	科目名
教育学研究科 教育学専攻	英語

1. 次の文の要点を述べなさい。

Cognitive Benefits

Young children's minds are stimulated by nearly everything around them, so the more diverse, dynamic, and engaging their surroundings, the more the mind learns and grows. Natural areas are the perfect expression of this cognitive richness—far beyond what even the best, most elaborate indoor classrooms can provide. Consider some of the cognitive processes routinely at work in a natural play space: observation, concentration, exploration, collecting, sorting, experimenting, and building. These are not perceived by the kids as "learning," of course; to the children they are just play! Yet they powerfully stimulate the mind and lay the core foundations for academic learning. As a bonus, natural areas change each day, and the more familiar the kids are with the site, the more they will notice those constant changes. So every tomorrow can bring a new array of stimuli!

2. 次の文を読み、以下の問に答えなさい

- 2.1. 小学校の教員たち (elementary teachers) は社会的・情緒的な成熟 (social and emotional maturity) についてどのように捉えているか、説明しなさい。
- 2.2. 自然保育園 (nature preschools) の多くがとっている2つの補完的な方略について簡単に説明しなさい。

Social and Emotional Benefits

Social and emotional maturity are commonly seen by elementary teachers as the true keys to "kindergarten readiness." These forms of maturity, such as curiosity, a love of learning and discovery, the ability to follow simple instructions, personal initiative, and development of a sense of self have commonly been nourished through play. Equally important are the experiences that can be fostered through shared play: taking turns, learning to respect others' opinions, making up rules, working together toward a shared goal, sharing discoveries, and practicing "negotiation skills"—or learning to disagree in a civil and productive way. Collectively, learning these skills nurtures self-regulation, which is a vital prerequisite for future success whether in a classroom or a workplace.

Children can acquire these social and emotional abilities in many settings, but few provide as much stimulation and ever-changing diversity as nature does. While forest kindergartens typically nurture the full range of these experiences throughout their "outdoors all the time" approach, many nature preschools use two complementary strategies to achieve the same goal. One of these is whole-class "hikes," daily group explorations into wild spaces. These hikes foster interactions between the children, with everyone traveling and exploring together even while teachers provide ample opportunity for individual discoveries. The second strategy is daily time in a created and confined natural play space, where each child is free to choose who they want to play with (if anyone), what activities they want to do, and how long they want to stay at any one task or game. These two nature play strategies stress different developmental areas, but combine to provide outstanding holistic growth and school readiness.

引用: Finch, K (2016), CHAPTER 7, The Risks and Benefits of Nature Play. In Sobel, D., Bailie, P., Finch, K., Kenny, E. & Stires, A. (Eds), Nature Preschools and Forest Kindergartens: The Handbook for Outdoor Learning (English Edition), Redleaf Press, MN