

令和2年度特別経費事項一覧

List of Projects under Separate Headings (2020)

令和2年度運営費交付金（機能強化促進分）取組一覧

List of Measures for the Utilization of Official Subsidy (for the Promotion of Functional Strength) (2020)

取組名 Program title	取組の概要 Outline
「主体的・協働的な学び」を実践できる教員の養成 －アクティブ・ラーニングを導入した新たな学習指導方法等の開発－ Educating teachers to acquire skill in practicing 'Active and Cooperative Learning': Development of new teaching methods using Active-Learning	主体的に考え表現する「学習者中心の双方向的な学習」の授業形態（アクティブ・ラーニング）を導入した授業の実施が重要であり、初等・中等・大学教育において「知の活用」「確かな学力」をもった教員育成を図るためにアクティブ・ラーニングを導入した新たな学習指導方法を開発し、「主体的・協働的な学び」を学校現場で実践できる教員を養成するとともに、現職教員に向けた研修を実施する。 It is important to practice learner-oriented and reciprocal learning in classes, viz. 'Active Learning.' In order to advance 'Active and Cooperative Learning' in school, AUE will develop new learner guiding methods to provide both prospective and in-service teachers with skills of activating learners' knowledge and of cultivating positive academic abilities, from elementary and middle through university levels.
学部と大学院をシームレスに接続した高度教員養成プログラムの開発、実施、充実 －6年一貫教員養成高度化コースの設置－ Establishment, Implementation and Enhancement of Six-year Advanced Teacher Training Program, which seamlessly connects graduate school to undergraduate courses	高い教科専門性のみではなく、生徒が直面する多様な現代的教育課題を総合的に把握し、的確に対応できる高度な実践的指導力を有する人材を養成することを目的とし、学部と大学院の6年間をシームレスに接続した6年一貫教員養成高度化コース（アドバンスト・サイエンスコース）を学校現場、入学希望者等のニーズの調査結果を踏まえ、その設置に向けた教育カリキュラムの開発及び組織的運営体制について検討を行う。 We are establishing a BE/ME joint degree program (Advanced Science Course) which aims to educate teachers who are highly specialized in subjects as well as equipped with advanced practical skills in coping with various present-day issues in education. After conducting a survey of the needs of schools and prospective students, we will start working on its curriculum and functional management structure.
次世代型教育を担う高度な人材の養成を指向した入試改革 Entrance examination reform aimed at training highly qualified personnel who will be educators of the next generation	高大接続改革を踏まえ、第3期中期目標・中期計画及びアドミッション・ポリシーに基づき、現行の入試制度の検証を行い、教職及び教育支援専門職を志す者の能力、意欲、適性を多面的・総合的に評価する教員養成大学ならではの新しい入学者選抜方法を構築する。 In connection with the high school-university linking reform, this project aims to create new student selection measures appropriate for a teacher training university. By reviewing the present entrance examination system in accordance with AUE's third-period aims and objectives and admission policy, it will design new student admission measures, including assessment of each applicant's scholastic ability, eagerness and aptitude for teaching or education supporting profession.
現代的教育課題対応科目開講による高度な教員養成 Advanced Teacher Training, by the addition of courses addressing present-day issues in education	教師教養科目・現代的教育課題対応科目を学部学生全員に必修授業として開講する。アンケート調査を実施し、検証、分析した結果を活かすことにより、教育効果の向上を図り、高度な教員を養成する。 With a view to train highly qualified teachers, we require all students to take a liberal art course for teachers and a course in present-day issues in school education. By conducting a survey by questionnaire, we verify its effects and make necessary improvements.
実践力育成科目開講による高度な教員養成 Training higher quality teachers by providing courses focused on practical teaching power development	教師教養科目・実践力育成科目を学部学生全員に必修授業として開講する。アンケート調査を実施し、検証、分析した結果を活かすことにより、教育効果の向上を図り、高度な教員を養成する。 With a view to train highly qualified teachers, a liberal art course for teachers and a course to develop practical teaching skills are made obligatory for all students. We will later conduct a survey by questionnaire, verify its effects and make changes for improvements.
グローバル人材養成プログラムの実施、充実 Implementation and improvement of the programs focused on human resource development in the globalized environment	令和2年度からの小学校英語科目の開始、外国語活動の低学年化に伴い、一定以上の英語力と国際的な視野と経験を持つ小学校教員の輩出は、とりわけ学校数の多い愛知県では喫緊の課題である。 また、ものづくりが盛んで、多くの外国人労働者が集まる中部地方においては、外国人児童生徒への教育を円滑に進めるため、グローバルな視野を持ち、グローバル社会で活躍できる教員を養成することも大きな課題である。 以上の地域固有の教育課題への支援策として、前年度までに開発を進めた養成プログラムを実施しつつ、そのさらなる充実策や課題を検討する。 English became an elementary school subject in 2020. Aichi Prefecture, with its many schools, needs a large number of teachers with sufficient English proficiency, a globalized viewpoint and international experiences. Moreover, Central Japan with its thriving manufacturing industries attracts many workers from overseas, who find jobs in the region. There is a great need of teachers with cosmopolitan outlook in order to facilitate education of non-Japanese children growing up in Aichi, as well as teachers who are ready to play active roles in the international society. To cope with this regions-specific situation, we will reinforce the programs we have developed thus far, examining their effects and continue working for their enrichment.
大学連携によるアジアを中心とする海外の教育人材育成支援の実施、充実 －カンボジアの学校教育指導者の養成及び健康教育等への支援－ Implementation and enrichment of support programs for overseas human resource development in education, as part of the academic partnership projects centering on Asia: Programs for leader training in education, support programs in health education, etc. in Cambodia	日本のものづくりの拠点であり、国際的な産業の集積地である中部地方において、大学連携による国際化の加速度推進を梃子として、本学及び名古屋大学、三重大学、岐阜大学が、それぞれの大学の特色並びに強みを活かしつつ、協働・連携することを軸に、JICA等の国際協力機関や組織とも連携し、カンボジアをはじめとするアジアの学校教育指導者の養成及び健康教育等の普及によりアジアの教育人材育成を支援する。 Central Japan is a hub of manufacturing companies and the focal point for industries of international fame. As part of our effort to accelerate internationalization, we have formed a consortium with Nagoya University, Mie University and Gifu University for utilizing each one's forte in assisting JICA and other international cooperation agencies. AUE will continue to help develop human resources in Cambodia and other Asian countries by training prospective leaders in the field of education, promoting and spreading health education, etc.
日本語指導プログラムの策定・実施、充実 －外国人児童生徒学習支援プロジェクト－ Development, reinforcement and enrichment of programs for teaching the Japanese language to non-Japanese children: Project for supporting foreign students' schoolwork	本学が立地する愛知県及び東海地方は、日本語学習の支援を必要とする外国人児童生徒及び労働者が多い地域であるため、地方公共団体等と連携して、ボランティア活動に参加する人の指導技術向上のプログラム等を策定し、日本語教育の支援活動を普及させる。そのための調査活動、学生向けの啓発活動、教材作成などを行う。 AUE is situated in Aichi Prefecture, Tokai Region, where a large number of workers from overseas come and work. Their children, lacking sufficient knowledge of the Japanese language, have difficulty in keeping up with schoolworks. In cooperation with regional public bodies, AUE will conduct researches, inspire students and compile teaching materials, for the purposes of improving volunteer-teachers' skills and of spreading Japanese teaching activities.

地域における科学・ものづくり教育の実施、充実 －理科離れ克服の科学・ものづくり教育の推進プロジェクト－ Implementation and enrichment of science and manufacturing education in the region: A project for turning students' dislike of science into successful science and manufacturing education	ものづくりが盛んな地域の教員養成大学という特性を生かし、「訪問科学実験」等の実施を通して、文系系を問わず、科学・ものづくり教育に関して、十分な知識と高い指導力を有する教員を養成し、教育現場における科学・ものづくり教育の向上と活性化を図る。さらに、全国の教員養成系大学・学部とのネットワーク化等により、理科実験・ものづくりのできる教員の養成と育成、現職教員を支援する活動を展開する。 Utilizing its forte as a teacher training university situated in a thriving manufacturing region, AUE will help improve and activate science and manufacturing education in schools, by training its students, irrespective of their majors, to acquire ample knowledge and good leadership skills in science and manufacturing education. At the same time, we will promote and expand science and manufacturing education through the network of universities (and faculties) of education all over Japan, and will play an active role in teacher education and in-service training.
現職教員研修プログラムの実施、充実 Implementation and enrichment of in-service training programs for teachers	『学び続ける教員像』の実施・充実のために、これまで愛知県教育委員会と名古屋市教育委員会と連携して構築した「中堅教員・管理職研修」、及び「教育委員研修」等のプログラムの更なる充実を図り、その効果を実証する。次に、本学関係の各種の教員研修（初任者・若手、及び特定課題研修等）を再整理し、「教員の育成指標」との対応を図り、教職大学院におけるラーニング・ポイント制の設置を目指す。また、「広域拠点型教育大学」として中部・東海地方の教育委員会、及び大学との連絡会議の設置を検討し、プログラムの充実・拡大を図ることとする。 For implementing and advancing the 'Image of Teachers who Keep on Learning Throughout their Lifetimes,' AUE has been in collaboration with Aichi Prefectural Board of Education and Nagoya City Board of Education in establishing teachers' mid-career training as well as in-service training of school administrators and members of the board of education. We make further efforts to enhance and corroborate those programs. Secondly, we plan to review various training programs ('new teacher'/'young teacher'/'specific topic') conducted on campus, in light of the guidelines on teacher education, and establish a learning point system in Graduate School of Practitioners in Education. Additionally, for the enrichment and expansion of the programs, we will try to establish a liaison council with boards of education in the Tokai District and Central Japan and other universities, acting as a hub university of education in the region.
「チーム学校」に必要な学校教職員の質向上を行うための組織強化 Strengthening the idea of the Solidarity of a "Team School" where there is Qualitative Improvement of essential School Personnel	愛知県教育委員会等と連携して「学び続ける教員像」の確立に向け、新たな研修体制の構築及び研修プログラムの開発・実施を行う。さらに、教員と連携・協働してチーム学校を支える専門スタッフを養成する「教育支援専門職養成課程」の設置等の学部改革、大学院改革を推進するために教職キャリアセンターを強化充実させる。 With the aim of establishing the 'Image of Teachers who Keep on Learning Throughout their Lifetimes,' AUE will develop and implement a new in-service training system, in collaboration with Aichi Prefectural Board of Education and other boards of education. The role of Teaching Career Center will be strengthened to propel AUE's educational reform, both at the undergraduate and postgraduate level, including the establishment of 'Training Programs for Educational Support Professionals' in response to the needs for qualified human resource to work with teachers in solidifying 'Team School.'

外部資金等受入状況

Grants from Outside the University

区分 Classification	H27 2015		H28 2016		H29 2017		H30 2018		R1 2019	
	件数 Number of Acceptance	金額 Amount of Money	件数 Number of Acceptance	金額 Amount of Money	件数 Number of Acceptance	金額 Amount of Money	件数 Number of Acceptance	金額 Amount of Money	件数 Number of Acceptance	金額 Amount of Money
計 Total	78	123,530	71	96,616	65	91,564	61	92,625	61	94,289
民間等との共同研究 Joint Research	1	1,350	1	3,240	1	1,500	1	1,500	2	1,650
受託研究 Commissioned Research	4	2,316	6	1,462	4	877	3	955	3	785
奨学寄附金 Scholarships	55	87,858	44	66,877	37	69,731	39	66,069	45	78,685
受託事業 Commissioned Projects	18	32,006	20	25,037	23	19,456	18	24,101	11	13,169

(単位：千円)
(unit: ¥1,000)

注：奨学寄附金は受入決定日を基準とする。
Note: Scholarship donations are based on the date of acceptance.

科学研究費助成事業

Grants-in-Aid for Scientific Research

区分 Classification	応募件数 ^{※1} (継続含む) Number of Applications (including continuing application) (件数)	採択件数 ^{※2} (継続含む) Number Accepted (including continued acceptance) (件数)	内定額 ^{※2} (うち間接経費) ^{※3} (千円) (1,000yen)	内訳 Breakdown (件数)						
				新学術領域研究 Grant-in-Aid for Scientific Research on Innovative Areas	基盤研究 Grant-in-Aid for Scientific Research		挑戦的研究(萌芽) Grant-in-Aid for Challenging Research (Exploratory)	若手研究 Grant-in-Aid for Young/Early-Career Scientists	研究活動スタート支援 Grant-in-Aid for Research Activity Start-up	研究成果公開促進費 Grant-in-Aid for Publication of Scientific Research Results
H27 2015	153	76	94,030 (21,330)		3	52		3	16	1
H28 2016	181	90	113,620 (25,920)		2	62		3	21	1
H29 2017	164	94	118,560 (27,360)		2	68		2	22	
H30 2018	143	87	87,100 (20,100)	1	1	70			15	
R1 2019	142	78	85,970 (19,620)	1	1	58			13	3

※1：奨励研究・特別研究員奨励費は含まない。
Note 1: Grant-in-Aid for Encouragement of Scientists and Grant-in-Aid for JSPS Research Fellow are excluded.
※2：数字は各年度の確定値。
Note 2: The numbers indicates final outcome for each year.