

Digital textbooks developed by Osaka Jogakuin University's faculty

Each student has her own iPad for their ubiquitous study in our "smart campus."

In **2004** iPods were introduced to our English education. Osaka Jogakuin University was the first institution in the world to use iPods in education. It attracted the attention of the educational community in Japan.

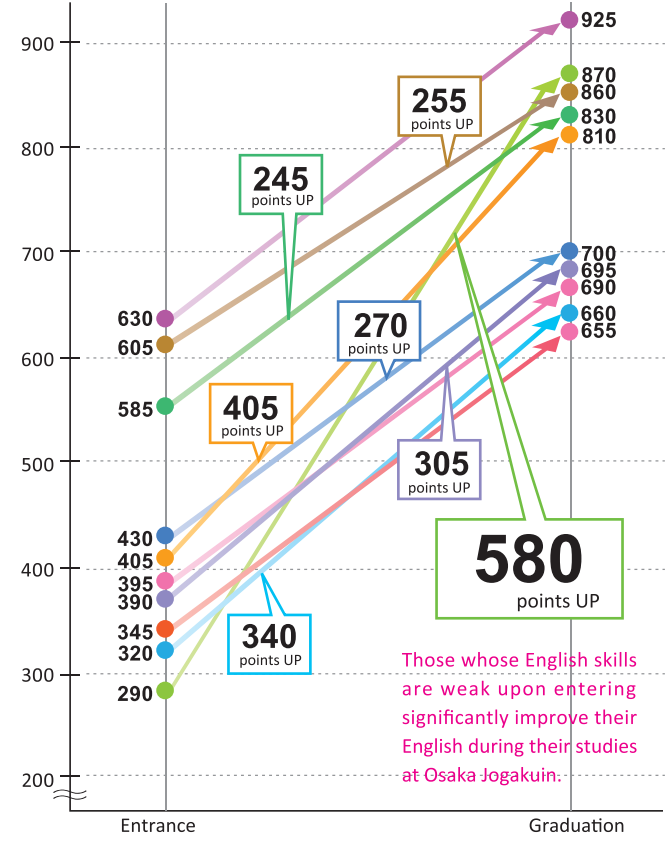
In **2012** we started our iPad One to One program. The smart campus and school-wide Wi-Fi creates a ubiquitous learning community.



Improvement of their TOEIC scores

From Entrance to Graduation (Class of 2014)

On average students improve their TOEIC scores by 200 points.



Those whose English skills are weak upon entering significantly improve their English during their studies at Osaka Jogakuin.

Graduate School of International Collaboration and Coexistence in the 21st Century

Master's & Doctoral Courses of Peace and Human Rights Studies

The Graduate School's curriculum focuses on international relations, employing perspectives from research on issues including security, peace building, and international human rights policy. These perspectives also inform an area-specific research agenda that takes Asia as its principal subject. Our programs cultivate research abilities founded on the integration of both fundamental and specialized approaches to the universal challenge of creating new paradigms for international and social relations. At the same time, students acquire the capacity to identify the background to the specific problems they address, and are prepared for highly specialized professional roles to convert their insights to action. The practice-oriented curriculum of the Graduate School is attuned to the needs of international organizations and NGOs operating across borders. English is the medium of instruction in all programs and classes as it is essential for participation in international organizations. This use of English as they study key concepts in international relations, combined with an emphasis on overseas internships and fieldwork, helps prepare graduates for their future goals.



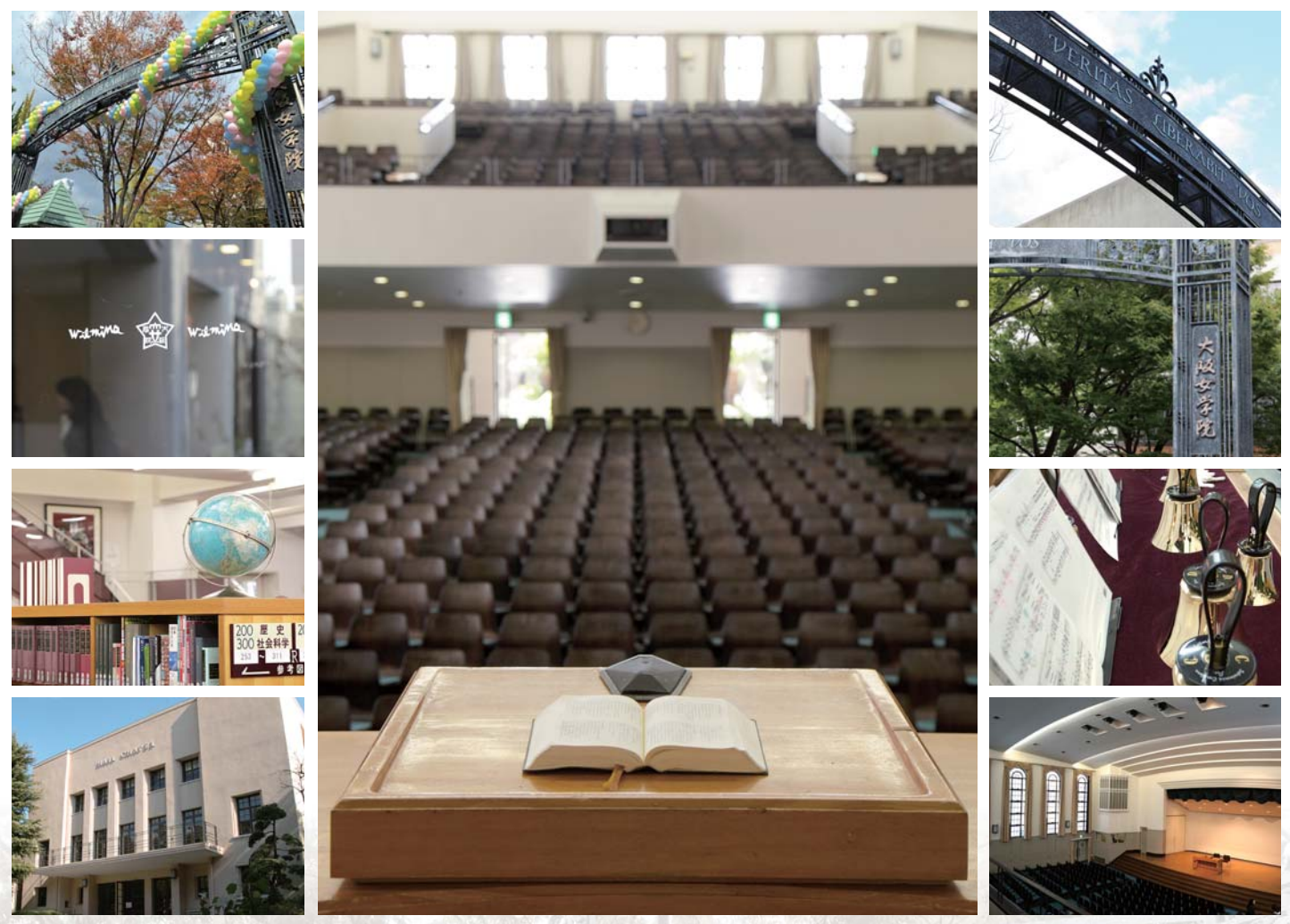
<p>All programs instructed in English</p> <p>Scholarships available for international students</p>	<p>Practical and specialized studies in peace & human rights</p> <p>Very small class size and individualized instruction</p>
<p>Scholarships for research overseas</p> <p>Scholarships to support graduate students</p>	<p>Part-time studies available</p> <p>Programs available for adult students with jobs</p>

Osaka Jogakuin University

Department of International & English Interdisciplinary Studies

Graduate School of International Collaboration and Coexistence in the 21st Century

Master's & Doctoral Courses of Peace and Human Rights Studies



The university where "My Story" begins

Producing women with free and rich communication skills who actively contribute to society

Rev. A.D. Hail, a Presbyterian missionary, who was later joined by his brother, Rev. J.B. Hail, founded Wilmina Girls School in 1884 (which later became Osaka Jogakuin). Osaka Jogakuin was founded with the goal of educating young women "who respect the worth of each individual, love peace, take pride in their work, and who have the insight to see beyond daily business and ascertain what is truly important." In that same spirit the university states its educational mission as "educating persons who quest for truth, have respect for themselves and others, and who, with clear knowledge and rich sensitivity, develop the power of discernment whereby they can participate in society." Our educational mission is based on Christianity, human rights, and English education.



starting from knowing "who I am"



Establishment of Self Identity

We believe that the beginning of learning, including learning English, should start from knowing "who I am" and establishing oneself. Learning language requires interacting with others, as well as participating in society and the world. Each student must complete an interdisciplinary course called **Self-awareness I**, which includes the four areas of philosophy, education, psychology, and sociology. Students work on establishing themselves not only in lectures but also workshops.

Leadership Training & Big Sisters

We offer a unique program of **Leadership Training** developed for students. The purpose of the training is to help students learn how they interact with others and how humans can support one another. After the training, students become **Big Sisters** who provide support to first-year students. Through the program of Leadership Training, students come to understand the real meaning of support and assistance then use these skills to help new students adjust to their life at Osaka Jogakuin.

Department of International & English Interdisciplinary Studies

"Raising women to contribute to society," the educational goal of Osaka Jogakuin University, is promoted through "English + education" and "English + professional" studies. To promote the growth of each student, OJU introduced a new curriculum in 2016 which supports development of English proficiency and challenges them to meet their goals.

International & English Interdisciplinary Studies Major		Women's Global Leadership Major (Study Abroad WGL Major) TOEIC score of 500+ required at the time of entrance		Teacher Training Course: Teacher Certification as a Junior & Senior High school English Teacher
Specialized areas of study	Communication Language Translation Interpretation Media Semester Abroad, 3rd or 4th year (semester study abroad) TOEIC score of 640+ required	International Collaboration Multicultural Society Human Rights Peace Co-existence Development	Business Management Marketing	
	English Fundamentals Course			
Liberal Arts Education (Human Rights • Physical Education • Humanities • Religion • Research • Second foreign language [Chinese • Korean • German • French • Spanish • Japanese (as a second language)])		English Fundamentals Course + WGL Seminar (1 ~ 4) TOEIC score of 640+ required		

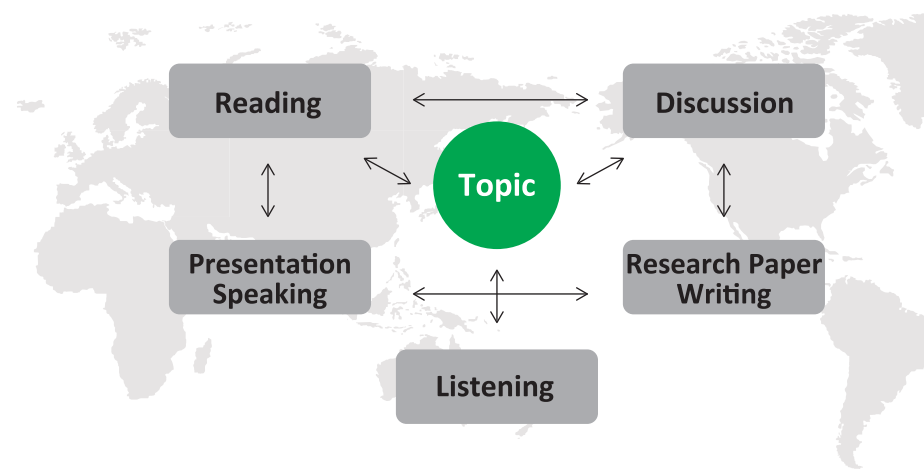
It is possible to study either Korean or Chinese for 2 years followed by studying of the other language for 2 years.

The special features of our English Education

- Development of well-balanced language communication skills
- Integrated, content-based teaching approach
- Team teaching
- Expansion of writing skills for various rhetorical patterns
- Use of original textbooks
- Common content in textbooks for different English levels



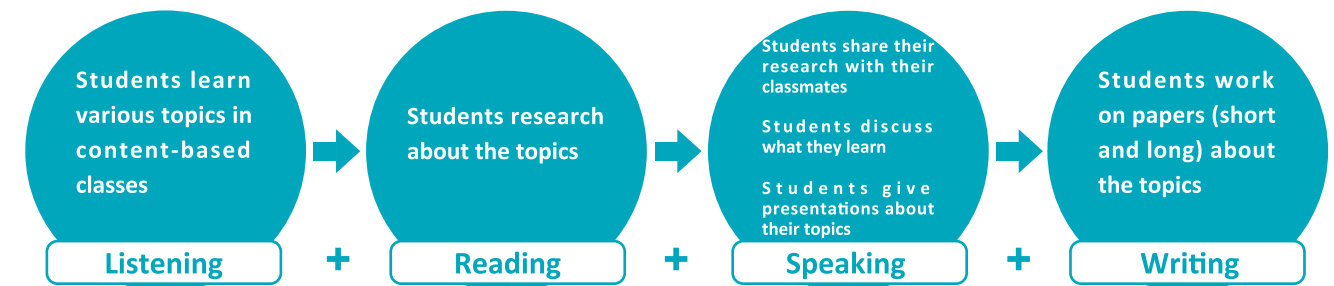
Educational methods in our English education



English study in the first two years is content-based. It integrates acquisition of basic English language skills with issues that modern society faces including Peace, Values and Ethics in Society, Human Rights, and Sustainable Futures. Students read, listen, discuss, and write essays on subjects related to these topics: first in introductory courses, then in deeper, more concentrated classes.

Small size classes for active learning

Students develop their English skills working on projects including research, discussion, and presentations.



Integrated learning cycle for developing language skills

Osaka Jogakuin School History

Philosophy & Christian Foundations

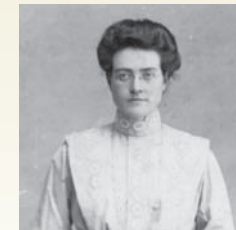


Rev. J.B. Hail, Rev. A.D. Hail

In the late 1800s the Meiji government was very committed to public education. However, they felt that teachers should only teach about technology and factual information, but not about religion, philosophy, or ethics. The Hails felt that Christianity is very important since God is the creator of all things, and though he is invisible he is our guardian. They believed that people should be

equals and should respect each other's humanity. They also felt the teaching of peace was important. Since the government did not allow this kind of teaching in public schools, they felt it was important to create a school where these principles could be studied. So, they built a mission school.

Our education philosophy is still true to our founding principles



A.E. Morgan

A.E. Morgan served as the president of Wilmina Girls School for a total of 18 years beginning in 1893. She felt the goal of mission schools was not only general education but also Christian education because this kind of education was not taught in public schools. At Wilmina Girls School there were teachers who could give students useful training in a Christian atmosphere. The school's goal was for students to realize their duty to work, to be proud of their work, and to have the power to see beyond daily life.



Wilmina Girls School