

日本人のグローバル・コンピテンス3C要素 育成へ向けた課題： 六ヶ国大学間連携 プロジェクトにおける批判的思考力、創造力と 協働作業力

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アウトライン

- ▶ 目的・背景
- ▶ 実践研究の場：六ヶ国大学間連携プロジェクトについて
- ▶ コンピテンス・ベースの教育
- ▶ グローバル・コンピテンスと、その3ないし4C要素について
- ▶ プロジェクトにおける3ないし4C要素の状況
- ▶ 結語：今後の研究課題

目的・背景

- ▶ 英語コミュニケーション力の包括課題である**グローバル・コンピテンス**
- ▶ その3C要素
 - ▶ **“Collaboration”（国際協働作業力） / “Communication”（意思伝達力）**
 - ▶ **“Critical Thinking”（批判的思考力）**
 - ▶ **“Creativity”（創造力）**
- ▶ 国際プロジェクト実践から見えてきた育成の必要性

6ヶ国大学間連携プロジェクト：IPC

- ▶ International Project **IPC** (Internet Project Competence)
国際プロジェクト IPC (インターネット & プロジェクト コンピテンス)
- ▶ コンピテンス・ベース (資質・能力育成) の教育として
- ▶ 情報テクノロジーを駆使して**協働**で知識**創造**実践を展開し、プロジェクトを遂行する**能力**を
- ▶ ドイツ、ブルガリア、日本、スペイン、ポーランド、米国から
- ▶ 大学生、教員 約100名
- ▶ 2010年 (2004年) ~ 毎年後期 約4ヶ月間

コンピテンンス・ベースの学力観、授業観 への転換

- ▶ フィンランド
- ▶ EU諸国、米国
- ▶ 日本： 2014年『新しい学びの潮流』シリーズ全5巻、奈須正裕編

グローバル・コンピテンンス

- ▶ “As educators prepare students for this **new global society**, teaching the core content subjects—math, social studies, the arts—must be enhanced by incorporating **critical thinking, collaboration/communication, and creativity**. . . .” by John C. Stocks (NEA)



The Importance of Teaching the 4 Cs

“I’m calling on our nation’s governors and state education chiefs to develop standards and assessments that don’t simply measure whether students can fill in a bubble on a test, but whether they possess **21st century skills** like **problem-solving and critical thinking and entrepreneurship and creativity.**”

by President, Barack Obama



プロジェクトにおける 3C 要素

- ▶ Collaboration/Communication
 - ▶ 研究課題名「国際**協働作業力**に係わる大学生の英語力の内外要因とその発達過程に関する実証的研究」
- ▶ Creativity
- ▶ Critical Thinking

- ▶ **協働で創造実践**を展開するプロジェクト遂行過程で必要とされる**批判的思考**

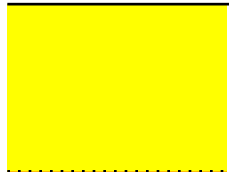
前年度のIPCでの参加学生の活動状況分析： Collaboration を焦点に

- ▶ データ：滞りなく進行した国籍混成 8 グループの Group Forum Discussion
- ▶ 方法：コーパス分析
 - ▶ 国別プロフィール： Quantitative Analysis with WordSmith 5.0 by Mike Scott
 - ▶ 国別Keyword List: Qualitative Analysis with AntConc 3.4.2w by Laurence Anthony
- ▶ 方法：検索機能をマニュアルで
 - ▶ 国別・グループ別 協調・合意形成語 agree 使用割合： 検索機能を用いてマニュアル s

| Text file | Overall | Bulgaria | Germany | Japan | Poland | Spain | USA |
|----------------------------------|---------|----------|---------|--------|--------|--------|--------|
| file size | 274,463 | 38,018 | 107,515 | 23,786 | 1,478 | 35,697 | 67,969 |
| tokens (running words) in text | 48,990 | 6,915 | 19,345 | 4,128 | 248 | 6,547 | 11,807 |
| tokens used for word list | 47,896 | 6,763 | 18,981 | 4,011 | 240 | 6,421 | 11,480 |
| sum of entries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| types (distinct words) | 3,304 | 1,006 | 1,753 | 825 | 84 | 1,023 | 1,665 |
| type/token ratio (TTR) | 6.9 | 14.88 | 9.24 | 20.57 | 35 | 15.93 | 14.5 |
| standardised TTR | 33.07 | 31.68 | 32.21 | 34.5 | | 33.63 | 34.47 |
| standardised TTR std.dev. | 65.05 | 57.8 | 62.69 | 51.45 | | 55.14 | 58.57 |
| standardised TTR basis | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| mean word length (in characters) | 4.31 | 4.26 | 4.3 | 4.4 | 4.63 | 4.2 | 4.37 |
| word length std.dev. | 2.42 | 2.38 | 2.37 | 2.44 | 2.86 | 2.32 | 2.54 |
| sentences | 51,478 | 486 | 1,258 | 372 | 24 | 463 | 1,003 |
| mean (in words) | 13.97 | 13.92 | 15.09 | 10.78 | 10 | 13.87 | 11.45 |
| std.dev. | 3.18 | 11.81 | 13.24 | 9.7 | 5.36 | 13.24 | 10.09 |
| no. of students | 66 | 8 | 13 | 11 | 5 | 14 | 15 |
| token/student ratio | 272.27 | 864.38 | 1488.08 | 375.27 | 49.6 | 467.64 | 787.13 |

| Rank | Bulgaria | Germany | Japan | Poland | Spain | USA |
|------|---------------|------------|---------------|-----------------|------------|-------------|
| 1 | from | anna | teaching | questionnaire | spain | rules |
| 2 | presentation | greetings | japanese | audience | granada | class |
| 3 | ve | we | thank | century | lve | classroom |
| 4 | denica | sophia | kaori | embrace | greeting | everyone |
| 5 | research | maybe | hi | extracurricular | pass | grade |
| 6 | results | ipc | draft | gathered | draws | student |
| 7 | bulgaria | everybody | q | relate | think | does |
| 8 | dear | lt | however | target | yolanda | follow |
| 9 | bulgarian | our | japan | childhood | is | happens |
| 10 | make | story | group | documents | gymkhana | your |
| 11 | oppinion | gdo | m | holiday | ls | these |
| 12 | questionnaire | german | sorry | hi | first | savannah |
| 13 | katrin | com | questionsin | appear | rules | states |
| 14 | put | networks | contents | attached | in | assignments |
| 15 | educational | researches | elementary | available | gadgets | united |
| 16 | one | mixxt | yuki | recess | spend | dr |
| 17 | publish | it | ask | compare | convivence | internet |
| 18 | summarize | folder | questionnaire | download | eassier | how |
| 19 | m | drawing | chika | times | image | following |
| 20 | luck | http | margarethe | favorite | imageshack | powerpoint |

Category Legend



Addressing/greeting words



Inclusive 'we'



Epistemic expressions

Category Legend



IPC-specific terms



Project-specific words



Method-specific words



Topic-related words

| | Bulgaria | | Germany | | Japan | | Poland | | Spain | | USA | |
|---------|-----------------|---------|----------------|---------|--------------|---------|---------------|---------|--------------|---------|-------------|---------|
| | agree(%) | msge(%) | agree(%) | msge(%) | agree(%) | msge(%) | agree(%) | msge(%) | agree(%) | msge(%) | agree(%) | msge(%) |
| Group 1 | | | 75.0 > 63.0 | | 12.5 > 6.3 | | 12.5 > 11.3 | | | | | |
| Group 3 | 11.1 < 24.4 | | 61.1 > 54.9 | | 11.1 > 2.4 | | | | 16.7 < 18.3 | | | |
| Group 4 | 27.3 < 30.1 | | 27.3 < 54.8 | | 9.1 > 2.7 | | | | | | 36.4 > 12.3 | |
| Group 5 | | | | | 11.1 < 17.4 | | | | 44.4 > 10.1 | | 44.4 < 72.5 | |
| Group 6 | 33.3 > 20.0 | | | | 33.3 > 8.0 | | | | | | 33.3 < 56.0 | |
| Group 7 | 50.0 > 5.6 | | | | 25.0 > 13.9 | | | | 25.0 < 47.2 | | | |
| Group 8 | | | 33.3 < 88.2 | | 66.6 > 11.8 | | | | | | | |
| Group 9 | 37.5 > 27.8 | | 37.5 > 27.8 | | 12.5 > 2.8 | | | | 12.5 < 41.7 | | | |

分析の結果見えたこと：日本人大学生

- ▶ コミュニケーション： 量的に、圧倒的に少ない。
- ▶ 協働作業： それなりに役割を果たしている、果たそうとしている。
- ▶ 協働作業のあり方： リーダーシップを発揮する他国の意見を支持・追随傾向
創造性は見えない

「その原因は何か？」

本プロジェクトにおいて学生との関わりから 見えてきたこと

- ▶ 教師側が指示をすると、それに対しては素直に受けて活動する。
- ▶ 物事の全体を見通して、グループのメンバーの言っていることの筋道を考えて、批判的に検討するところまではいかない。書かれたものを鵜呑みにしてしまう。
- ▶ 「自分ならどうするか」「代替案は何が適切か」「今、最も大切なことはなにか」という視点が、**ネット上での英語での討論**や、**協働**で欠けているのではないか。

ディスカッションが活発化したグループと 不活発だったグループ：2014年度

▶ Group 9

▶ Members: 20

▶ Group Forum :

▶ Topic on “How children experience homework”: 64 postings; 357 visits

▶ Topic on “Qualitative research and methods with children”: 295; 1140

Total: 359 postings; 1497 visits

▶ Group 8

▶ Members: 15

▶ Group Forum:

▶ Topic on “The search for a topic”: 123 postings; 657

ディスカッションが活発だったグループ での日本人の発言（例示）

International Project (IPC)

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Forums

Wiki

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Admin



▶ Group 9

20

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Group 9 - Forums

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> Group 9 - Forums

New topic

Search

Topics (2)

Qualitative research and methods with children
by Maria Zeller
1 2

Reply

Visits

Latest post

294

1140

Sarah Greitl
on 15/01/2015
How children experience homework

by Kim Weiler

63

353

Kim Weiler
on 16/11/2014

New topic

Statistics: 2 Topics | 359 Posts

About you

Hi Chizuko, you are administrator of this network!

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[Premium plans sold out! mixxt Small Communities is going to be discontinued at the end of 2015! Please check out tixxt.com!](#)

▶ My groups

Network details

Search for:

Amanda Gendusa

written on 21/11/2014



By doing our research are we referring to having the students write their letters??

Send message

41 Posts

Asuka Oue

written on 21/11/2014



I can find text that an Indian boy! So, I'll write concerning about text and translate it. Excuse me. I ask Prof.Suzuki about searching for student. I have a question. How many students will you need to search? Best regard, Asuka

Send message

31 Posts

Asuka Oue

written on 21/11/2014



Hello, I read the text about an Indian boy. Thank you for writing to Kim. The story is good but I think Bharat should not be an Indian boy. Although India is a developing country all right, it may be prejudice. Especially, students in Nagasaki where is my hometown learn about peace, prejudice, discrimination and bullying. Moreover, there are many foreigners and half Japanese and half other foreigners in Nagasaki. Therefore, I think Bharat should be a child in an imaginary country even only country name. For example, I think the name is Asante. That's mean thank you in Swahili. Maybe, the member of group9 don't speak in Swahili. What do you think? The name is everything OK if it is faceless country. That's all my opinion about an Indian boy. I'll translate to Japanese later. Where will I write it, this forum or wiki? Thank you for reading. Best wishes, Asuka.

Send message

31 Posts

Maria Zeller

written on 21/11/2014



@ Asuka: It would be great if you can find about 20 students like in one class. In Germany there are about 20 students in one class. How many students do you usually have in one class in Japan? So, I think it's fine if you can find as much


 Send message

31 Posts

If it's possible, I search 6th grades of 8 students in elementary school.

However, I have a problem that is there are **only 8 girls**. So, if you want boys' students data, I need to look for other school or change other grade in same elementary school.

Moreover, at the present time, I'll search for 6th grade of students. If you'll search for the schoolchildren in the lower grade (1st grade or 2nd grade), I should be the same grade.

After that, I think we should change an Indian boy into other fantasy country.

I have two reasons.


First, many foreigners live in Nagasaki. When I go to a convenience store, the shop assistants are Chinese or Philippine probably. So, we have a chance that we see many foreigner. Children may misunderstand about many foreigner cannot study.

Second, the reason is important. Last year, it happened the problem of bullying in elementary school in Nagasaki. The girl bullied had committed suicide in her house. Although the board of education didn't announced to her information, I heard from Prof.Suzuki that the girl was a half Japanese and a half Philippine.

Therefore, I think we should not be a real country carelessly.

Asuka

Maria Zeller

 written on 22/11/2014


 Send message

59 Posts

Hey everyone,

in my opinion we should also use a real nationality for the boy because I agree with Sarah. For example in our class (they are 9 years old) the children won't probably work seriously on that topic if they know that there letters will just be read by their teachers. But I understand Asuka's point and I would suggest that you change the nationality in your research. What do the other's think about it? I



 Send message
31 Posts

Since I was too worried, I asked Prof.Suzuki about this topic this morning.

She said "If you search for 6th grade, they may know about Indian case. However, she'll ask other Professor who studies about Indian to make sure tomorrow."

Therefore, I'm waiting for her information but maybe she allow me to be India if it's the case, I can select India.

However, we should know about Indian education system. For example, Indian children' the school attendance rate and that is the reason why children cannot go to school.

By the way, I translated the text yesterday but she told me "he is the most **scared** of doing homework's translation of mine is a strong expression."

So, I want to change scared's meaning into worried's meaning.

Also, I want to remove subject from my translation because Japanese grammer almost doesn't have subject. Can I do this?

Best wishes,

Asuka

Maria Zeller

 written on 23/11/2014



Hi everyone,

I think Asuka mentioned an important point. We should tell the students something about the education system in India before they get their task. Because this could

ディスカッションが不活発だった グループでの日本人の発言（例示）

Send message
21 Posts

Thank you and please come back to me if you still have questions. I will be ok with the late finalization of the task.

Saki Egawa

written on 04/11/2014



I uploaded about Japanese homework on our group 8 file so please check it!!

Send message
10 Posts

Saki Egawa

written on 04/11/2014



Hello.

I'm Saki from Japan.

I'll upload information about homework in my country soon.

Send message
10 Posts

Please check it out.

Saki

Heiko Geschwendt

written on 02/11/2014



Hey ho,

I've uploaded an updated file with the wiki-stuff. Only thing missing would be a summary/ comparison between the countries. I think the findings are quite similar, what do you think? Please check and add a summary sentence. I have to go to bed now.

Send message
17 Posts

Best, HG

Saki Egawa

written on 23/11/2014

[Send message](#)
10 Posts

I'm so sorry that I didn't participate this activity so much. Actually I've been busy this month but I'll make time more.

Agata, I'm sorry for the late reply. That's right. As you said, these numbers show the time children spend IN HOURS. And also I agree with your ideas. I'll take part in the investigation as well!!

I read our research questions that you guys suggested and I think these are really

Then I'd like to add two questions that,
-Do you receive homework on long holiday?

-Do you think you need homework on long holiday? Why/Why not?

I'm just interesting in homework on long holiday because I heard that in some countries children don't receive homework these days. What do you think?

It's just my personal opinion so if you feel we don't need these it's OK!

Saki

Fatma Halim

written on 23/11/2014

[Send message](#)
17 Posts

Hi !

Agata, I suggested to remove that part because when I read it at first I found it a little harsh. But it's ok. About the picture we can tell them that the mysterious man is curious how homework looks like nowadays and it will be fun to see what they will draw, what kind of drawings they will associate with homework. I came up with one more question that we can ask *Do you think that homework helps you?* So, I think that we need to agree on the age of the children who we are going to interview.



Send message
10 Posts

This is the link of the final presentation 😊

[IPC_final_presentation_v6_corrected.ppt](#)

Saki Egawa

written on 13/01/2015



Send message
10 Posts

OK. I've just added my result to Agata's one.
The newest presentation is "IPC_final_presentation_v6 corrected.ppt".
Please have a look.
Saki

Agata Góna

written on 13/01/2015



Send message
23 Posts

Guys, I've uploaded teh 5th version which I've slightly corrected linguistically,
mainly spelling mistakes and I changed the structure of teh main question. I think
it shoud be "what affects...?" not "what does affect...?".

Saki, when you add your finings, add your name on the first slide too, please.

Good luck with your presentations! 😊

Saki Egawa

written on 13/01/2015



I added my research to "IPC_final_presentation_v5.ppt".
Please chech it!!
Saki

Small Commmandes is going to be
discontinued at the end of 2015!
[Please check out tixxt.com!](http://tixxt.com)

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Network name

IPC (International Project)
*An innovative teaching project to
provide international experience to
teacher students*

Your host is

[Michael Kratkv](#)

Created on

22/08/2009

Members

[136](#)

Language

English

結語：今後の研究課題

- ▶ **本国際プロジェクト実践**において、
Critical Thinking指導を先行・並行させることで、
Collaboration の向上効果を生み、結果として
Creativityの発現へ繋がる
とする 3 要素間の関係性に基づく仮説

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