

研究業績 英文表記

和文	
表題	学修到達度と自己評価の相互浸透に関する一考 ～コンピテンシーに基づく学修成果の統計分析～
著者名	平田 孝治 ¹ , 岡嶋 一郎 ³ , 福元 裕二 ¹ , 辻 裕一 ⁴ , 和田佳奈美 ¹ , 松田佐智子 ¹ , モハメッド ノル・アンワー ¹ , 尾道香奈恵 ¹ , 津上佳奈美 ² , 春原 淑雄 ² , 赤坂 久子 ² , 高元宗一郎 ¹ , 溝田今日子 ¹ , 小川 智子 ¹ , 立川 かおり ¹ , 占部 尊士 ² , 西田 明史 ² , 川邊 浩史 ² , 吉村 浩美 ¹ , 馬場由美子 ¹ , 武富 和美 ¹ , 田中 知恵 ¹ , 西岡 征子 ¹ , 野口美乃里 ² , 牛丸 和人 ² , 米倉 慶子 ² , 桑原 雅臣 ¹
所属	西九州大学短期大学部 地域生活支援学科 ¹ , 幼児保育学科 ² , 西九州大学子ども学部心理カウンセリング学科 ³ , 永原学園 I R 室 ⁴
英文	
Title	A Study on The Interpenetration of Academic Achievements and Self-evaluations— Statistical Analysis of Two Instructional Outcomes Based on The Competency Model —
Author	Koji HIRATA ¹ , Ichiro OKAJIMA ³ , Yuji FUKUMOTO ¹ , Yuichi TSUJII ⁴ , Kanami WADA ¹ , Sachiko MATSUDA ¹ , Anwar MOHAMED NUR ¹ , Kanae ONOMICHI ¹ , Kanami TSUGAMI ² , Yoshio HARUHARA ² , Hisako AKASAKA ² , Souichiro TAKAMOTO ¹ , Tomoko OGAWA ¹ , Kaori TACHIKAWA ¹ , Kyoko MIZOTA ¹ , Takeshi URABE ² , Akihito NISHIDA ² , Hirofumi KAWABE ² , Hiromi YOSHIMURA ¹ , Yumiko BABA ¹ , Kazumi TAKEDOMI ¹ , Tomoe TANAKA ¹ , Seiko NISHIOKA ¹ , Minori NOGUCHI ² , Kazuto USHIMARU ² , Keiko YONEKURA ² , and Masaomi KUWAHARA
Affiliation	Department of Local Life Support Sciences ¹ , Department of Child Care and Early Childhood Education ² , Nishikyushu University Junior College. Department of Psychological Counseling ³ , Faculty of Children's Studies, Nishikyushu University. Institutional Research Office ⁴ , NAGAHARA Academy.
Abstract	In the learning outcomes, the relationship between objective and subjective measures is an issue of educational measurement. In this paper, we clarified the correlation derived from the semester-linkage of academic achievements and self-evaluations based on the competency model in NUJC. In the principal component analysis, it was suggested that the self-evaluations include roughly two directions of general ability and professional ability, and that the academic achievements depend on the curriculum and the methods of learning and evaluation, basically. The interpenetration of academic achievements and self-evaluations depend on intermediate factors that rule their linkage. The factors are supposed to be formed by two components: the faculties' factors such as curriculum, methods of learning and evaluation including cognitive learning and the environment of "learning- background" (e.g., Hidden curriculum and Student support); the student's factors such as acquired abilities including motivation, personality and self-consciousness.
keyword	learning outcomes, academic achievements, self-evaluations, statistical analysis

※本データの英文表記は実際の論文上の表記とは異なります。実際の論文の表記については、紀要執筆要綱に記載されています。