

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 —学修成果の査定検証法並びに学修成果の獲得・向上に及ぼす要因の検討—
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英文	
Title	A Study on the Interpenetration of Academic Achievements and Self-evaluations — Assessment and Verification of Learning Outcomes, and Examination of Educational Factors that Influence the Improvement of Learning Outcomes, in NUJC —
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Abstract	The relationship between student's academic achievements (objective measurements) and self-evaluations (subjective measurements) on the same learning attainment targets is an interest issue for learning outcomes assessment. Our junior college (NUJC) developed an evaluation support system of competency-based learning outcome in 2015. This system provides the assessment regarding rubric (criteria)-referenced self-evaluation, and the academic achievement based on the achievement targets. The self-evaluation is a process during which students collect information about their own performance or progress. The formative assessment in each semester aims to improve students' academic achievements and to optimize their self-evaluations, and then the summative assessments provide in the final semester. We introduce the ongoing improvement of the measurement and assessment of the learning outcomes for 'quality assurance and enhancement in higher education', and for 'internal quality assurance'. We reexamined the statistical relationship between the objective and subjective measurements on this system, and investigated specific factors that would improve learning outcomes. As a result, we reconfirmed the relationship that the correlation coefficient ($ r $) increases, approximately from 0.2 to 0.4, as the semester progresses by Spearman correlation analysis. Fishbone analysis was performed with the correlated factors from student questionnaire survey. This analysis led to some concrete factors inferred as the cause of problems.
keyword	Learning Outcome Academic Achievement Self-evaluation (=Self-assessment) Fishbone 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。