

歴史を題材とした CBI で学習者の批判的思考をどう促すか  
—デザイン実験による指導法の開発—

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本研究は、歴史を題材とした CBI で学習者の批判的思考を促す手段として質問作成を提案し、実際の教育現場で想定どおり機能させるためにはどうすればよいのかを、デザイン実験という新たな研究方法によって明らかにしようとするものである。これまで「質問作成を意識することで講義を聞く態度に変化が生じ、質問の質も高まる」という学習モデルを立て調査を行ってきたが(小山 2014, 2015, 2017)、想定したような結果は得られなかった。そこで本研究では、質問作成が精緻化という学習方略の1つであることから、篠ヶ谷(2012)や湯澤(2009)らの学習方略研究の知見を取り入れ、「質問作成の下地づくり」と「質問作成指導」の2点から学習モデルの再構築を行った。その結果、講義の聞き方に関する数値は全項目で事前調査を上回り、これまで一度も産出されなかった高次の応用的質問が初めて産出された。また、質問の長さもこれまでの最高値の5倍を超えるものとなった。

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**How to Promote Learners' Critical Thinking in Content-based History Instruction:  
Development of a Teaching Method through Design Experiment**

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This paper focuses on 'generating questions' as a method to promote learners' critical thinking in content-based Japanese language instruction in history. It studies through design experiment: 1) the learning environment in which learners' thoughts could be stimulated; and 2) the way to elicit deeper questions. The research so far has been conducted on the hypothesis that making learners conscious of generating questions after the lecture would cause changes in their studying attitudes and improve the quality of their questions (Koyama 2014, 2015, 2017). However, the mean value of self-estimates regarding studying attitude, as well as the rate of deeper questions being asked, were lower than the author's expectation. In this paper, by noticing that generating questions is an elaboration strategy, the instructional design was changed regarding (1) and (2) based on the expertise of learning strategy study (i.e. Shinogaya 2012, Yuzawa 2009). As a result, the mean values of self-estimates were raised in all questions at post-inquiry and the deepest questions ('applied questions') were produced for the first time. Besides, the mean length of questions was extended to over five times that of past research.

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