

国際共修における葛藤の特徴
—受講生の葛藤内容と対処方略を中心に—

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本稿は、教育的活用を目途として、国際共修授業において受講生が抱く葛藤の内容と対処方略の実態解明を目指す基礎研究である。国際共修授業の受講経験者 34 名を対象に、グループ活動での葛藤経験に関するインタビュー調査を実施した。葛藤事例 162 例について、葛藤内容は KJ 法、対処方略は「競合」「譲歩」「妥協」「協働」「回避」という類型モデルに依拠して分類した。その結果、受講生はチーム、コミュニケーション、自己、授業設計、民族・歴史認識に対して葛藤を抱き、それらに対して「譲歩」「妥協」「協働」で対処しているという結果が得られた。この結果は、実社会とは異なる葛藤内容と対処方略の出現傾向を示す。ここから、国際共修には実社会では容易に遭遇し難い特異な状況が広がっていることが示唆された。

【キーワード】 国際共修, 葛藤, 対処方略, 場面的特性, 実社会との比較

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**Characteristics of Conflict in Intercultural Collaborative Learning:
Focusing on Details of Conflicts and Coping Strategies in Students**

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This is a basic research paper that aims to elucidate the details of conflicts experienced by students in intercultural collaborative learning (ICL) classes and the coping strategies that students use to address such conflicts, with a view toward application in educational settings. Interviews on experiences of conflict in group activities were conducted with 34 individuals who had taken ICL classes, resulting in the identification of 162 instances of conflict. The details of these conflicts were classified using an affinity diagram and coping strategies were classified using a category model into competition, concession, compromise, collaboration, and avoidance. The results revealed that students experienced conflicts in relation to their teams, communication, themselves, class design, and ethnic and historical perspectives. They addressed such conflicts through concession, compromise, and collaboration. Results revealed clear differences between ICL classes and society at large, both in the types or details of conflicts and in how the conflicts were addressed.

【Keywords】 intercultural collaborative learning, conflict, coping strategies, situational features, comparison with society at large

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