

2025 年度 入学試験問題

教育学研究科

学校教育専攻（修士課程）

「英語」

（1 期）

受験番号	氏 名

文教大学大学院

次の英文は、協働学習について述べられている文です。これらを読んで、文中の下線部(1)～(5)を日本語に訳しなさい。

Collaboration Counts

Collaboration is at the heart of deep learning. However, collaboration cannot be successful until a learning culture is cultivated. ⁽¹⁾ Before trying to accomplish a task or project, students must develop their capacity to collaborate effectively. One way to develop this competency is through collaborative inquiry. Collaborative inquiry is a process of exploration. Students examine problems and their assumptions by engaging with others. This approach uses students' knowledge and skills to generate a shared-knowledge that is used in collaboration.

During collaborative inquiry, each student plays an important role. For instance, students identify a topic or decide on a question. They also assess their learning. ⁽²⁾ As students learn through collaborative inquiry, they become experts in the learning process. This experience mirrors what students will most likely be doing in their future.

Collaborative inquiry has four phases. In Phase 1, students consider teacher expectations and establish learning goals and success criteria. In Phase 2, the learning experience is designed with students. For instance, students plan their learning which includes selecting the learning method and teams. ⁽³⁾ Initially, teachers need to help students learn how to plan and collaborate effectively. Nevertheless, it saves time in future classes because students understand the learning process decreasing workload as everyone is using their strengths to make learning more effective. ⁽⁴⁾ In Phase 3, students and teachers monitor learning and check understanding with self-reflections and learning portfolios. Thus, it is necessary to collect learning evidence during the learning process for assessment. ⁽⁵⁾ This gradual release of learning responsibility from the teacher to the student may be unconventional at first. However, it creates a valuable learning experience as students learn to collaborate. In Phase 4, students and teachers use the collected learning evidence from formal and informal assessments and the final product to measure growth and to plan the next learning cycle.