

Realization of Autonomous Learners

—International Collaborative Development of Rubric as a Self-evaluation Tool—
Tochigi Prefectural Sano High School

4 QUALITY EDUCATION



Collaborative research

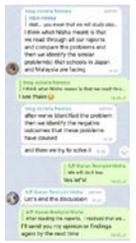
We are conducting collaborative research with the St. Teresa School in Malaysia. We surveyed students' learning motivation and a common problem was found.



↑ Fw in Malaysia

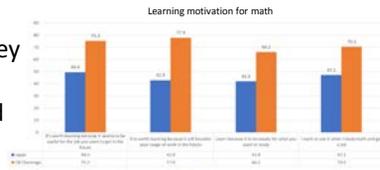


↑ Discussion using ZOOM



Present situation

According to OECD PISA survey 2012, Japanese students ranked among the world's top 5 concerning basic academic ability and educational standards, while their learning motivation is well below the survey average.



High basic academic ability

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Low motivation

↓

Bad effect on...

- Learning motivation
- Purpose of learning

Problem and Solution

Now(problem): nonself-evaluation system
→the cause of the gap between basic academic ability and motivation

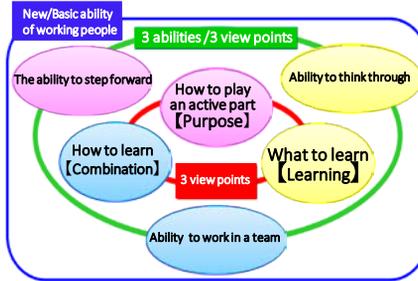
From now(solution): self-evaluation rubric
→improvement of students' learning motivation

Process

- **Using the rubric 2 or 3 times a year**
→Check their own growth
Improve learning motivation

Self-evaluation rubric

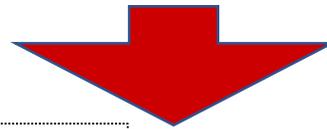
【Basic abilities for working people】



They are abilities which were advocated by the Ministry of Economy, Trade and Industry in 2006. People will have to get the abilities to work in a global community.



We thought that we can improve the abilities in our school life around Japan even the content of study is different. The abilities required by society are the same.



Our first rubric

Abilities	Level 1	Level 2	Level 3	Level 4	Level 5	Score
Ability to Step forward	Prefer that nothing will change or prefer less change	Be able to jump into the unpredictable and complex situation if necessary	Be used to the unpredictable and complex situations, (Don't afraid of mistakes)	Be willing to jump into the unpredictable and complex situation	Be able to take a risk, if necessary	
Ability to Think through	Do not understand the causal relationship and essence of the challenge	Try to understand the causal relationship and essence of the challenge	Understand a causal relationship and essence of the challenge	Find the direction of tackling challenge after understanding the causal relationship and essence of the challenge	Prioritize understanding the difficulties any	
Ability to Work in a team	Be able to do what you have to do	Be able to communicate their opinion to other members	Have an agreement from other members	Have an agreement from other members and let them get involved	Have an agreement from other members of foreign countries and let get them involved	
Impression						

Future prospects

- 1, Developing rubric in both Japan and Malaysia
→incorporate items suitable for each country
- 2, Making rubric that can be used on a global scale



Students can be autonomous learners

References

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