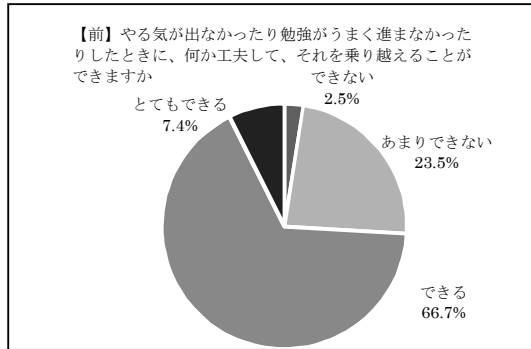


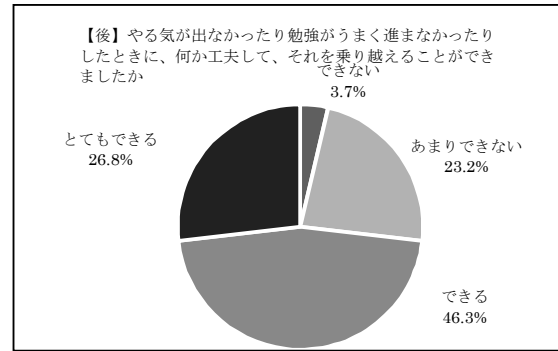
生徒の変容アンケート（1年商業科82名対象）

「主体的に学習に取り組む態度」

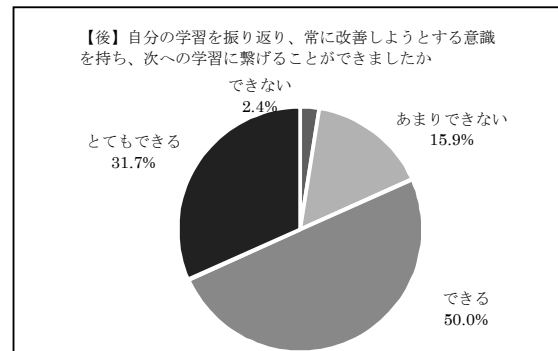
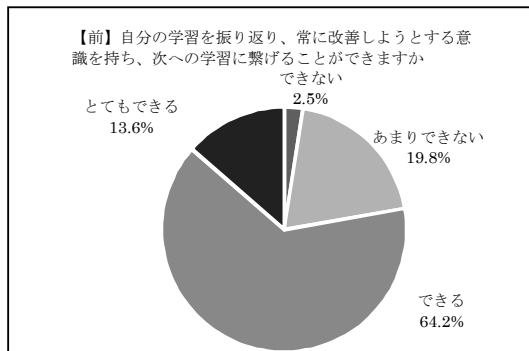
【研究前】
情意方略



【研究後】



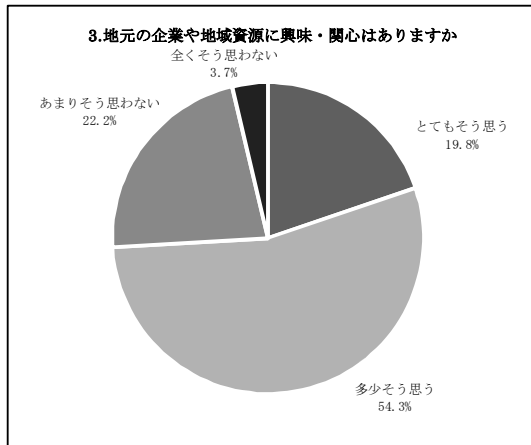
学習方略



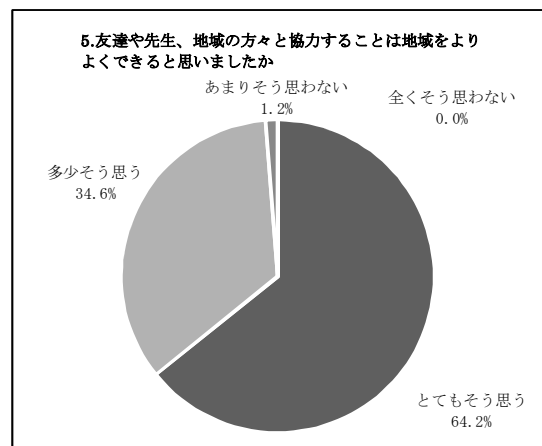
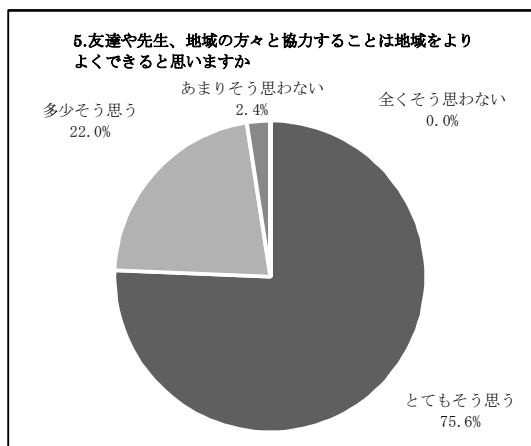
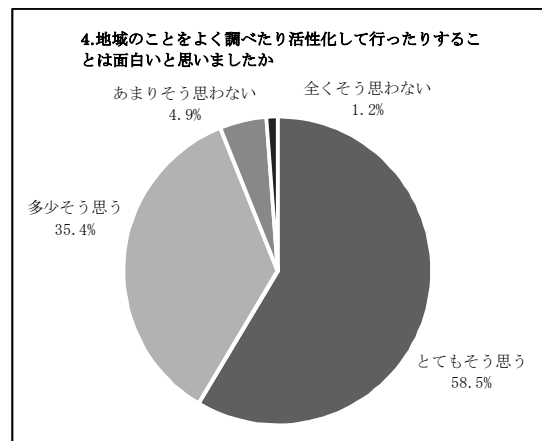
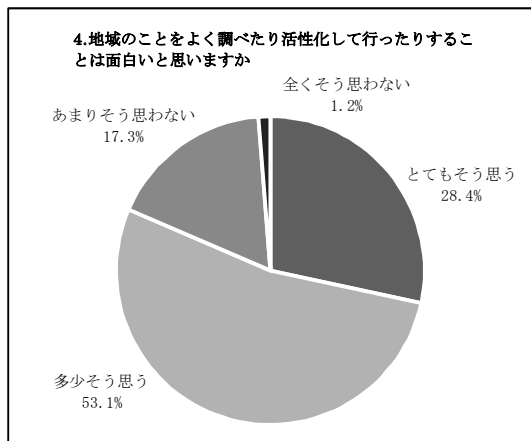
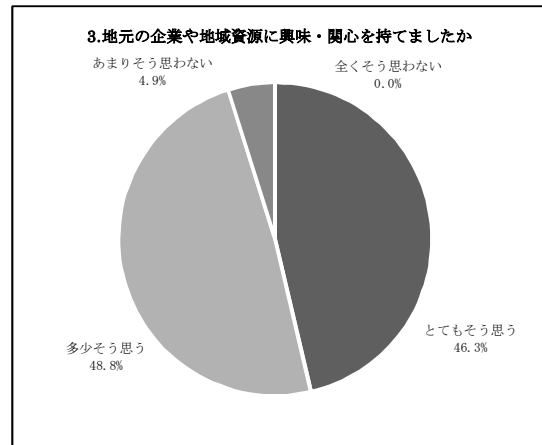
「主体的に学習に取り組む態度」に対する学習評価では、学習方略と情意方略が「できる」から「ととてもできる」が20%上がった。また、18項目のアンケート「知的好奇心」「課題解決力」「チームワーク力」を別途取り、生徒達の行動変容を分析した結果、単元ごとの振り返りの積み重ねが有効であることが分かった。

「知的好奇心」

【研究前】



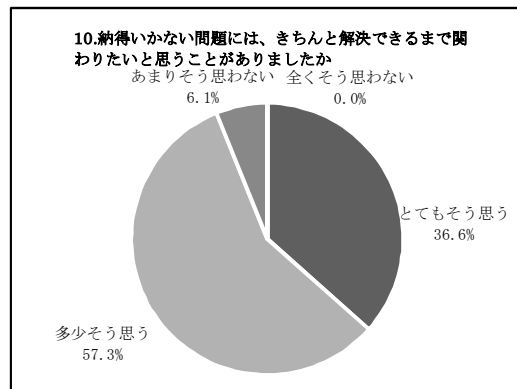
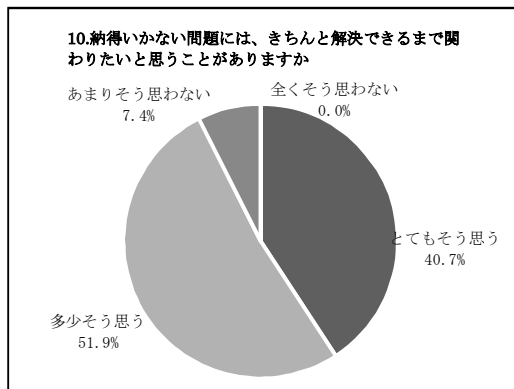
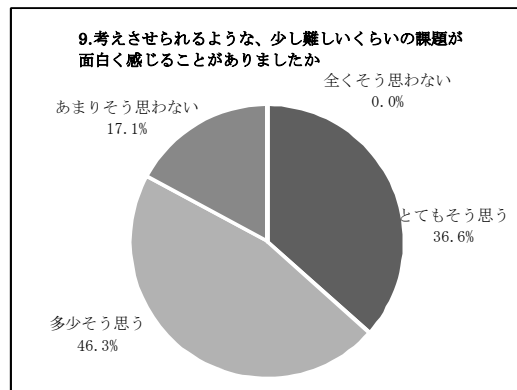
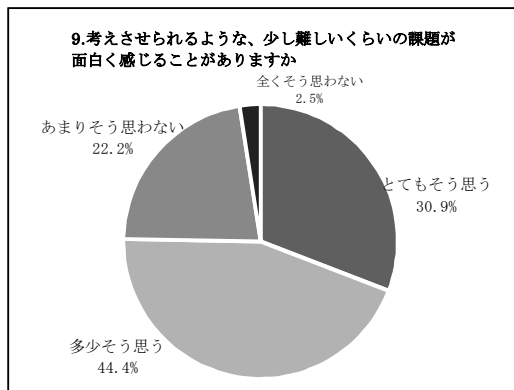
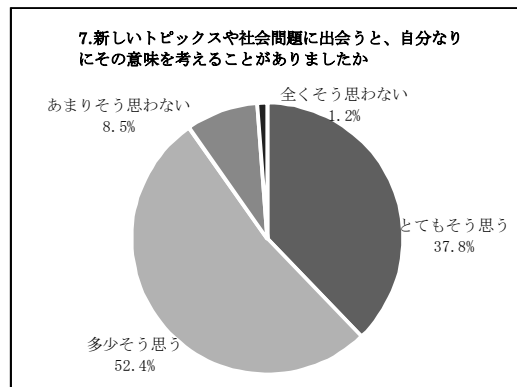
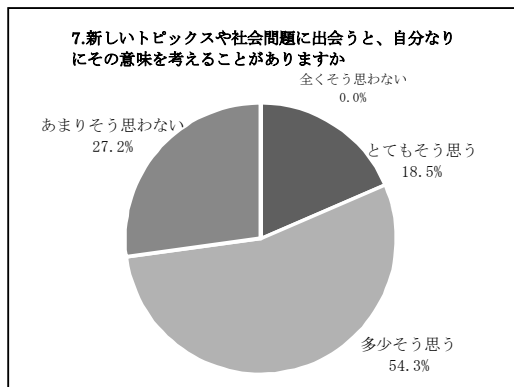
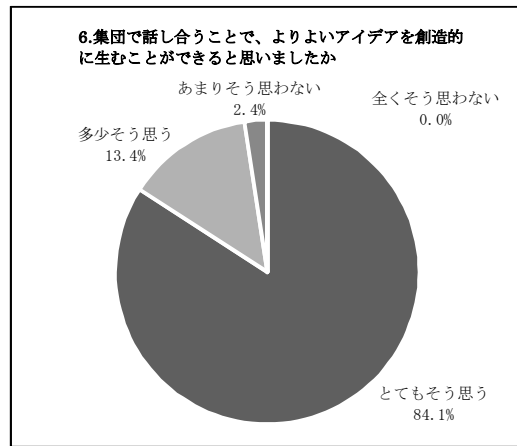
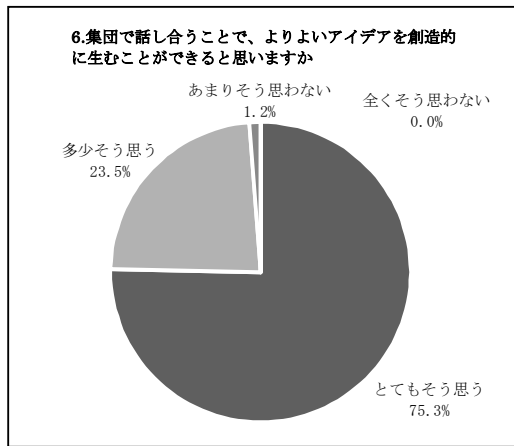
【研究後】

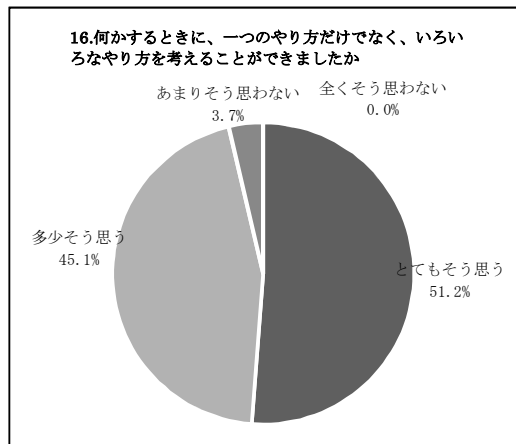
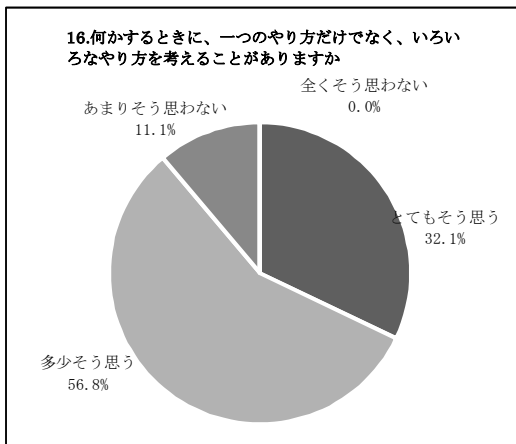
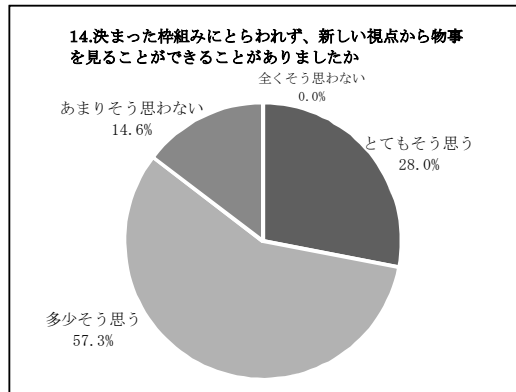
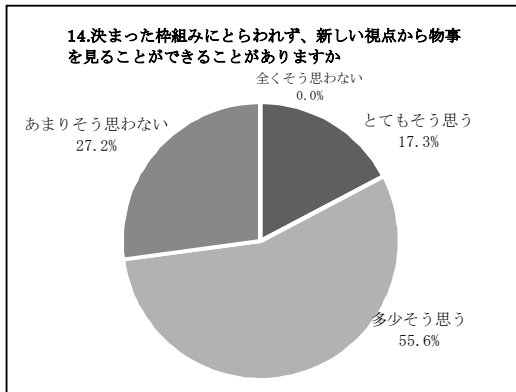
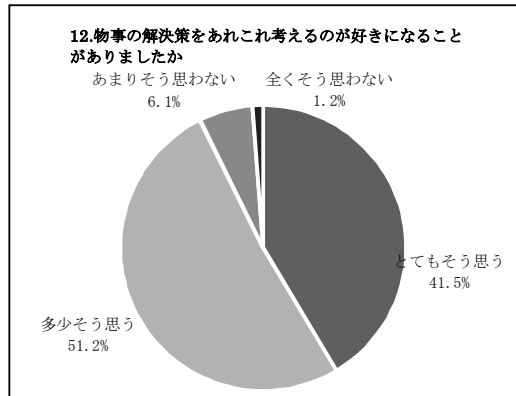
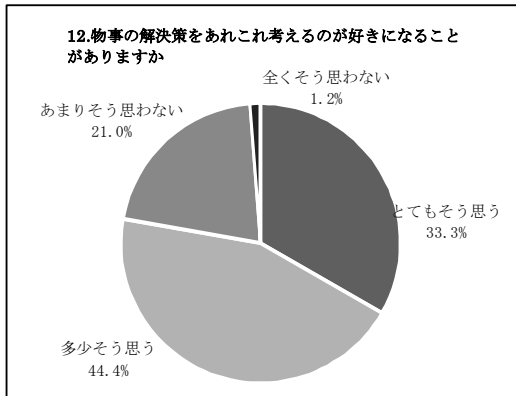
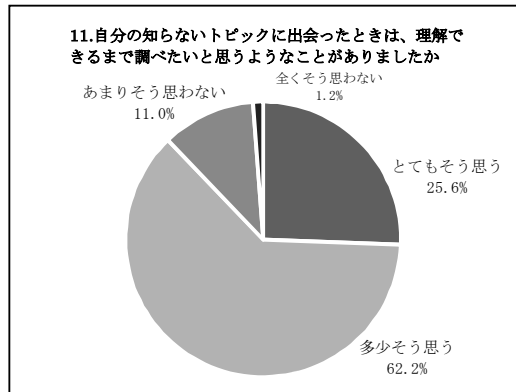
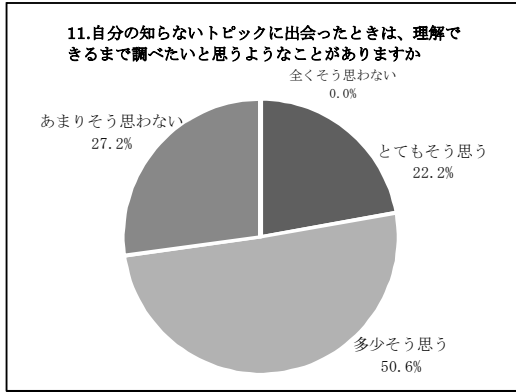


「課題解決力」

【研究前】

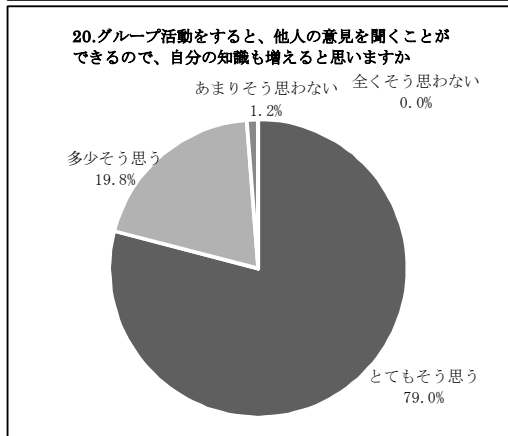
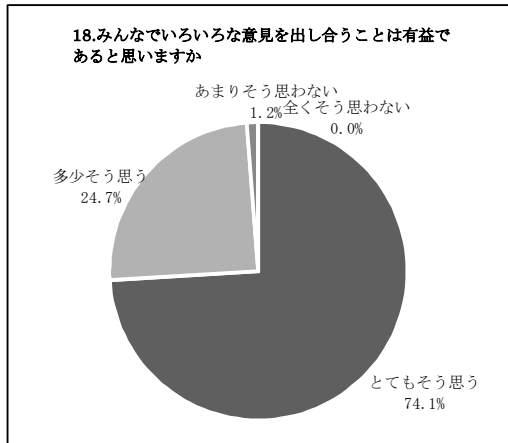
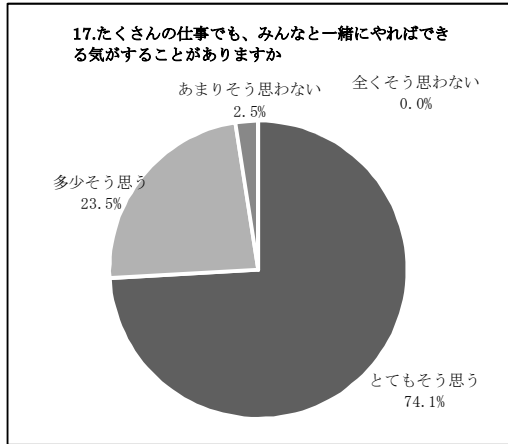
【研究後】



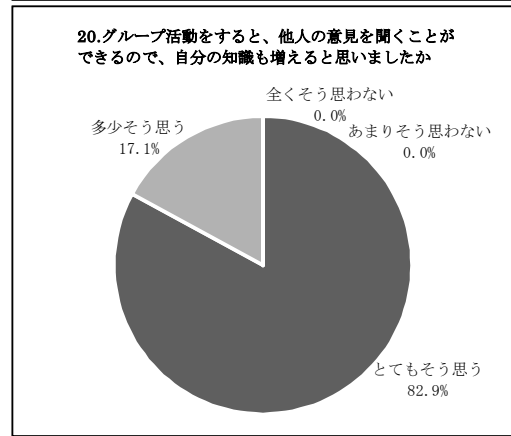
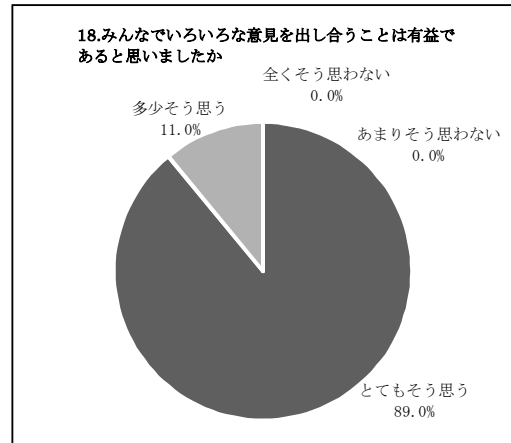
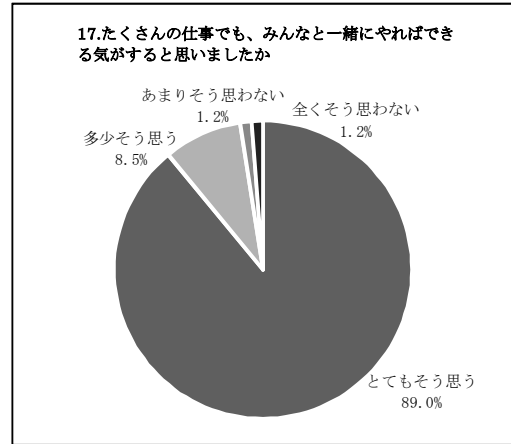


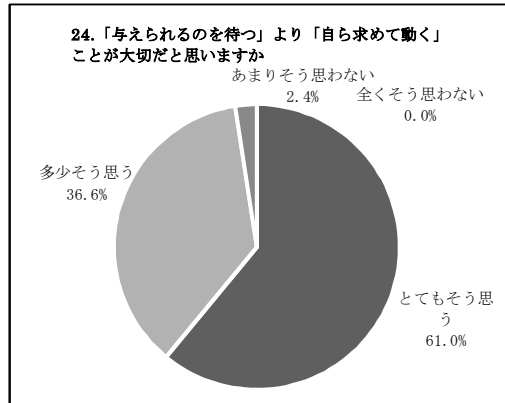
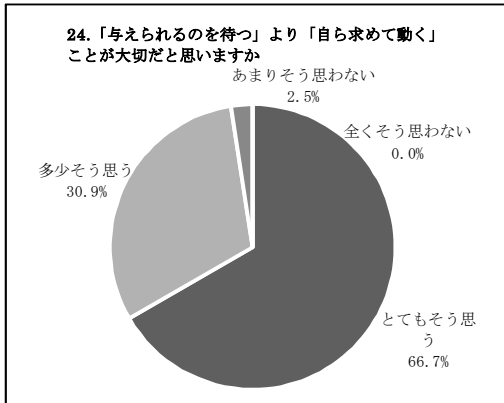
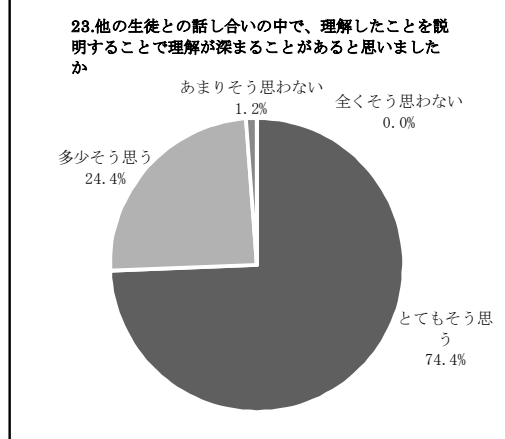
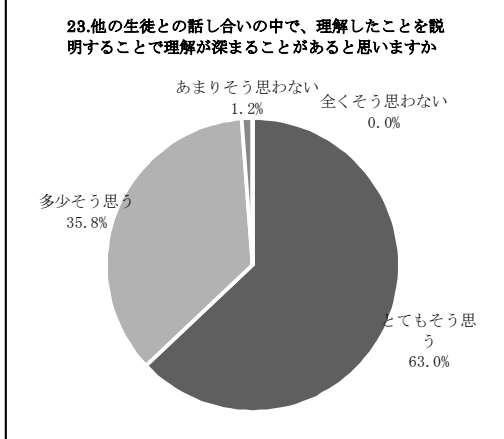
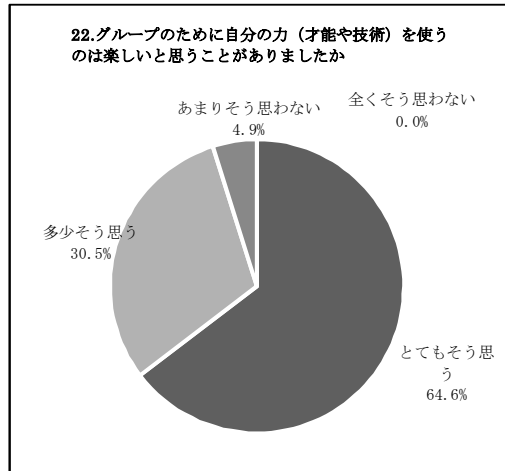
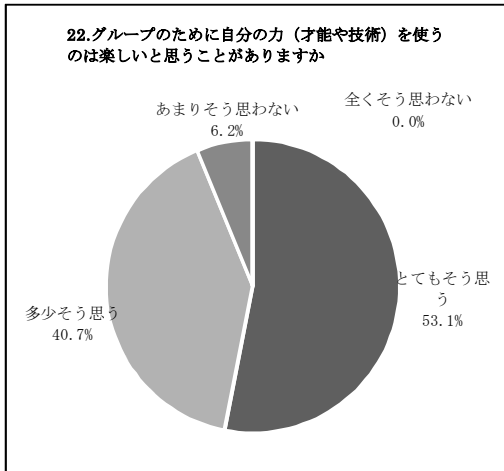
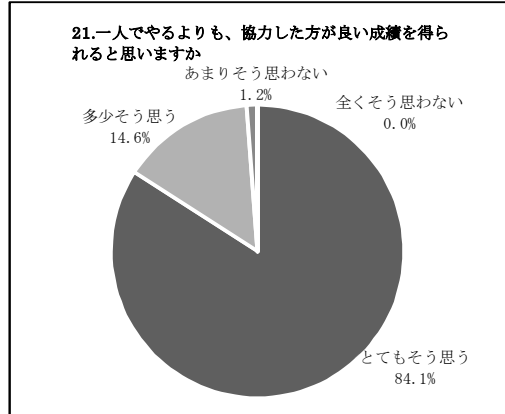
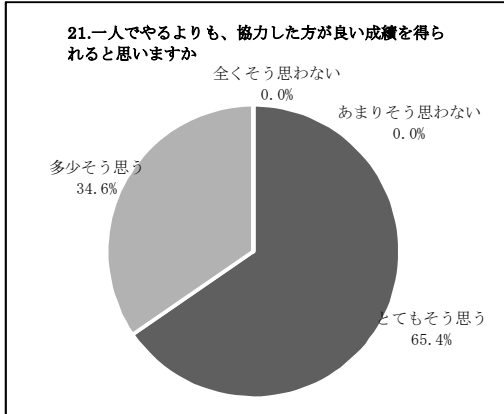
「チームワーク力」

【研究前】

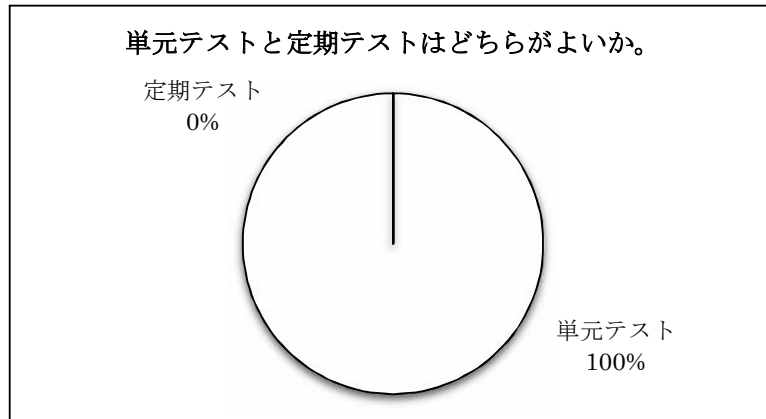


【研究後】





「知識・技術」



「思考・判断・表現」

