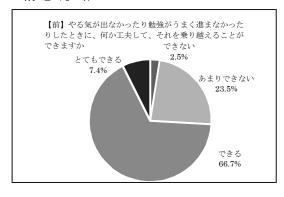
### 生徒の変容アンケート(1年商業科82名対象)

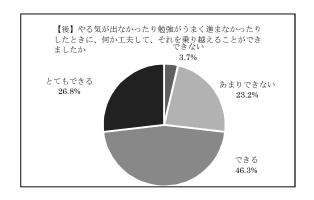
### 「主体的に学習に取り組む態度」

## 【研究前】

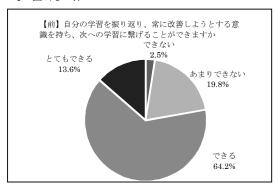
#### 情意方略

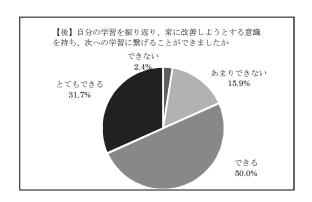


### 【研究後】



### 学習方略

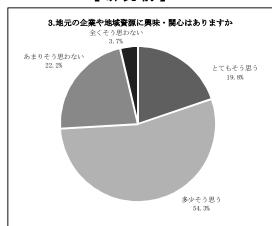




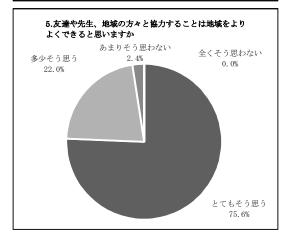
「主体的に学習に取り組む態度」に対する学習評価では、学習方略と情意方略が「できる」から「とてもできる」が20%上がった。また、18項目のアンケート「知的好奇心」「課題解決力」「チームワークカ」を別途取り、生徒達の行動変容を分析した結果、単元ごとの振り返りの積み重ねが有効であることが分かった。

## 「知的好奇心」

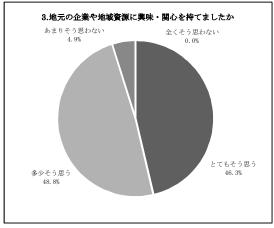
## 【研究前】

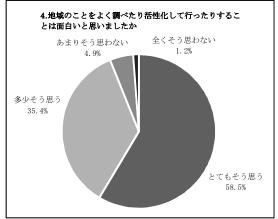


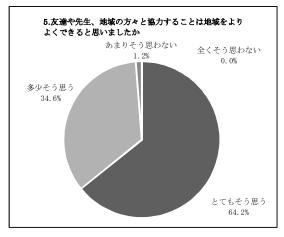
# 4.地域のことをよく調べたり活性化して行ったりすることは面白いと思いますか 全くそう思わない 1.2% とてもそう思う 28.4%



## 【研究後】



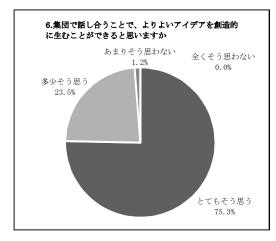


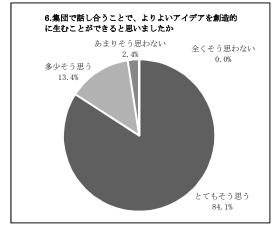


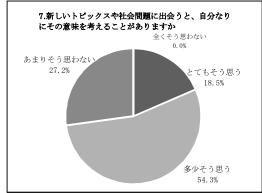
### 「課題解決力」

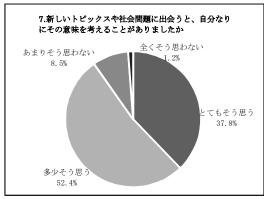
### 【研究前】

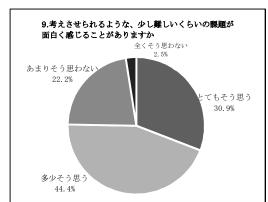
### 【研究後】

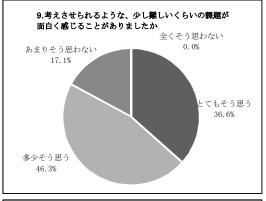


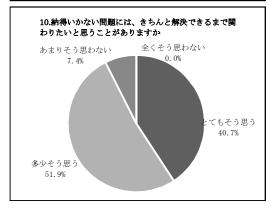


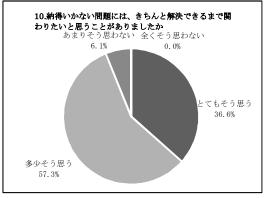


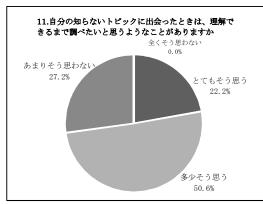


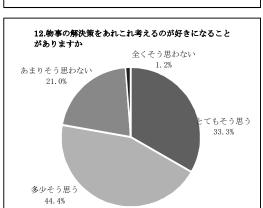








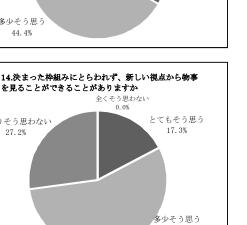




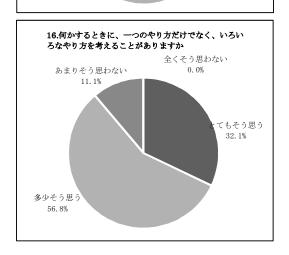
を見ることができることがありますか

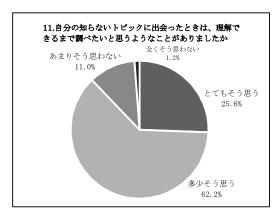
あまりそう思わない 27.2%

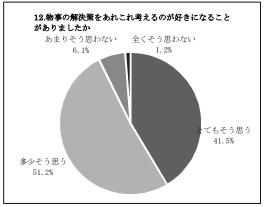
全くそう思わない 0.0%

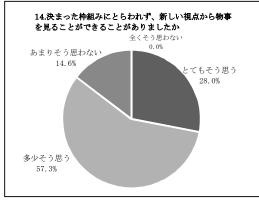


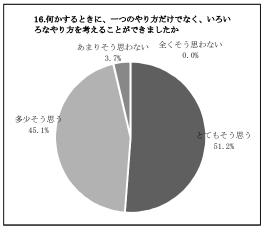
55.6%





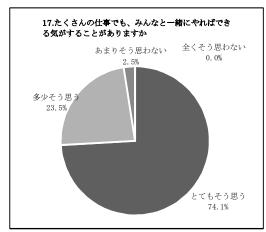


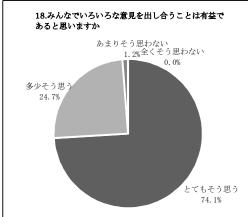


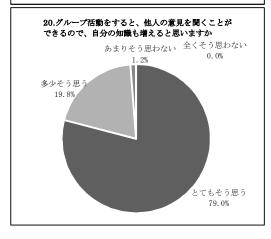


# 「チームワークカ」

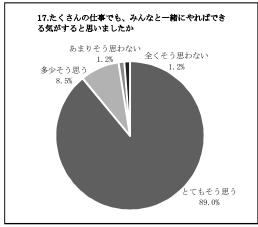
## 【研究前】

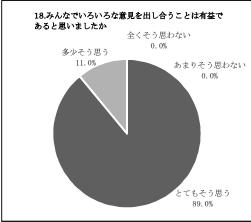


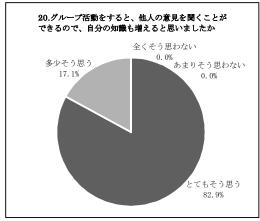


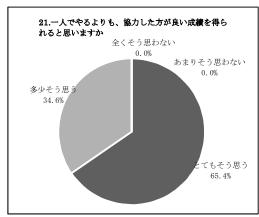


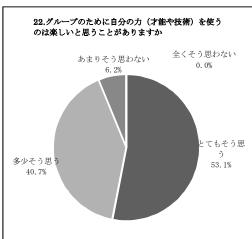
### 【研究後】

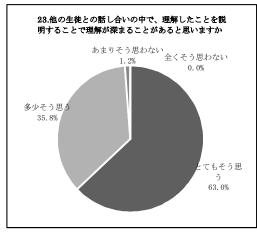


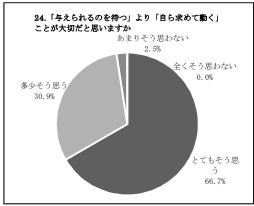


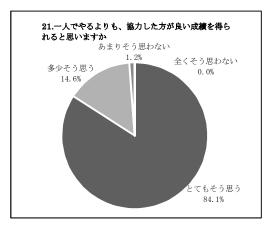


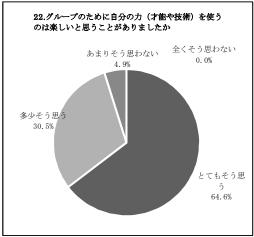


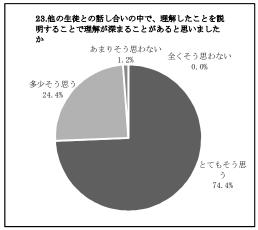


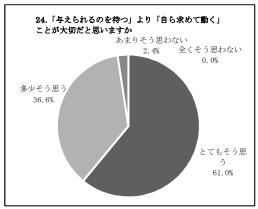




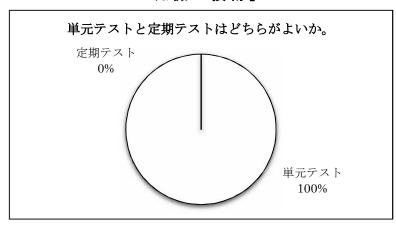








「知識・技術」



「思考・判断・表現」

