

研究結果報告書

研究結果

過去数十年、東アジアの高等教育は量的に急激に拡大した。この急速な拡大は私立セクターの躍進を含む高等教育機関の多様化とともに、学生の多様化をもたらした。これまで東アジアの学生には「優秀で勤勉」と云ったイメージがあったが、高等教育の拡大につれ、こうしたステレオタイプのイメージにもドラマティックな変化が起きている。そこには不本意進学者の増加、さらに学生の学習意欲の低下、学習行動の無秩序などといった様々な問題が起きている。こうした状況下、「学生の特性と進学需要の多様化に如何に対応すべきか？」といった問題点が、東アジア各国における高等教育関係者の共通の課題となっている。

本研究は、日中大学生調査データを活用して分析し、学生多様化の実態、さらには大学教育と学生類型間の関連性を明らかにしようとしたものである。また、日中比較を通じて、東アジア諸国の共通性と独自性を明確にしようとした。金子元久教授の学生類型モデルに基づくと、具体的な分析課題は以下のとおりとなる。

- (1) 日中両国大学生の類型分布の相異
- (2) 各類型学生の社会的属性、学習行動、学業成果
- (3) 大学教育環境が学生類型の変換に与える影響

研究結果は、以下のとおりである。

1. 日中両国の大学生の課外学習時間はアメリカの学生より少ない。また、日中両国の大学生の類型分布は著しく異なる。日本の大学生のなかには高同調型が41%を占めるのに対して、中国では受容型が学生全体の約半数を占める。この分析結果から、受験中心の中等教育が学生に学習の本当の意義を考えさせる機会を奪っているがために、中国の多くの学生が大学進学時に、必ずしも明確な生涯設計を持っていないことが明らかとなった。
2. それぞれの学生類型には、異なる学習行動と学習成果が見られる。例えば、日中においては、高同調型学生には積極的な学習行動と優秀な学業成績の傾向が見て取れる。
3. 機関特性、教育方法を含む大学教育環境が学生の成功的な類型転換に影響を及ぼす。具体的には、参与型授業方法、規定型授業方法、授業後のフィードバックは学生が高同調型に転換することに対して有効であるが明らかとなった。この傾向は日中両方に見受けられる。
4. 家庭の社会経済的地位と学生の成功的な類型転換との間には、明確な関連性は見られない。しかしながら、有効な授業方法を経験した大学生は、将来、高同調型に転換する確率が高い傾向にある。

研究成果の公表について(予定も含む)

口頭発表 (題名・発表者名・会議名・日時・場所等)

- Relationships among College Student Diversity, Engagement and Perceived of the Campus Environment in China and Japan/Bao,Wei Kaneko,Motohisa/37th Annual Conference of the Association for the study of Higher Education/2012年11月14-18日/ Las Vegas,Nevada,USA
- 高等教育质量评价的新视角/鮑威/大学学生調査与大学教学质量評価国際フォーラム、2013年4月2-3日/中国広州・中山大学

論文 （題名・発表者名・論文掲載誌・掲載時期等）

- 中国中国高校学生学业参与的多维结构及其影响机制，鲍威、张晓玥，『复旦教育论坛』，2012年第6期：20-28.

書籍 （題名・著者名・出版社・発行時期等）

- 『未完成的转型：高等教育影響力と学生成長』鲍威，北京：教育科学出版社（2014年4月出版予定）

Research Summary

Higher education has been expanding rapidly in East Asian countries in the past several decades. The rapid expansion of higher education in the region has not only led to the diversification of higher education institutions, including the emergence of private sector in higher education system, but also brought about increased diversity in the student body. Asian students have been stereotyped as diligence and talent; however, this stereotype has undergone dramatic changes in the context of expansion of higher education. With college education becomes the norm, involuntary attendance become common, which is causing serious problems such as low student motivation and behavioral disorder. East Asia is no exception to this trend. How to respond to the changing characteristics and expectations of students have become the common challenges among colleges and universities in East Asian.

Using the data from the college student surveys in China and Japan, this study is to examine the nature and extent of the diversity among college students, and further analyze the relationship between student commitment patterns and educational environment. By comparing the cases of China and Japan, this analysis also reveals the internal variability among East Asian countries. Based on the Kaneko's typological model of student, this study aims to answer the following research questions:

- (1) How are students diversified along the axis in the model, and how are the patterns of distribution differing between China and Japan?
- (2) How are students belonging to each of the four types of students characterized in terms of socioeconomic status, engagement and outcomes?
- (3) What educational environment, especially the institutional attributes and pedagogical approaches contribute to student successful transition?

Some results are reported below:

First, the ongoing popular characterization of East Asian students does not fully capture the nature of diversification of student population in this region. The results of this study show that the time for after-class study of Chinese and Japanese students are less than U.S. students. Meanwhile, the distributions over student type are significantly different between China and Japan. Compare with the 41 percent of Japanese student are high consistent type, nearly half of Chinese students belong to conformist type. The finding implicates that a considerable number of Chinese students enter college with uninformed career plan, because of the heavy emphasis on the success in entrance examination up to the secondary schools provide few opportunities of thinking the learning's true meaning for them.

Second, it was confirmed that there were relationships between student types and the various engagement patterns and learning outcomes. For instance, in both China and Japan, the high consistency type students tend to be more positive in academic engagement and achieve better academic performance.

Third, educational environment, including institutional attributes and pedagogical practices also exert positive influences on students' successful transition. In other words, effective pedagogical practices, including participatory teaching, restrictive teaching, and after-class assistance are effective in helping the students transitioning to the Consistent type. This finding was confirmed in both China and Japan.

Fourth, the socioeconomic status (first-generation) was not significantly related to student's successful transition. However, first-generation students who experience effective pedagogical practices during college have higher probability of moving to the High Consistency type.

Publication of the Results of Research Project:

Verbal Presentation (題名・発表者名・会議名・日時・場所等)

- Relationships among College Student Diversity, Engagement and Perceived of the Campus Environment in China and Japan/Bao,Wei Kaneko,Motohisa/37th Annual Conference of the Association for the study of Higher Education/Nov,14-18,2012/ Las Vegas,Nevade, USA
- The New Perspective on quality assurance of Higher Education/Bao,Wei/ The Forum of Students Survey of Higher Learning and Assessment of Chinese Universities and Colleges/Apr,2-3,2013/Guangzhou,China

Thesis (題名・発表者名・論文掲載誌・掲載時期等)

- The Multi-dimensional Structure and Influence Mechanism of Student Academic Involvement, Bao,Wei Zhang,Xiao-yue, Fudan Education Forum 2012.Vol.10,PP.20-28.

Book (題名・著者名・出版社・発行時期等)

- Unfinished Transformation: College impact and student development, Bao,Wei, Education Science Publishing House, Apr,2014(In press)