

論文の英文要旨

論文題目	A Learning Environment Design Theory for Online Japanese Language Teaching Practicum Based on Educational Design Research Approach
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This study is an attempt to derive design principles for the learning environment in online Japanese language teaching, based on the approach of educational design research. The research involved the practical implementation of online Japanese language teaching practicum over several years, aiming to achieve effective learning for trainees through the implementation of online Japanese language teaching practicum on the Internet. Chapter 1 provides an overview of educational design research, which serves as the framework for this study. Educational design research is a framework wherein researchers immerse themselves in complex educational practice settings, or practitioners themselves become researchers. Through this, they utilize existing research knowledge and aim to develop it while designing educational practices. Following the phased and developmental process of educational design research proposed by McKenney & Reeves (2021), the study iteratively implemented three phases: problem analysis and exploration, design and construction, and evaluation and reflection, with the goal of presenting design principles for the learning environment in online Japanese language teaching. Subsequently, the study outlined an overall perspective, structured around three subcycles.

Chapters 2 and 3 address the first subcycle, involving the exploration of previous research and the derivation of the research questions. Chapter 2 outlines the practice of online Japanese language teaching practicum by drawing on prior research in two aspects: Japanese language teaching practicum and remote education. It cites the need to establish Japanese language-related personnel, including those assisting Japanese language learners in daily life, and highlights the necessity of exploring suitable Japanese language teaching practicum approaches. Furthermore, the chapter reviews the evolving understanding of remote education from synchronous/asynchronous perspectives after the 2020 COVID-19 pandemic, and discusses the relevance of theories previously associated with remote education to online Japanese language teaching practicum.

Chapter 3 organizes challenges in the context of online Japanese language teaching practicum based on prior research. The chapter analyzes the results of interviews with practicum participants and supervising teachers who engaged in online Japanese language teaching practicum, highlighting the necessity to address both aspects of the design: (I) conducting practicum as extracurricular online activities and (II) achieving diverse knowledge and skills related to Japanese language education.

Chapter 4 to Chapter 6 addresses the second subcycle, wherein the author conducted an evaluation through the design and implementation of the learning environment. In Chapter 4, an initial design of the practice is formulated based on the design requirements derived from Chapter 3. For (I) conducting practicum as extracurricular online activities, the concepts of reciprocal learning and learner autonomy are applied, integrating tandem learning as a language learning method into the design. For (II) achieving diverse knowledge and skills related to Japanese language education, the chapter suggests project-based learning and presents its theoretical framework. The design is aligned with the principles of project-based learning and includes specific tasks tailored to individual needs. The chapter also introduces the concept of "individual task-based problem-solving learning."

Chapters 5 and 6 detail the practical implementation of the research issue, with data collection and analysis feeding into the inference map introduced by Sandoval (2014) as a benchmark to ascertain the design's effectiveness.

In Chapter 5, the implementation of online Japanese language teaching practicum at the

graduate level, targeting students aiming to become specialized Japanese language teachers, is discussed. The analysis focuses on expansive tandem learning and individual task-based problem-solving learning. Results reveal that the practice influenced participants to construct learner-centered practicum sessions through reciprocity, though a learner-focused approach is also needed. The analysis of individual task-based problem-solving learning shows that the method allowed participants to enhance their learning goals and deepen their understanding of technology integration and teaching methods. However, gaps in understanding of the educational content emerged, suggesting a need to address content-related challenges within the individual task-based problem-solving learning framework.

Chapter 6 discusses an online Japanese language teaching practicum targeting undergraduate students aiming to develop Japanese language education skills as part of their general education. The chapter introduces online interview activities as a means to deepen participants' learning. Through analysis, the chapter reveals that while participants learned from learners, the reverse was not as prominent. The chapter suggests that reciprocity might be more relevant in cases of repeated practice. The chapter also describes how project-based learning and cooperative learning affected participants' learning outcomes.

From Chapter 7 to Chapter 10, the third subcycle is addressed, involving the refinement of the design and the derivation of design principles. Chapter 7 adjusts the design based on the outcomes of Chapters 5 and 6. It incorporates collaborative learning into expansive tandem learning and emphasizes the importance of setting attainable objectives and evaluations, as well as raising awareness of TPACK (Technological Pedagogical Content Knowledge).

In Chapter 8, the modified design is put into practice. The chapter emphasizes reciprocity in creating a dynamic interaction wherein contributions are reciprocated with dynamic actions in the context of teaching sessions. Furthermore, the chapter reveals the difficulty of fostering learner autonomy within the limited time frame of a practicum session. The chapter concludes by highlighting the benefits of incorporating experiences from others in individual task-based problem-solving learning, which enabled participants to broaden their understanding of their own experiences.

Chapter 9 reflects on the results from Chapters 5 to 8, considering implementation in different contexts. An integrated inference map for online Japanese language teaching practicum is developed.

In Chapter 10, the study concludes by presenting design principles for online Japanese language teaching practicum derived from the research. These principles encompass "Design Principles for Premises of Building Teaching Practicum," "Design Principles for Teaching Practicum Aimed at Facilitating Learning for Both Trainees and Learners," and "Design Principles for Classroom Aimed at Cultivating Trainees' Self-Educational Skills and Specialization." Additionally, the chapter how this research will contribute to the literature on training methods for Japanese language learning professionals and on tandem learning.