

主論文の要約

(Abstract of Dissertation)

論文題目 : Learning-oriented assessment as contextually grounded practice in Japanese higher education: The case of EFL

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論文内容の要約 :

This dissertation consists of research conducted into the beliefs and practices of assessment of English as a Foreign Language in Japanese universities. Language assessment can be done for a variety of purposes, many of which are not concerned with educational outcomes. However, this study is based on the premise that those working in educational contexts should be primarily concerned with practicing assessment in a way that promotes further learning, and in a way that propels those being assessed to higher levels of achievement. In order to make a contribution in this area, the practice of learning-oriented assessment in Japanese higher education was explored through mixed-methods research. The beliefs and practices of teachers, as well as the way that students conceive of and experience assessment tasks, were investigated. Quantitative data were gathered via two questionnaire surveys, completed by teachers and students in a number of Japanese universities. Qualitative data were gathered by a series of interviews with teachers, written narratives by students, and documentary artifacts. These data sets were triangulated and analyzed in order to deepen our understanding of how assessment practice can help or hinder growth in learning. The outcome of this study is a description of how assessment is currently understood and practiced in Japanese universities, together with a list of recommendations for educators and policy-makers that can promote better learning-oriented assessment praxis.