

自己主導型学習シラバスを通じた学習モチベーションと 自主学習の促進

Enhancing Learning Motivation and Autonomy through a Self-Directed Learning Syllabus

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概要：共通教育の授業シラバスで学生中心の授業を目標としている科目は少なくない。しかし、実際は教員が目標や活動を決めることが多いため、大学生が必要とする学生中心の授業とは言い難い。そのため、授業で得た知識を「その場限り」で忘れることが多い。自己主導型学習は教員と学生がお互いに目標や活動を決める、真の学生中心の授業であると議論したい。

「共通教育賞」に表彰された、自己主導型学習シラバスに基づいた英語の授業の理論と背景をはじめ、実践の成果を紹介する他、他の授業で自己主導型学習シラバスを適用できるようなヒントも紹介したい。

1. Introduction

Self-directed learning (SDL) is based on humanistic psychology theories¹. Knowles' practical book 'Self-Directed Learning: A Guide for Learners and Teachers'² helped teachers apply SDL in the classroom. SDL's focus is learning with attention to student affect and a goal of fostering the autonomous learner.

After six years of studying English for college entrance exams influencing learning affect, students enter the college class apathetic or as perfectionists negatively affecting their language studies. Adding insult to injury, classes are based on extrinsic motivators such as punishment for failure or external evaluations which result in students studying only for tests and not continuing after attaining credit. Reports showing study time at less than 30 minutes outside of class³ put English contact time close to

zero. This is a waste of years of previous study and untapped potential. Therefore, a class that fosters autonomous learning skills is necessary.

From a humanistic psychology perspective, motivation to learn is intrinsic, and humans always have the desire to know, learn, and better themselves unless the feeling is undermined extrinsically⁴. Instructors need to create more learner-controlled classrooms that promote safe and trusting learning environments aimed at gradually shifting the responsibility towards the students as our SDL syllabus has shown to accomplish.

Our SDL syllabus of a 16-week course resulted in enhanced internal motivation and potential autonomy. The first six weeks of classes were based on how languages are learned to enhance intrinsic motivation and foster competence. During of which the students gradually created their own goals for the course along with a learning plan. In the subsequent eight weeks, students carried out their plan and decided on a final assessment. The final two classes were for reflection and creating a new study plan to continue study autonomously.

2. Andragogy: An Introduction

The heart of SDL is in andragogy; the science of adult teaching and learning. Knowles posits the following six assumptions of andragogy⁸:

- (a) An adult has a more self-directed learning style than a dependent one.
- (b) Experience should be used as a resource.
- (c) Readiness to learn is based on a relation

to an adult's social roles.

(d) The problem-centered adult learns for the here-and-now opposed to the future.

(e) An adult's learning motivation is internal.

(f) Adults need to know why they are learning.

In its outset, andragogy was often contrasted with pedagogy, the science of teaching children, but now is viewed on a continuum with pedagogy⁶. In other words, "both approaches are appropriate with children and adults, depending on the situation."⁷

2.1. Andragogy and SDL: Only for Adults?

The book 'How People Learn'⁹ documents learning in non-adults occurring similarly concluding that "children frequently put themselves in intentional learning situations and are often self-directed learners."¹⁰ Learning motivation is usually oriented in problem-solving and for an intrinsic reason.

Though Japanese college students have been documented as learning for instrumental reasons, they also have the potential of external motivation to be internalized and to continue their learning for more intrinsic reasons¹¹. Avoiding the undermining of motivation through external pressures is necessary. SDL techniques have been more effective to the teacher-centered traditional methods¹³. These learner controlled classrooms in which students choose schedules, topics, and assessment to enhance meaningful learning as well as motivation and learner autonomy.

Tokushima, Japan: Center of University Extension.

⁴ Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.

⁵ Reischmann, J. (2004). *Andragogy: History, meaning, context, function*. <http://www.uni-bamberg.de/>.

⁶ Delahaye, B. L., Limerick, D. C., & Hem, G. (1994). The relationship between andragogical and pedagogical orientation and the implications for adult learning. *Adult Education Quarterly*, 44(4), 187-200.

⁷ Merriam *et al.*, *ibid*, p. 87.

⁸ Knowles, M. S., Holton, E. G., & Swanson, R. A. (2005). *The adult learner*. Houston, TX: Gulf Publishing.

⁹ Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. DC: National Academy Press.

¹⁰ *ibid* p.102

¹¹ Irie, K. (2003). What do we know about the language learning motivation of university students in Japan? *JALT Journal*, 25(1), 86-100.

¹² Fukuda, S. (2008). *Development of Required English Communication Courses for Japanese university EFL students: Enhancing motivation through project based learning*. Unpublished Master thesis, Ehime University, Matsuyama.

Footnotes

¹ Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood*. San Francisco: Jossey-Bass.

² Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. Englewood Cliffs: Prentice Hall.

³ The University of Tokushima. (2009). *Learning life*.