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# 大学教育の質保証をめぐる海外の動向

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## アウトライン

1. 科研による海外訪問調査
2. 各機関の取り組みの概要
3. 取り組みの特徴 1：各大学の自由な利用
4. 取り組みの特徴 2：恒常的な組織と専門家集団
5. 取り組みの特徴 3：学協会との連携
6. 取り組みの特徴 4：ステーク・ホルダーの協力

# 1. 科研による海外訪問調査

- ▶ 目的：参照基準の大学での利用を高めるために示唆を、欧米の取り組みから得る。とくに、継続的な利用を図るために何をしているのかに焦点をあてる。
- ▶ 時期：2017年、2018年
- ▶ 場所：QAA (Quality Assurance Agency) 英  
International Tuning Academy、欧州  
NILOA (National Institute for Learning Outcomes Assessment) 米  
AAC&U (American Association Colleges & Universities) 米

## 2. 各機関の取り組みの概要

いずれも、学生が卒業時に、何を学び、何ができるようになるか、learning outcomesを規定する取り組み。

### ▶ QAA : Subject Benchmark Statement (英)

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

#### Contents

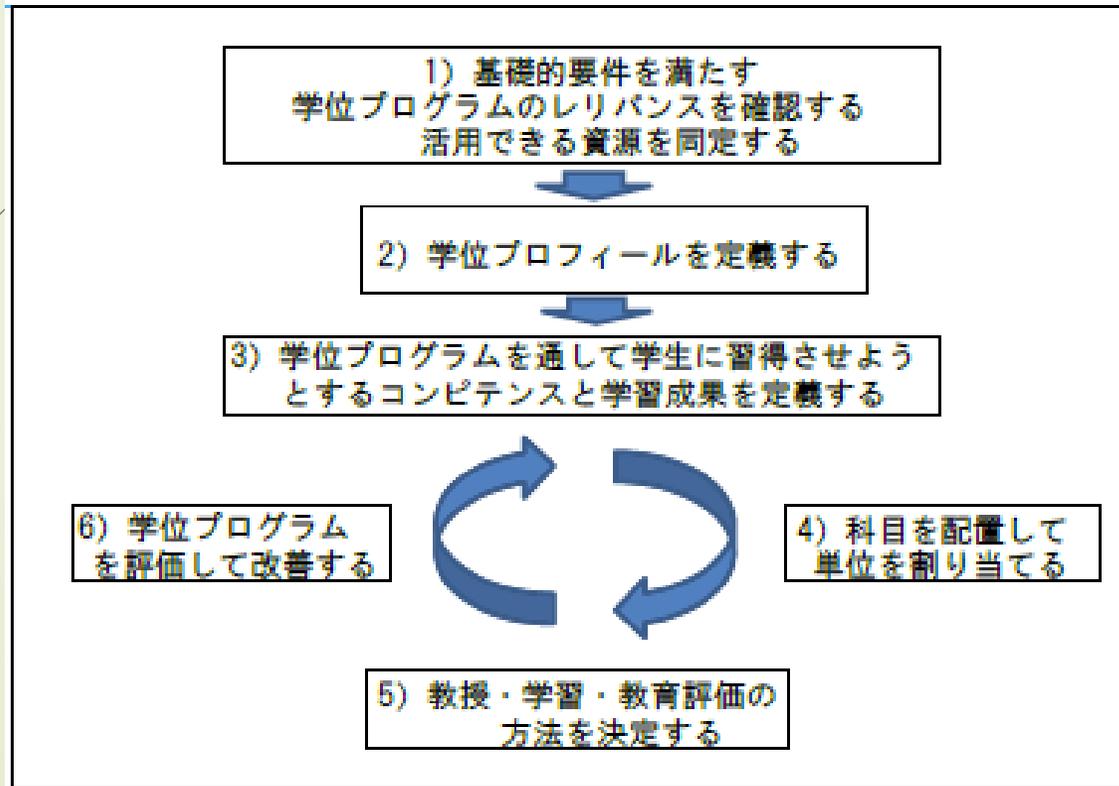
How can I use this document? .....	1
About Subject Benchmark Statements .....	2
About this Subject Benchmark Statement .....	4
1 Introduction .....	5
2 Core principles .....	6
3 The historian's skills and qualities of mind .....	9
4 Criteria for content and approach in designing a programme of undergraduate study .....	11
5 Progression .....	13
6 Teaching, learning and assessment .....	14
7 Assessment criteria .....	18
8 Learning outcomes and achievement .....	19
9 Summary of recommendations .....	21
10 Concluding remarks .....	22
Appendix A: Membership of the benchmarking and review groups for the Subject Benchmark Statement for history .....	23

## 歴史学のSubject Benchmark Statement

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-14.pdf?sfvrsn=269ff781\\_12](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-14.pdf?sfvrsn=269ff781_12)

International Tuning Academy : TUNING (欧州  
⇒全世界へ)

<http://www.unideusto.org/tuningeu/home.html>



<http://www.nier.go.jp/tuning/about.html>

## ➡ NILOA : DQP (Degree Qualifications Profile)

\*TUNINGとの共同

<http://degreeprofile.org/>

Intellectual Skills	Degree-level proficiencies				
	Specialized Knowledge	Broad and Integrative Knowledge	Applied and Collaborative Learning	Civic and Global Learning	Institution-Specific Emphases*
Analytic inquiry					
Use of information resources					
Engaging diverse perspectives					
Ethical reasoning					
Quantitative fluency					
Communicative fluency					
Program-specific intellectual and practical skills					

\* E.g., religious, artistic, technological, scientific, etc.

<http://degreeprofile.org/wp-content/uploads/2014/09/matrix-chart.pdf>

# ➤ AAC&U : VALUE Rubrics

\* DQPと共同

<https://www.aacu.org/value-rubrics>

**Learning Outcome** → **CRITICAL THINKING VALUE RUBRIC** ← **Definition**

**Definition**  
Critical thinking is a habit of mind characterized by the comparative evaluation of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluate an argument to accept a position in any work (single or selection of work that does not meet benchmark full only)* ← **Performance Levels**

Levels (4,3,2,1,0)	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/problem to be considered critically is thoroughly and accurately described, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and identified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but important details are some times unclear, ambiguous, unexplored, boundaries undetermined, and/or background omissions.	Issue/problem to be considered critically is stated without explanation or description.
<b>Evidence</b> <i>Selecting and using information to investigate a part of an issue</i>	Information is taken from source(s) with enough selection/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough investigation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as merely fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of context when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of possible assumptions (sometimes labels assertions as assumptions). Begins to identify relevant contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limit of position (perspective, thesis/hypothesis) are acknowledged. Other points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in primary context.	Conclusion is logically tied to a range of information, including opposing viewpoints, related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion), some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed, related outcomes (consequences and implications) are oversimplified.

**Dimensions** ↑ **Performance Descriptors** ↑

<https://www.aacu.org/parts-value-rubric>

### 3. 取り組みの特徴 1

- ▶ 各大学の自由な利用
  - \* 標準化された基準ではない
  - \* 各大学のミッションに応じた自由な利用に供する
  - \* その意味で参照基準
  - \* 必要に応じて改変する

## 4. 取り組みの特徴 2

### ■ 恒常的な組織と専門家集団

- ・ QAA: 英政府
- ・ International Tuning Academy : EU助成金による欧州委員会の中核的事業
- ・ NILOA : ルミナ財団
- ・ AAC&U : 教養教育を推奨する大学団体

\* 実務と研究機能を備えた恒常的組織 :

参照基準の利用方法や利用事例の紹介⇒エキスパート・  
ジャッジメントを向上

## 5. 取り組みの特徴 3

### ▶ 学協会との連携

欧米の学協会：当該学問の研究による発展を目指す団体＋  
大学におけるその専門分野の教育にも尽力⇒  
参照基準の作成・普及に連携。

Ex. アメリカ歴史学会：歴史学専攻の学生が歴史学の知識を学ぶことで可能になった能力や技能を社会に対して示すことが可能になった

## 6. 取り組みの特徴 4

### ■ ステーク・ホルダーの協力

- ・ 大学の大量化⇒学生の多様化⇒アカウンタビリティとして学生の学習成果、学位の等価性などを示すことの必要性
- ・ ステーク・ホルダー（学生・卒業生・雇用者）の参加による内部質保証（QAA、TUNING、DQPなどはステーク・ホルダーの参加規程）
- ・ 大学教育の質保証は、大学人だけによるものではない。
- ・ 日本は、この議論に、大学人に加えてステークホルダーを取り込めるか。そのために何をすればよいのか。