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ABSTRACT

This paper presents 50 questions that promote research/practices to facilitate self-directed learning in Japanese language classes. The questions are divided into the five following categories: (1) general questions and general research methodology issues (e.g., Why is it important to nurture self-directed learning?); (2) learners' readiness for self-directed learning and learners' typology in terms of self-direction (e.g., How can students' failure in self-directed learning be investigated as a case study?); (3) structural or phenomenological investigation of self-direction (e.g.; What is the structure of the current educational system that hinders self-directed learning?); (4) roles of facilitating self-directed learning (e.g., What is the role of the teacher who facilitates self-directed learning?); and (5) ways to develop systems through which it is possible to foster self-directed learning (e.g., What is the rationale for administering a measurement of the level of self-direction at the beginning of a course?). The Japanese version of this paper is included. (Contains 132 references.) (SM)

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A help to start research/practice that facilitates Self-directed learning in a Japanese language class:

- 50 questions that promote research
- Related bibliography

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Why should we be concerned with self-directed learning?

Since the global society is extremely diverse and ever changing, we must constantly acquire new knowledge and skills to maintain our edge in society. Such life-long learning is effective only when learners are self-directed.

What is "aptitude for self-directed learning?"

Aptitude for self-directed learning means: 1) the ability to appropriately decide the course of one's learning; in other words, the ability to constantly adjust one's learning according to specific needs so that it stays effective; 2) the capacity to lift up one's knowledge and skills from the current level to the desired level based on one's own needs assessment, commitment, and efforts; 3) the ability to self-motivate: to decide one's pace, to encourage and put pressure on oneself when necessary, to periodically monitor one's own progress, to evaluate performance, and improve the performance based on the evaluation; and 4) the capacity to orchestrate the whole learning experience. At a certain stage, a self-directed learner may strategically adopt, based on his or her situation, a learning mode in which he or she learns with dependency on others or in a collaborative mode.

Rationale for a study on self-directed learning

Although there is an amply accumulated corpus of related studies on self-directed learning, there are few evidences that show the improvement of our educational system in this regard. The majority of our secondary Ed students in the U.S. are almost prohibited to be self-directed in the current school environment; there seem to be many missing links between research and practice on this topic, wherefore more studies are needed to fill the gap. The following are the reasons to justifiably promote self-directed learning in the current situations of our society as well as more specifically in language classes.

1. The educational environment of the developed part of the world has grown to match the increasing variety of its learners' needs. Literally, innumerable learning opportunities are 'a click away,' only if we are capable of being self-directed.
2. At a given learning situation, we can optimally adjust learning to our constantly changing physical, emotional, and intellectual needs only when we are self-directed.
3. Technology enables us to access enormous individualized learning resources once we can create our own agenda for learning and wisely control such learning activities.

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4. Since learners cannot completely master any foreign language, especially Japanese, within the limited years at school, sooner or later they must take the initiative in developing plans to continue learning while going abroad, taking advantage of the bounteous learning experiences that exist beyond the classroom.
5. There are many small language programs in the U.S. as well as elsewhere that cannot afford to provide a wide enough range of levels to meet differing needs of students at different proficiency levels. In such cases, teachers will have multiple levels of students in the same class, and students' self-direction should significantly reduce the burden of the teacher.
6. Relying on the self-direction of students, language teachers can go far beyond what a regular classroom instruction can provide. For example, those teachers could sharply individualize learning to fit each student's unique wants and needs.
7. To become more self-directed means to make more of one's own educational choices, which is a basis of human growth.

Questions that facilitate research

The following has been developed based on the author's 28 years' experience in teaching and his review of the related literature. These questions are apparently *not* comprehensive, but they are intended to provoke thought and lead to more specific questions to study. Some are partially overlapping, which comes from a natural ramification process of questioning, and they are allowable as long as they are worthy of repeated inquiry, since meaningful investigation will occur not linearly, rather, iteratively or dialectically.

The questions are sub-categorized into 5 groups:

1. General questions and general research methodology issues (Item #1-11).
2. Learners' readiness for self-directed learning and learners' typology in terms of self-direction (Item #12-19).
3. Structural or phenomenological investigation of self-direction (Item #20-32).
4. Roles of facilitating self-directed learning (Item #33-41).
5. Ways to develop systems through which we can foster self-directed learning (Item #42-50).

Category 1: General Questions and General Research Methodology Issues (Item #1-11)

Related articles:

In addition to the introductory section of any reference at the end in this paper, which usually provides an informative overview on each topic, there are some which directly deal with general topics: Brockett & Hiemstra, 1985; Brockett & Hiemstra, 1991; Brookfield, 1985; Caffarella, 1992; Candy, 1988; Fromm, 1984; Gerstner, 1992; Jarvis, 1992; Knowles, 1975; Percy, 1995; Rountree, Lambert, Rice & Korhonen, 1991; Smith, 1982.

To know the general issues, it is advisable to read the articles of influential authors such as Lord, Hiemstra, and Knowles as well as those mentioned above, and additional references can be found in the bibliography section below. Although less closely related, Fromm, Dewey, and Rogers are among those experts whose works have significantly shed light on the understanding of self-directed learning.

1. Why it is important to nurture self-directed learning? How does it contribute to personal wellness and satisfaction and to the well-being of society? (Barta, 1989; Brockett, 1985a)
2. Is it really possible for learners to learn and acquire self-directed learning aptitude? If it is possible, what should the acquisition process be?
3. If self-directed learning occurs depending on a situation, how does it happen so? What kind of situation is less inductive to self-directed learning?
4. Is there any way to simply explain the structure of self-directed learning aptitude? For example, a diagram or some sort of visual representation. (Grow, 1991a)
5. How can we develop measurement instruments to find the level of self-direction in learning? (Beitler, 2000; Brockett, 1985b; Confessore, 1991; Field, 1989; Finestone, 1984; Guglielmino, 1977; Hall-Johnsen, 1985; Long & Agyekum, 1983; Owen, 1999; West & Bentley, 1991). Further more, what kind of preparation is needed to develop a simple, short, and effective measurement system that matches foreign language classes, especially Japanese classes? What kind of validity study should we conduct for such a development?
6. Very often theories do not help predict or solve day-to-day problems; therefore, collaboration between practitioners and researchers is necessary. What are the most practical or productive relationships between them? (Usher, 1988)
7. Which characteristics of self-directed learning are stable and independent of the circumstances, and which are unstable and dependent characteristics?
8. How important it is to know oneself in order to be self-directed? If it is important, how can we increase self-awareness?
9. Is the aptitude of self-directed learning field-dependent? For example, is it possible for someone to be very self-directed in learning one subject and not so much so in learning another?
10. How much can we teach or train people to be self-directed?
11. How diverse are the problematic situations in our educational system that hinder self-directed learning? (Dave, 1975)

Category 2: Knowing Learners' Readiness for Self-directed Learning and learners' Typology in terms of Self-direction (Item #12-19)

The following are just a few examples of the previous studies in this field: Adenuga 1991; Bonham, 1989; Danis & Tremblay, 1985; Hassan, 1981; Herbeson, 1990; Kreber, 1998; Long, 1991c; Ricard, 1982; Salijo, 1979; Taylor & Burgess, 1995. The learning process is extremely complex and diverse, and attempts to research the relationship between learner characteristics and self-directed learning aptitude have been

too sporadic and preliminary. Many more studies are needed in this field to get any convincing results. Even duplicating studies similar to the previous works are meaningful at this stage.

12. Even some portions of excellent students completely fail in self-directed learning. How can we investigate such a phenomenon as a case study?
13. It is supposed that those learners who have high aptitude for self-directed learning can manage difficult circumstances, have a larger repertoire of learning strategies, and have a higher meta-cognitive awareness. How, then, can we prove this point?
14. What are some of the characteristics that experts of self-directed learning might have in common? Why are they self-directed?
15. It is known that some people resist self-directed learning. Why and how do they do so? How can we learn about the psychological factors that are working behind this tendency?
16. Getting a high grade and having a high self-directed aptitude may not necessarily have a strong correlation. How are these two tendencies related to each other?
17. We may be able to categorize learners into a few main types based on their inclination toward self-directed learning. Then, we can develop different approaches to train them. What kind of data do we need to properly categorize learners? How many learners should we survey, and how should we survey them, in order to verify this categorization?
18. What percentage of learners is naturally self-directed in learning? Generally, how can we categorize them?
19. Many learners, to different degrees, are externally-directed. They cannot learn well without external pressure. Why, then, can they not put pressure on themselves? Is there any way to train them to put pressure on themselves? How can we develop, in learners, the skills to monitor their learning environment and adjust their learning accordingly? How much attention does the current educational system pay to this kind of skill development?

Category 3: Structural or qualitative (e.g., phenomenological) investigation of self-direction (Item #20-32)

This field being still young, it is especially beneficial to accurately and structurally understand the phenomena associated with self-directed learning based on qualitative research such as that using the phenomenological approach, which reveals the essences of a phenomenon. Although written in Japanese, an appendix of Ariizumi (2000) gave a one-page guide for application of this approach. For more extensive discussion on this kind of research methodology, van Manen (1990) is highly recommendable. The rest of the references listed below do not necessarily apply qualitative research methodologies, but they help deepen and widen the overview of this issue through their reflection, observation, interpretation, and analysis.

Related articles:

Ariizumi, 2000; Clark, 1980; Courtney & Rahe, 1992; Danis, 1985; Danis & Tremblay, 1985; Gibbons & Phillips, 1982; Steele, 1991; Taylor, 1986; Taylor, 1993; Usher, 1988; van, Manon, 1990; Watson & Tharp, 1977.

20. What is the structure of the current educational system that hinders self-directed learning?
21. How can we approach the problems related to self-directed learning? What should be in the list of the problem-solving strategies for them?
22. How can we utilize the phenomenological approach to find the essential nature of these problems?
23. What is the ontological meaning of self-directed learning? How can we study that meaning?
24. We can ask various phenomenological questions concerning learning situations. What are, then, the principles to guide such investigations?
25. We can ask the same questions that we asked previously from a phenomenological perspective. For example, what are the essential characteristics of the structure that prevents the development of self-directed learning? What are the essential characteristics of the instruction that facilitates self-directed learning? What are the essential learner characteristics that enable these learners to be self-directed? And so forth.
26. How can we precisely and vividly describe the anti-self-directed attitude that the current school education seems to implant in learners? How can we collect data to do this kind of phenomenological inquiry? Where, when, and how can we find 'rich information?' What are the appropriate time frame, phase, and timing to find the most revealing information for this inquiry?
27. The goal of data collection is to find the statements, quotes, and so forth that best reveal the phenomena related to self-directed learning, in order to appropriately describe the most essential characteristics of these phenomena. How can we effectively approach this objective?
28. Our concern may be framed into research questions such as "A study on the structure of the problem that our school education systematically interrupts students' self-directed learning." What other research titles might be promising to study?
29. Are there any factors in the existing learning environment that help learners to be self-directed? If so, how can we identify them? What is the methodology to make such an identification process productive and efficient?
30. One hypothesis is that the current educational system restricts students in many ways to certain modes of learning which are not conducive to self-direction. Learners also feel that they need to be told what to do all the time. How can we verify this hypothesis?
31. If an educational system is prohibiting self-directed learning, how can we overcome this problem?
32. If we suppose that self-direction is variable, what kind of phenomenon is this variability? What factors affect this variability?

Category 4: Roles of facilitating self-directed learning (Item #33-41)

In contrast with Category 3, which deals with investigation for better understanding of the related phenomena, this category guides the search for practical ideas to facilitate self-directed learning in a formal educational setting. The following references give many concrete ideas from experienced practitioners.

Related articles: Beane, 1997; Candy, 1987b; Henney, 1978; Herman, 1982; Hiemstra, 1985; Hill, 1991; Johnson, Wurr & Edwards, 1995; Knox, 1986; Piskurich, 1992; Silverman, 1995; Thomson, 1998; Vosko, 1991.

33. What is the role of a teacher who facilitates self-directed learning? It is obviously wrong to let students do whatever thing they like in learning. When they learn new things, they need some guidance. Then, where can we draw lines between the things in which we should intervene and the things in which we should not?
34. As a teacher, how can we measure the appropriateness of our assistance to learners' self-direction? If we have problems, how can we overcome them? (See the references for #6.)
35. Although an excessive intervention is wrong, leaving learners alone does not facilitate self-directedness at all. Then, what kind of intervention is appropriate?
36. To expect learners to be self-directed means to provide them with room in their learning, so they can choose the ways to learn. In what way can we fail to give them such room while we advocate self-directed learning? On the other hand, there is a danger that learners may do nothing when they are given freedom to choose. How can we find the best balance between supervision and freedom? What kind of things do learners want to choose? Among those what things are essential for them in order to be self-directed? At which stage of learning should learners be ready to be self-reliant and what kind of choice should they make so that they can more effectively and conveniently develop their self-direction? (Price, 1976)
37. How can we create ample opportunities for learners to choose their own ways to learn? What are the principles for creating options for learners?
38. How can we efficiently and economically create these options?
39. While we, as teachers, respect the freedom of learners' choice, we also have to make various interventions to assist them in being appropriately self-directed. Such interventions may include asking questions, walking learners through the first few steps of a common self-directed learning procedure; coaching, giving feedback, and so forth. What are the details of these intervention techniques?
40. How can we create situations in the classroom through which learners can develop their self-direction?
41. Even through activities that engage the entire class, we may somehow facilitate learners' self-directed learning. What kinds of principals used to

organize the class are significantly related with the development of self-direction?

Category 5: Ways to develop systems through which we can foster self-directed learning (Item #42-50)

After learning a wide range of roles for a facilitator of self-directed learning through the questions of Category 4, we still have to know how to integrate these ideas into the existing curriculum and educational system. The references for this and the previous category are somewhat overlapping; therefore we can meaningfully refer to both of them to explore ideas relevant to this category. We should know that successful integration of self-directed learning with the existing educational environment in longer term is only possible through effective, efficient, harmonious, and systematic implementation, for which purpose the following articles should provide much practical advice.

Related articles: Baskett, 1991; Boud, 1988; Brockett & Hiemstra, 1985; Brockett & Hiemstra, 1991; Brookfield, 1986; Caffarella, 1983; Cheren, 1978; Cross, 1984; DeJoy & Mills, 1992; Grow, 1991a; Knowles, 1980; Moulden, 1980; Palmunen, 1995; Wilcox, 1996.

42. It may be useful to check the level of self-direction at the beginning of a course so that we can give the learners more meaningful and individualized assignments. What is the rationale to administer such a measurement?
43. Is it possible, under the current school environment, to acquire the aptitude for self-directed learning? If it is possible, how can we nurture it at school? Where, when, and who should start it? (Kasworm, 1992; Skager, 1984; Taylor, 1986)
44. In the beginning stage, it is helpful for learners to have some structure as a scaffold. Then, for the next step, how can learners overgrow such dependency on the structure?
45. What are the conditions necessary for an environment to provide learners with the security to be self-directed?
46. How can we most effectively find ways to enhance self-directed learning? How can we find the most effective way to develop a system/curriculum that facilitates self-directed learning?
47. Should we develop the self-directed learning skills in learners according to their readiness in each field of study, which might differ from one person to another? Or should we develop them as generic skills that are the same for all the fields of learning?
48. At each learning stage, how should we help learners develop their self-direction?
49. What is the learning environment that best induces such development?

50. What orientation is necessary for learners so that they will understand the basic principles of self-directed learning and become ready for such a mode of learning? How can we follow up to facilitate their learning?

日本語クラスにおいて 自学力を伸ばす実践と研究を始めるために：

- 研究を導く 50 の質問
- 参考文献(英文)リスト

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有泉芳彦

なぜ特に今自学力が問われるべきなのか

このグローバル社会が複雑多岐にわたっていると同時に絶え間なく変革を遂げていることから、この社会の構成員は絶えず新しい知識や技能を身につけることを期待されている。そのような生涯教育は、自学力が伴って初めて効果的なものとなることは自明である。

自学力とは何か

自発的に自分に合わせて学習の過程を絶えず微調整しつつ効果的に学んでいかれる能力。自分の学習過程の行く末を適切に決めていかれる能力。今までに達成した学習のレベルから、自分の判断と決意と努力で次のレベルまで進んでいかれる力量。ある段階では自ら他学を選び、時には協学を合わせることでより学習の活性化を図るなど戦略的に進めていかれる能力。自分自身を動機付け、自分でペースを決めるだけでなく、自らを励まし、あるいは多少のプレッシャーを自分にかけて目標を達成したり、自分が今どのようなレベルで学習しているのかをモニターしたり、区切り毎に自分のパフォーマンスを評価したり、その評価に基づいて次の段階に向けて更に効率よい学習の方法を考えていける能力である。

では、自学力を養成することが本当に価値のある行為なのかについて考えてみよう。

自学力について研究する意義

1. 学習者の多様化するニーズに応える教育機会があってもそれを使いこなす学習者の養成が必要である。そのための条件の一つとして学習者自身の自学力が欠かせない。
2. あらゆる学習機会において、自学的であることによって初めて、学習環境を自分にとって最適化するように整えたり、学習過程の個々の状況に自分自身の対処の仕方を微調整することができるのである。

3. テクノロジーを備える教育環境が上記のような教育の実施にとって好都合であるが、テクノロジーを上手に活用できるか否かについては、学習者の自学力に頼るところが大きいのである。

4. 言語教育の場合、短期間の学校機関を通しての教育のみで高い言語能力を身につけることは不可能であるから、終了後も、とりわけ、目標の言語を話す環境に入ってから、学び続ける自学力が必要である。

5. 小さい規模の言語教育プログラムでは、登録者の数が少ないため、複式で教えなければならない時があるが、自学力を持つ学生がいることが教師の負担を大いに軽減してくれるだろう。

6. 自学力を前提にすると、一斉授業ではなかなか実現が難しいことが可能になる。たとえば、個人のレベルやニーズに合わせて、極めて特殊な領域の学習が可能である。

7. 真に人間らしく生き・成長するためには、人は自ら選び行動しなければならない。このことも自学力の発達と軌を一にする。

研究を導くと思われる疑問のリスト

以下のリストは、著者がこのテーマについての考察を進めている間に書き留めたものの中から、リサーチ・アシスタントと共有するのが好都合だろうということで疑問集の形でまとめたものである。もともとは、ほとんどランダムに生まれたものであるが、読者にとって使いやすいように、5つのサブ・テーマに分けて並べ替えてある。5つのグループに関連した文献が、英文の方ではグループ分けされて整理されていることと、更に若干のコメントも加えられているので、そちらの方も参照していただきたい。

- 基本的理解を得るためおよび研究の一般的方法論 (項目 #1-11)
- 学習者の自学に関するレディネスとタイプ分け (項目 #12-19)
- 自学に伴う現象の構造的ないし現象学的疑問 (項目 #20-32)
- 自学を支援する役割と授業における配慮 (項目 #33-41)
- 自学力を育てるシステム作り (項目 #42-50)

1. 自学力の養成はなぜ、どのように重要なのか。
2. そもそも自学力は学習し、習得することが可能なものなのであろうか。できるとして、その習得のプロセスはどのようになるはずであろうか。
3. 自学が Situational なものだと仮定すると、それはどのようにそうなるのか。自学を誘発しにくい Situation とはどんなものか。
4. 自学力の構造的特徴を図解するなど、単純なモデルで説明できないか。
5. 自学力のレベルを測定する方法の開発はどうあるべきだろうか。
6. しかも、日本語教育に合わせて単純で、短くて、効果的な測定方法の確立が、Validity の研究も含めてなされるためにはどのような準備が必要だろうか。

7. 理論も予想も外れることや現実の問題解決には役立たないこともあるだろう。だから、実践者と研究者が力を合わせてアイデアや情報の交換をするべきである。たとえば、ブレインストーミングしながら、最も現実的な方法を探っていくべき方法はどうか。そのような協力体制をどのように組織していくべきだろうか。
8. 自学力に関しては、そのどのような特徴が比較的安定していて、状況などによってあまり変わらず、それに反して、どのような特徴の可変性が大きいだろうか。
9. より高い自学力を築くために自分自身をより良く知ることがどれほど必須のことか。もし必要なものならば、どのようにして自己認識を高めていられるか。
10. 自学力は、領域依存的なものであろうか。自学はどれほど教えることや訓練することのできるものであろうか。
11. 自学を阻む問題傾向はどれほど、またどのように多様であらうか。
12. 優秀な学生でも自学的な学習をさせたとき見事に失敗してしまう例がある。そのような典型的な失敗の例をケース・スタディーとしてどのように追究することができるか。
13. 自学力の高い学習者は、色々な工夫ができ、Strategyのレパトリーが広いということや、またメタ認知のレベルも高いものと考えられる。このことをどのように証明できるであらうか。
14. 自学の達人とはどういう人であらうか。彼らが自学的であるのはどうしてであらうか。
15. 自学に対して著しく抵抗を示す学習者がいることは事実である。それはどうしてそうなっているのか。その心理的要因の究明はどのように可能か。
16. 成績がいいことと自学力が高いことは必ずしも相関関係にないらしい。では、もう少し詳しくこの関係を調べるならば2つの間の関係はどんなものであるのか。
17. 学生の自学に関する志向性をいくつかの主要なタイプに分類し、そのタイプごとに対処の仕方を考案することができよう。そのような分類のためにどのようなデータが必要か。この分類を確定するためどれほどの人数の学生を対象に調査する必要があるだろうか。
18. 自学力の高い学生はどのくらいの割合で存在し、彼らの特徴づけているのはどんな点か。
19. 多くの学生が程度の差はあれ、極めて他律的なのである。外からのプレッシャーがないとなかなかエンジンがかからないという状況である。ならば、自ら自分にプレッシャーをかける方法もあるはずである。このようなテクニックにはどんなものがあるか。更に学習環境をモニターしたりチェックしたりして自分の学習に最適な環境を自分の手でクリエイティブしていくなどという能力は極めて大事なものであるはずであるが、実際、学校教育の中ではそれほど関心が払われているとは思えない。どのようにしたらそのようなテクニックを開発することができるか。

20. 学校教育が自学力を阻んでいる構造はどうなっているか。
21. 自学に伴う問題の構造的理解をするにはどうしたらいいだろうか。それに対する解決方法のストラテジーを列挙するとどうなるだろうか。
22. どのようにして現象学的なアプローチで現象の本質についての理解を深めることができるであろうか。
23. 自学することが持つ存在論的な意義というものがあるのだろうか。あるとしたら、たぶん深い意味がありそうだが、それをどのように解明していったらいいのか。おおよそ、それはどのようなものであろうか。
24. 学生の置かれた状況をいろいろな角度から現象学的に問うことができる。その様な問いを導くのはどのような原則であろうか。
25. 現象学的なスタンスでいくつかの疑問を問い直してみよう。学習者の自学力の発達を阻んでいるものの本質は何か。学校教育のどのような本質が自学力養成を妨げあるいは育成しているのだろうか。自学力を育てるための教授法の本質は何か。学習者を自学力に関して特徴づける最も本質的なタイプにはどのようなものがあるか。
26. 学校教育が学生に植えつけてしまっている反自学的な傾向はどんなものをどのように正確にかつ生き生きと描写することができるであろうか。そのような現象学的な研究のデータをどのように集めるか。Rich information をどこに、いつ、どのように見出すことができるであろうか。Revealing information を見出すべき時期・位相・タイミングがあるはずである。それはどんなであろうか。
27. Data 収集の目標は、自学にかかわる現象の本質が自ずと表現され、伝達されるような最も本質的な Statement とか Quote とかを集めることでもある。それにはどうしたらいいだろうか。
28. 一つの研究の方向としては、「学校教育において、自学が組織的に妨げられてしまう問題の構造的究明に関する研究」というトピックが考えられる。そのような研究のために、どのように研究を組織していったらいいだろうか。
29. 既存の学習環境の中で学生を励まして自学的に学習するように助けるものがあるか。環境の中からひねり出すように出てくるものこそ、また、そのドロドロとした現実の中から検討を重ねた末抽出したものであればあるほど貴重で役に立つものだと思う。研究のプロセスとは、ドロドロの現実の中から何か秩序あるものを掘り出していく作業に他ならないのかもしれない。では、そのプロセスをより生産的・効率的にする方法論は何か？
30. 一つの仮説は、「現行の教育制度が、学生を色々な方法で縛っては勉強をやらせ、学生の方でもそのやらせに頼ったりまたそのようなやり方をニーズとして感じていたりする」というものである。こうして反自学的傾向が両者が片棒を担ぎ合うことによって促進されてしまうのではないか。それでは、その点をどのように実証していったらいいのか。
31. 自学を妨げている教育のあり方は何か。それをどう克服したらいいのか。

32. 自学力はかなりの程度変わりうると仮定しよう。それを自学力の可変性と呼ぶことにする。それでは、その可変性とはどのような現象か。その可変性を左右しているファクターは何か。
33. 学生に対する教師の役割を考えたとき、如何に自学力を伸ばすといっても、ただ放っておけばいいのではなく、新しい分野に挑戦する者にとって先輩の助言が必要なことはいうまでもない。どこに助言や助けが必要か否かのラインを引くのが適当であろうか。学生から何が期待でき、どんな点に対してはもっと支援なり訓練が必要なのであろうか。
34. たとえば、自分自身を教師として見つめたときどれほど自学力を伸ばすという目的に対し、自分の行動が調和したものになっているかどうかをどのように評価したらよいかであろうか。もし、調和していない部分があるとしたらそれはどうやって克服できるであろうか。
35. 余計な干渉は悪いが、逆に、自学の育成は決して無責任な放任によっては起こらないであろう。それでは、どのような仲介が最もふさわしいだろうか。
36. 学習者に自学を期待するということは、彼らに自由選択のできるスペースを確保することを意味しているのではないか。陥りやすい危険は、自学について教えておきながらそれを行使する機会を奪っているという自己欺瞞である。一方、学生に単に自由を与えるというのも危険で、それこそ何も起こらないという可能性もあるからである。どのようにその両者の間にバランスを保っていったらいいのだろうか。学習者はどのようなことを選びたいと思っているのか。学習の各段階で、どのような選択の機会を与えるのが彼らにとって効果的かつ好都合か。
37. 如何に多くの選択肢を創り出すか。選択肢の創り方についての原則は何か。
38. 学習者のために選択肢を設けるとして、どうしたら最も経済的に効率よくそういう選択肢を創り出すことができるだろうか。
39. 一方では、学習者に自由があるとの認識を高めながら、最初、疑問を投げかけるなどの補助をすることによって、自力で考えていかれるように支援することが大事である。このようなテクニックを一般的にするとどうなるであろうか。詳しいステップはどうなるであろうか。
40. どのように自学の芽を伸ばすきっかけを授業の中に取り入れていったらいいのか。
41. 一斉授業の中にも自学的な部分があり、工夫によっては、一斉授業の中で自学力のある部分が養われるはずである。どのような工夫が自学力を伸ばすことに繋がっているだろうか。
42. 最初の段階で、自学のレベルをチェックし、それに基づいてひとまず方向を決めていくことが好ましいだろう。その意義は何であろうか。
43. 自学力の習得は、現在の学校教育の環境の中で可能であろうか。もし可能だとしたら、それを育てていく具体的な方法論はどのようなものであろうか。

- か。そのような試みは、どこで、誰が、どのようにして始め、発展させていく必要があるのだろうか。
44. カリキュラムの中における **Structure** は最初の段階で助けになるだろう。しかし、次の段階としてそれへの依存を越えていくためにはどうしたらいいのだろうか。
 45. 自学的な学習が安心してできるような環境とはどのような条件を備えているのだろうか。
 46. どのようにしたら最も効果的な自学的勉強の仕方を見つけられるであろうか。どのようにしたらより効果的に自学力を伸ばすシステム・カリキュラムなどを開発することができるであろうか。
 47. どの分野に対するレディネスが高いかによって選択的にある能力なりを伸ばしていくべきか、それとも、全面的・同時的に自学力を伸ばしていくべきであろうか。
 48. 学習過程のどの段階でどのように自学力を伸ばしていくべきか。
 49. 学習者に説明するだけで自動的に自学力が身につくなどと考えるべきではない。それが伸びていくためにはしかるべき条件・学習環境が満たされなければならない。それらはどのようなものか。
 50. どのようにオリエンテーションを組んだら学生が自学について理解するだけでなく、自学力を伸ばしていくための下ごしらえができるであろうか。その後のフォローアップと **Facilitation** はどうあるべきか。

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