課題名　　　リテラシー、コンピテンシーの社会文化的理論
　　　　　　　― 英文による日本の文化と歴史文献収集によるアプローチ ―

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研究目的

　　これまで、教育のグローバル化が進む中で、英文による日本の文化と歴史文献収集は、断片的に行われてきているが、日本語でアクセスできる JICA（2003）『日本の教育経験 : 途上国の教育開発を考える』や、ローレンス・マクドナルド 編著 菊地栄治，山田浩之，橋本鉱市 監訳（2009）『世界から見た日本の教育（リーディングス 日本の教育と社会 第 20 巻）』があり、有益であった。しかしながら、リテラシー、コンピテンシーの社会文化的理論に関わる日本の学習者、社会文化論的視点からは、整理されたものがなかったと思われる。本プロジェクトは、この間隙を埋め、むしろ海外に向けた理論構築の礎とすることを目的とする。

経過

2018 年 6 月	European Journal of Education 特集号 Volume 53, Issue 2 Special Issue: Are student assessments fit for their purposes? にて、Guest Editor Janet Looney による英米日の Commentary の掲載に寄与
2018 月 11 月	WALS 2018（北京）にて、公募シンポジウムで、Into the gray zone of classroom assessment with school-wide perspectives というシンポジウムを企画
2019 年 2 月	END (International Conference on Education and New Developments) 2019 に、Using Classroom Assessment to Improve Pedagogy - the Japanese Experience - と題して、口頭発表の提案

成果と課題

　　『世界から見た日本の教育（リーディングス 日本の教育と社会 第 20 巻）』の編集者から、周辺の論文含めて取り寄せ、周辺を補強する論文のリスト（下記はその一部）を作成し、その一部は、国際学会でのシンポの企画や発表に生かすことができた。今後は、さらに学習の社会文化論的視点に焦点化していく。

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